



Department of

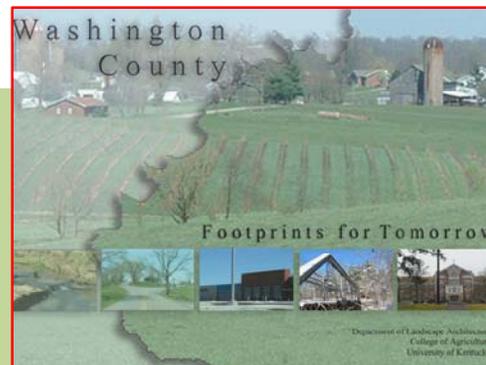
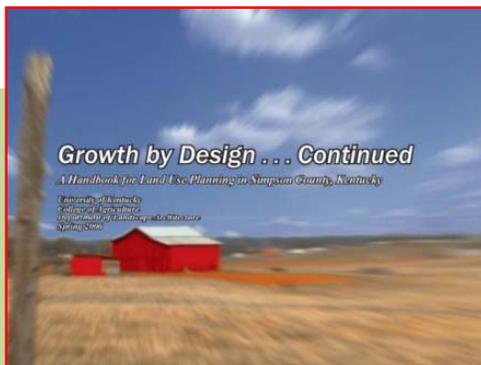
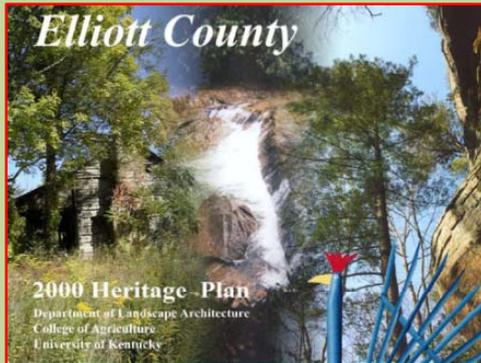
Landscape Architecture

Periodic Program Review

Submitted January 2011

Self Study

**Goal V: Engage Kentuckians and others in partnerships to elevate the quality of life.
-- University of Kentucky Mission Statement**



**Landscape Architectural Accreditation Board
SELF EVALUATION REPORT
2002-2008**

**Department of Landscape Architecture
University of Kentucky
College of Agriculture
Lexington, Kentucky**

TABLE OF CONTENTS

	<u>Page</u>
Self-Evaluation Report Information Sheet.	1
1. History of the Program.	3
2. Response to Previous LAAB Review.	5
3. Current Strengths.	7
4. Current Weaknesses.	8
5. Persons Who Participated in Preparing this Report.	9
1.0 Program Mission & Objectives.	10
1.1 Program Mission and Objectives.	10
1.2 Relationship of Program to Institution.	12
1.3 Progress toward Attainment.	15
1.4 Plans for Improvement.	15
1.5 Program Disclosure.	16
2.0 Governance & Administration.	17
2.1 Administrative Organization.	17
2.2 Administration, Teaching and Research Staff.	20
2.3 Policies and Procedures.	20
2.4 Equal Opportunity.	25
2.5 Faculty Number.	26
2.6 Previous and Present Faculty.	27
2.7 Student/Faculty Ratio.	27
2.8 Budget.	28
3.0 Professional Curriculum.	30
3.1 Curriculum.	31
3.2 Typical Program of Study.	33
3.3 Educational Sequence.	34
3.4 Assessment of Program Effectiveness.	36
3.5 Advising.	36
3.6 Distinctive Instructional Procedures.	37
3.7 Cooperation and Interaction with Allied Fields.	37
3.8 Distinctive Educational Opportunities.	38
3A.0 Bachelor's Level.	38
3A.1 Coursework Outside the Professional Curriculum.	41
3A.2 Possible Areas of Interest.	41
3A.3 Relationship of Professional and Outside Coursework.	42

4.0	Faculty	43
4.1	Instructional Assignments	44
4.2	Program Policy on Teaching/Other Assignments	44
4.3	Faculty Development	45
4.4	Faculty Evaluation	46
4.5	Visiting Lecturers/Critics	47
4.6	Teaching Assistants	48
4.7	Individual Teacher's Record	49
5.0	Students	67
5.1	Students' Abilities to Apply Subject Matter	67
5.2	Student Enrollment Summary	69
5.3	Student Participation	70
5.4	Student Advising	70
5.5	Requirements for Admission	71
5.6	Student Recruitment	72
6.0	Alumni	73
6.1	Degrees Awarded	73
6.2	Record of Advanced Study	73
6.3	Employment	74
6.4	Alumni Tracking	74
6.5	Alumni Accomplishments	75
6.6	Alumni Input	75
7.0	Practitioners	76
7.1	Practitioners Input	76
7.2	Local/Regional Practitioners	76
7.3	Allied and Other Disciplines	77
8.0	Relation to University and the Community	78
10.1	Service	78
10.2	Communication and Public Education	79
9.0	Facilities, Equipment and Information Systems	81
9.1	Compliance with ADA and Applicable Building	81
9.1.1	Space and Equipment	82
9.2	Library and Other Information Systems	87
9.3	Extent of Collection(s)	87
9.4	Acquisition	88
9.5	Effective Use and Integration into Coursework	88
9.6	Maintenance and Management	89
	Appendix	90

**UNIVERSITY OF KENTUCKY
SELF-EVALUATION REPORT**

For the Academic Years	2002-2008
Institution	University of Kentucky
Program	Undergraduate Landscape Architecture
Degree Title	Bachelor of Science in Landscape Architecture
Chief Administrative Official of the University	Dr. Kumble R. Subbaswamy, Provost 105 Main Building University of Kentucky Lexington, KY 40506 859/257-2911
Chief Administrative Official of the College	Dr. M. Scott Smith, Dean College of Agriculture S125b Agriculture Science North University of Kentucky Lexington, KY 40546 859/257-4772
Chief Administrative Official of the Program	Professor Horst Schach, Chair Department of Landscape Architecture S305 Agriculture Science Building University of Kentucky Lexington, KY 40546 859/257-3485

Report Submitted by

Name/Date

Minimum Requirements for Achieving and Maintaining Accredited Status

These conditions must be met for a program to apply for accredited status:

1. The program title and degree description incorporate the term "Landscape Architecture".
2. An undergraduate first-professional program is a baccalaureate of at least four academic years' duration.
3. A graduate first-professional program is a master's of at least three academic years' duration.
4. Faculty instructional full-time equivalence (FTE) must be as follow**s:
 - a. An academic unit that offers a single first-professional program has at least three FTE instructional faculty who hold professional degrees in landscape architecture, at least one of whom is full-time.
 - b. An academic unit that offers first professional programs at both bachelor's and master's levels, has at least six instructional FTE, at least four of whom hold professional degrees in landscape architecture, and at least two of whom are full-time.
5. The parent institution is accredited by the institutional accrediting body of its region.
6. There is a designated program administrator for the program under review.

The University of Kentucky program meets the minimum conditions to apply for LAAB accreditation.

Horst Schach, Department Chair

Program Administrator Name and Title

October 2, 2008

Program Administrator Signature

Date

1. HISTORY OF THE PROGRAM

- 1969 A full-time Landscape Architect, Prof. Horst Schach, was hired to teach landscape design courses in response to growing pressure in Kentucky to expand in the landscape architecture area.
- 1972-1973 A formal proposal for a degree program in Landscape Architecture (BSLA) was made by the College of Agriculture.
- 1975 The program received an evaluation visit from Prof. Robert P. Nicholls, Chairman, ASLA Committee in the guidance of new programs.
- 1976 By action of the Board of Trustees, the Landscape Architecture Program was approved and the Department of Horticulture was designated as the Department of Horticulture and Landscape Architecture. Horst Schach is appointed Program Chairman.
- 1978 Initial accreditation visit, resulting in initial two year accreditation.
- 1980 Accreditation visit results in full accreditation.
- 1980 A selective admission policy was approved by the Faculty Senate.
- 1982 Major revision of curriculum - five year program, professional numbering series for courses, and +/- designation for grading system instituted.
- 1984 Accreditation visit results in five year accreditation.
- 1989 Findings of the 1989 accreditation visit granted a three-year provisional status. The critical deficiency cited by the visiting team was that of inadequate facilities.
- 1990 Work began to implement plan for new facilities.
- 1991 Construction began on renovation of E.S. Good Barn. An Advisory Council of practitioners was formed and began meeting with faculty and administrators.
- 1992 Studios are moved to E.S. Good Barn.
- 1993 Program received 20% of faculty FTE to teach courses in GIS.
- 1995 Program received full-time teaching position for introductory studio which previously had been the responsibility of the School of Architecture.
- 1997 Accreditation visit results in five year accreditation.

- 1999 Department status granted with one additional faculty position.
- 1999 UK Student Chapter ASLA hosts a very successful LABASH.
- 1999 An additional faculty position was added to the department, although the 20% FTE for the GIS position was lost.
- 2000 Chancellor Zinser initiates meetings between Landscape Architecture, Interior Design and Architecture to explore “potential for a design center or institute.” Those discussions were to explore, “greater opportunities for collaboration, visibility and funding ... while retaining the autonomy of each program within its current academic unit.” An Ad-Hoc Committee was formed to further explore these opportunities.
- 2001 Dr. Lee Todd is inaugurated as the University of Kentucky President and initiates discussions of possible reorganization of the university. A Futures Committee was formed to report on units to receive additional funding and academic unit restructuring.
- 2002 The Futures Committee recommends the formation of a College of Design possibly to include Landscape Architecture, Interior Design and Architecture, as well as numerous other recommendations pertaining to other academic units.
- 2002 The Landscape Architecture faculty was evenly split on its response to the Futures Committee recommendation.
- 2002 An Implementation Committee was subsequently appointed by the Provost, including the Deans of Agriculture, Architecture and others, to make recommendations regarding the fate of the College of Human & Environmental Science (which was recommended to be dissolved by the Futures Committee), and the formation of a College of Design. The Implementation Committee recommended that Interior Design and Architecture be combined into a new college but that Landscape Architecture should remain in the College of Agriculture.
- 2002 A College of Design was formed consisting of Architecture, Interior Design and Historic Preservation. Landscape Architecture remained in the College of Agriculture.
- 2003 Landscape Architecture program received accreditation until 2008.

2. RESPONSE TO PREVIOUS LAAB REVIEW

Program Mission and Objectives (Standard 1) - Met with weakness

“The program’s academic mission statement focuses on the department’s undergraduate professional education. It articulates a number of program goals for undergraduate professional education such as curriculum goals and student learning outcomes/ performance goals. It also includes a general statement about research and a statement about the importance of the community design and planning assistance studio as the department’s contribution to the College of Agriculture’s Public Service or Extension.

The Department lacks a long-range planning process and a strategic plan that articulates a comprehensive vision for a professional design program in a College with a strong extension mission and diverse research activities. The lack of a strategic plan hampers the development of the Department in areas as fundamental to its success as filling currently vacant faculty positions. Linkages may include natural resource units such as Resource Conservation & Management and the Environmental Center in Forestry; human and environmental science units such as the Environment and Behavior Center, and the design units with the College of Design. The planning process should consider the full range of administrative, research, teaching and outreach/service opportunities available to the Department through these linkages.

As a result, the Department successfully manages internal activities relating to the BSLA program curriculum but is less successful in opening itself up to and engaging with other units and activities with the College of Agriculture and with units beyond the College.

Recommendation Affecting Accreditation:

Develop a long-range planning explaining how program objectives will be met.”

Department Response:

Since the previous LAAB review, the University has experienced major changes in the central administration and its planning policies. These changes are specifically outlined in Section 1: Program Mission and Objectives. The 2002-2006 *The Dream and the Challenge* plan became the principal outline for strategic plans for all units of campus (see Section 1.2 for specific goals). In 2006, a new university strategic plan (*Top 20 Business Plan*) was unveiled which introduced the guiding principles of: Excellence, Expansion, Engagement, Entrepreneurship, Innovation, Integration, Inclusivity and Internationalization. This Department has responded to these guidelines to the extent that existing resources permit. Ultimately this Landscape Architecture program was conceived and remains primarily a teaching program; however, considerable progress is being made in finding the necessary funding to facilitate research and outreach without additional state funding.

The increased research activity has provided additional resources and promoted interactions with other disciplines. Although there are no prospects of additional faculty in the near future, we remain optimistic that a graduate program will happen thus allowing for more research. There is also the possibility for official Cooperative Extension participation which could result in additional faculty and state-wide visibility.

As this report is being prepared, there is a group actively working on restructuring a part of the College which will hopefully have a very positive impact on this Department as well as the College. Two members of the Landscape Architecture faculty are active members on the Natural Resources/Environmental Sciences Planning Initiative Committee to prepare a long-range plan for a unit (type not yet decided) of natural resources within the College of Agriculture. Other committee members include representatives from Forestry, Agricultural Economics, Plant & Soil Sciences, Biosystems & Agricultural Engineering and Horticulture. The formation of such a unit will provide an opportunity to expand the mission of the Landscape Architecture program. This long-range plan will probably take more than one more year to complete. In the mean time, the Department is providing input to the process to assure that Landscape Architecture will be a major role player in this initiative.

3. CURRENT STRENGTHS

- The selective admission policy has been instrumental in bringing well qualified students into the program. This coupled with the fact that over 60% of Landscape Architecture majors transfer from other academic programs, including some with previous degrees, produces a diverse student body with a wide variety of experiences to enrich the classroom environment.
- Each studio is taught by a faculty member assisted by a private practitioner. This allows student exposure to as many as eight different adjunct faculty during their educational experience.
- The faculty have diverse backgrounds and expertise. They are enthusiastic and are working to build a strong program. Teaching loads are realistic and allow for individual academic pursuits. Most faculty members are licensed and practice to some degree.
- Three faculty have been able to visit numerous other programs while participating on accreditation visiting teams.
- Faculty involvement goes far beyond the program -- some past examples include:
 - University Tenure and Promotion Area Committee
 - University Academic Ombud
 - University Faculty Senate
 - Service on governmental commissions for Smart Growth
 - Numerous offices held in Kentucky Chapter ASLA
 - Member of licensing board
 - Appointment to Governor's Task Force for Rural Development
 - Graduate faculty for the Historic Preservation master's program
 - Ten year participation, including chair, of the Lexington-Fayette Urban County Government Greenspace Commission
(See Section 8 for more detailed information)
- Over the years one of the major strengths of the program has been the extent to which the students and the faculty are involved in community service. Upper level students often use "real world" projects as part of the pedagogy. Such projects expose students to working with clients and expanding their ability to solicit public input while developing their communication skills. These activities keep the program quite visible and ultimately serve the college, the university, and the profession because of the positive awareness generated. This year's capstone project received a prestigious ASLA Honor Award.
- The facilities are considered a strength. With all four studios under one roof, there is clear evidence of an increase in the quality of student work which can be traced to the collegiality evolving from students' interaction among the studios.

4. CURRENT WEAKNESSES

- The travel budget for the LA faculty is at such a level that faculty are not likely to attend meetings necessary to maintain appropriate professional exposure. This is of particular concern as it effects junior faculty in their efforts to establish the national recognition needed for tenure and promotion.

- Although discussions have been on-going about the creation of a Master of Landscape Architecture program, economic limitations have prohibited progress toward this goal. The addition of a graduate program would allow more opportunity for research, professional visibility and the program's ability to maintain its status on campus as the University strives to improve its image as a research institution.

5. PERSONS WHO PARTICIPATED IN PREPARING THIS REPORT

The Department Chair acted as the primary author of the Self-Evaluation Report with members of the faculty having the opportunity to edit all sections of the report. The UK Student Chapter ASLA President and members of the Landscape Architecture Advisory Council (LAAC) have received draft copies of the report for their review. Since this report was written during the summer, additional student input was difficult to obtain. Copies were distributed to classes for their information after the semester began.

1.0 PROGRAM MISSION AND OBJECTIVES

Standard: The program shall have a clearly defined mission supported by educational objectives appropriate to the profession of landscape architecture and shall demonstrate progress toward their attainment.

1.1 Program Mission and Objectives

The mission of the Landscape Architecture program is to provide a broadly based education that instills the ability to think critically, fosters creative problem solving in students, develops a theoretical foundation for Landscape Architecture and an understanding of technologies. An emphasis on teaching, research, and public service will facilitate human habitat design which appropriately responds to environmental, social, and aesthetic issues.

Undergraduate Education in Landscape Architecture

The goals of the Landscape Architecture undergraduate teaching program are:

- To maintain Landscape Architecture accreditation.
- To ensure that its graduates can perform at the entry level of the profession.
- To provide an educational program that contributes directly to the personal growth of the student, including ethical and social values and a desire for lifelong learning.
- To provide an educational foundation for graduate studies in Landscape Architecture or allied fields.
- To maintain a core curriculum with sufficient flexibility to allow the pursuit of individual interests.
- To provide a curriculum that allows the student to develop competence in the manipulation of the built and natural environment within the context of social and natural sciences, recognizing aesthetic implications.
- To maintain and increase associations with other disciplines leading to mutual understanding and interdependence in solving environmental and social problems.

What students must know and be able to do upon graduation

In the broader terms, graduates should be qualified to enter the profession with the ability to perform the tasks of an entry level employee and have the required knowledge base to gain licensure as required by the Council of Landscape Architectural Registration Board (CLARB). The professional curriculum strives to provide this minimum content while the University Studies component provides the general education associated with an undergraduate degree.

Specific outcomes are:

Design principles - must understand basic design principles and apply them to projects of various scales and complexity.

Site inventory and analysis - must understand natural systems in order to assess sites for the purpose of evaluating such issues as buildability, environmental sensitivity, and other intuitive qualities that a site might contribute to a design.

Site design - ability to employ the results of site inventory with sound design principles to create a design that meets some level of professional standards.

Critical thinking - should be able to assess multiple factors related to the planning or site design scale and define critical issues to be addressed in a solution. This ability should apply to physical issues as well as social factors.

Natural resources and planning - graduates will be introduced to various levels of planning and how these theories have evolved. At a minimum all students will be exposed to land use planning at the county level and the relationship to the regional level.

Technical skills:

- prepare a grading plan
- calculate volumes
- design a retaining wall and test for stability
- manage on-site storm water including surface/detention basin and subsurface system
- have an understanding of materials typically used in the profession such as concrete, asphalt, wood, masonry and others.

Biological systems:

- Have an ability to identify typical ornamental plants and have knowledge of their cultural requirements.
- Have an appreciation of ecological systems and be able to apply them in the planning/design process.

Communications:

- Be able to illustrate design at a variety of scales using both manual graphic and digital methods.
- Develop a design vocabulary and use it to communicate design concepts to varied audiences.

1.2 Relationship of Program to Institution

The University has an umbrella mission statement to which each College and Department must conform in their respective mission statements. Since the last accreditation visit, there have been two versions of this guiding document. In 2003, *The Dream and the Challenge* three-year strategic plan consisted of the following goals:

- Goal I: Reach for National Prominence
- Goal II: Attract and Graduate Outstanding Students
- Goal III: Attract, Develop and Retain a Distinguished Faculty
- Goal IV: Discover, Share and Apply New Knowledge
- Goal V: Nurture Diversity of Thought, Culture, Gender and Ethnicity
- Goal VI: Elevate the Quality of Life for Kentuckians

In 2006, the strategic plan was updated and embraced the new theme of the *Top 20 Business Plan*. The key goals guiding this document are as follows:

- Goal I: Enhance the University's Stature among its Peers
- Goal II: Prepare Students for Leadership in the Knowledge Economy and Global Society
- Goal II: Enhance the Intellectual and Economic Capital of Kentucky through Growth in Research
- Goal IV: Embrace and Nurture Diversity
- Goal V: Engage Kentuckians through Partnerships to Elevate Quality of Life

1.3 Progress toward Attainment

The University requires annual progress reports as to how each unit is achieving the goals as stated in the university's strategic plan. The Department's most recent progress report is shown on the following two pages.



UNIVERSITY OF KENTUCKY **STRATEGIC PLANNING AND REPORTING SYSTEM**

Annual Review Report 2006-2007 APPROVED

College/Unit: College of Agriculture
 Degree: BSLA
 Approver: Horst Schach

Area: Provost
 Department: Landscape Architecture
 Data Entry: Karen Goodlet

Unit The mission of the Department of Landscape Architecture is: 1) To provide an educational program that instills in students the ability to think critically and which fosters creative problem solving using a strong theoretical foundation and contemporary technology; 2) To broaden the knowledge base of landscape architecture through research and other scholarly pursuits; and 3) To engage the public through service projects and educational programs that increase public awareness and empower citizens and communities to become better managers and stewards of natural resources and create more livable community environments.

Unit Goals and Specific Strategies

Obj. #	Unit Goals and Specific Strategies	Assessment Methods, Criteria and Timelines	Results of Assessments	Use of Results to Improve	Relationship to UK Strategic Plan:		
					UK Mission	UK Goal	UK Measure of Progress
01	1) Department will continue to recruit and graduate students who become recognized leaders within the profession, both in Kentucky and nationally; 2) Faculty will continue to pursue scholarly work which receives regional and national recognition.	1) Continue/improve selective admissions policy; 2) Engage prominent alumni and others in academic environment to broaden global perspective; 3) Choose service projects to enhance department's reputation/national recognition. Indicators: a) Graduates employed with nationally recognized firms; b) Graduates pursuing advanced degrees; c) Graduates progressing in professional careers; d) Faculty elected to leadership positions within profession; e) Faculty published in recognized journals or attain recognition for creative work.	1) 80% of May 2007 graduates are being employed in entry level positions in the profession, several with nationally recognized firms; 2) One student published research in a national professional trade magazine and presented at a state/regional conference; 3) Three faculty members presented scholarly work at the national CELA conference.	1) Encourage students and faculty to enter national competitions; 2) Provide opportunities for students to engage in research or outreach projects with faculty.	Instructional	1. Enhance Stature	0 0 0 0
02	1) Maintain professional accreditation; 2) Curriculum will challenge students to develop professional competencies needed for entry into profession; 3) Attract and retain students with the highest academic and professional potential; 4) Seek to expand educational program beyond the undergraduate level; 5) Strive to increase enrollment diversity.	1) Monitor progress of graduates and trends of profession to guide curriculum revisions; 2) Foster educational opportunities beyond classroom; 3) Encourage faculty/student attendance at professional meetings; 4) Monitor/incorporate into curriculum requirements for professional licensure. Indicators: a) Remain fully accredited by LAAB; b) Graduates attaining positions of responsibility; c) Increase enrollment diversity.	1) Program is fully accredited through 2008; 2) Graduates continue to meet professional licensure requirements.	1) Students are organizing their own career fair for the fifth year and nationally recognized firms have been contacting them for inclusion in the career fair - the career fair serves as a venue for acquiring permanent employment as well as summer internships; 2) 18 students attended the 2007 ASLA national meeting in San Francisco.	Instructional	1. Enhance Stature	0 0 0 0

03	<p>1) Recruit outstanding junior/senior faculty based on program needs and availability of resources; 2) Provide supportive environment for professional growth of junior faculty.</p>	<p>1) Maintain national presence with other programs and profession to convey image of excellence and outstanding work place; 2) Create environment that nurtures professional growth and rewards performance. Indicators: a) Continue tradition of faculty holding positions of leadership in professional organizations; b) Gain tenure and promotion for junior faculty.</p>	<p>1) Department is presently interviewing candidates for a vacant faculty position; 2) One faculty member was a co-recipient of a 2007 National ASLA Honor Award.</p>	<p>1) Encourage junior faculty to increase level of scholarly or creative work.</p>	<p>1. Enhance Stature</p>	0	0	0	0
04	<p>1) Faculty will pursue extramural funding to enable investigation in their respective areas of interest; 2) Department will pursue increase in number of faculty with research appointments to enable Department to contribute to University's goal of becoming a top ranked research institution.</p>	<p>1) Increase interaction with other disciplines in College of Agriculture and University to enhance research opportunities; 2) Work toward creation of "natural resource unit" in College of Agriculture for purpose of building critical mass for advanced studies; 3) Continue to pursue creation of graduate program in landscape architecture. Indicators: a) Research/scholarly work by faculty is recognized by peer review and results in professional presentations and publications; b) Create time line for creation of graduate program in landscape architecture that has administrative support.</p>	<p>1) Faculty are working with other disciplines on classroom and research projects; 2) Faculty are presenting research efforts at several regional and national professional conferences; 3) One faculty member has received over \$100,000 in grant funding for research and service-learning projects this year.</p>	<p>1) Encourage all faculty to pursue research, outreach, and/or service-learning projects.</p>	<p>3. Expand Research</p>	0	0	0	0
05	<p>1) Department will impact land use planning and environmental design throughout the State; 2) Develop alliances with other disciplines to better serve the citizens of Kentucky in solving growth management and economic development problems; 3) Improve planning practices to promote the wise use and protection of natural resources.</p>	<p>1) Promote interaction with Cooperative Extension to enhance outreach; 2) Conduct educational programs for community leaders, extension agents and planning professionals; 3) Provide continuing education programs for professionals; 4) Involve students in "real world" projects/exposure to public's needs. Indicators: a) Conduct at least one major community planning assistance project per year; b) Continue lecture series for KY/ASLA for CEU credit; c) Increase participation with other disciplines and communities to build understanding about land use planning and benefits to society/environment.</p>	<p>1) Department provided several continuing education programs for practitioners including the annual LA Lecture Series and annual two-day LARE licensure preparation workshop; 2) One faculty was invited to present segments of our LARE licensure workshop at several other universities and conferences; 3) Two faculty actively participate in the Precision Agriculture program; 4) Funding received to establish new endowment for Professional Outreach programs.</p>	<p>1) Faculty will continue working to make landscape architecture expertise in land use planning and community development known to all constituents.</p>	<p>5. Quality of Life</p>	0	0	0	0
06	<p>1) Support an inclusive working and learning environment wherein every individual has opportunities to achieve his/her highest potential.</p>	<p>1) Monitor work environment and classroom to measure and evaluate issues related to diversity; 2) Explore opportunities for financial resources to recruit and retain minority students. Indicators: a) Enhance faculty diversity by actively recruiting a female or other under represented minority for existing faculty vacancy; b) Attract students with diverse backgrounds.</p>	<p>1) Fall 2007 entering class is composed of 13% female or minority students; 2) Department now offers two endowed scholarships - one for students from eastern Kentucky, the other for non-traditional students; 2) One faculty member was co-leader of undergraduate summer trip to Japan to visit agricultural enterprises and landscape architectural projects.</p>	<p>1) Enrollment for Fall 2007 semester increased female/minority representation by 2% over Fall 2006.</p>	<p>4. Nurture Diversity</p>	0	0	0	0

1.4 Plans for Improvement

The program has consistently sought to initiate an MLA program and to engage in outreach through the creation of a community assistance function to help communities with planning/design issues. These goals have been set by the faculty to respond to a need to expand our research efforts and to participate in the Land Grant mission to serve the people of Kentucky.

The University of Kentucky has a mandate from the Kentucky General Assembly to become a top 20 research institution by 2020. All academic units will need to assess their research efforts in order to become a role player in the attainment of this goal. This university-wide goal further reinforces the need for a graduate program which would lead to an expanded research opportunity for the Landscape Architecture department. Unfortunately, the Kentucky Council on Higher Education has a moratorium on the creation of new programs, or at least to the extent that no new funds will be given toward the creation of new programs. At the present time some departments have even permanently lost vacant positions due to budget cuts from the state level. There are ongoing discussions to create a “unit” of natural resources within the College of Agriculture. Two Landscape Architecture faculty are members of the task force working on the planning process. In the long term this may serve to gain support for a graduate program and research efforts involving others such as forestry, the Tracy Farmer Center for the Environment, etc.

The Department is making an effort to respond to recent trends on this campus by expanding its research activities. Two of the three most recently hired faculty have Ph.D.'s and have backgrounds in research and grantsmanship. While we will continue to be primarily a teaching program, we recognize the need to reach beyond the ever-decreasing state funding to further our mission.

Efforts to expand the Department's outreach capabilities face a similar dilemma with the need for additional FTE's to manage additional public service projects. There have been discussions with the College administration about creating a half or full time Extension position in Landscape Architecture to provide community planning/design assistance throughout the state. The inability to hire additional faculty has prevented significant progress toward this goal. The Department presently uses its capstone studio to work with communities/counties and provide these services using fifth year undergraduates. While these studies have been very well received, only one study can be performed each year. As a result, communities are waiting in line to become the focus of upcoming classes.

1.5 Program Disclosure

Disclosure regarding equal opportunity status begins with each piece of stationary and is repeated in all other appropriate documents.

The accreditation status is discussed at interviews with students, stated on department recruiting/advising literature and webpage, and is part of the public record as published in the Landscape Architecture Accreditation Board's roster of accredited programs.

The following program description appears in the *University Bulletin* and is intended to serve as a brief, readable overview for prospective students which embraces the goals of the program.

BACHELOR OF SCIENCE IN LANDSCAPE ARCHITECTURE

The profession of landscape architecture has grown out of the tradition of the great garden designers of Italy, France, England, and China to encompass the art and science of design, planning, and management of the land. The *science* of landscape architecture is concerned with the conservation and management of natural resources. The *art* of landscape architecture is concerned with the creation of more enjoyable, comfortable, and safe outdoor areas where human use requires adaptation of the natural environment.

This five-year professional program is accredited by the American Society of Landscape Architects and meets all the requirements for licensing of landscape architects in Kentucky and other states. Landscape architecture employment opportunities may be found in the designing of urban communities, plazas, university campuses, institutional grounds, parks and recreational areas, commercial and industrial sites, and residential communities, as well as in the areas of historic preservation,

2.0 GOVERNANCE ADMINISTRATION

Standard: The program shall have the authority and resources to achieve its educational objectives.

The program is housed in the Department of Landscape Architecture which is one of 15 departments and 14 units in the College of Agriculture. The Department has its own budget, office suites, and studio environment which is maintained by the College of Agriculture. Since its inception, the program has determined its own curriculum providing it meets the general guidelines of the University for an undergraduate degree. Both the University and College have been very supportive in incorporating their requirements with those of the Department; for example, Landscape Architecture majors are exempt from the university's oral communication requirement since the program provides extensive instruction and experience in public presentation and communication. Similarly, the College has exempted Landscape Architecture majors from introductory general agriculture courses in order to provide more room for the professional curriculum.

The program's ability to admit quality students is enhanced by the fact that the Department has its own selective admission policy. At present, a four-hour series of aptitude tests is used to select the 25 highest scoring students for entry into the program after the students have met the regular requirements for entry into the University. By controlling enrollment numbers, the Department is able to maintain a desirable student to faculty ratio. Students are provided with their own workstation with computer network capabilities available 24 hours a day throughout the four year studio sequence.

Presently, the Department is at full strength including 6 full time faculty, one full time administrative assistant, one full time research specialist, and a computer specialist shared with the Department of Horticulture. All studios also have an adjunct faculty professional (local practitioner) who participates in class one or two days per week to complement the full time faculty member in charge of the studio. Certain classes, such as introductory graphics and design implementation, may also use upper level students as teaching assistants to assist the regular faculty.

2.1 Administrative Organization

The administrative structure at the University of Kentucky is typical of the American Collegiate Model. Primary responsibility and authority is vested in the Board of Trustees and is in turn successively delegated to the president, the provost, eight vice-presidents, four vice-provosts, thirteen college deans, department chairs, and faculty. Governance of university academic policies are specifically delegated to the Faculty Senate.

Landscape Architecture is one of eleven departments with the College of Agriculture. The department as a whole acts as the curriculum committee and in concert with the chair, set policy for program direction and other policies. Faculty are responsible for the content of their courses in coordination with the curriculum committee. Five of the six faculty share student advising with program administrative tasks delegated to specific faculty members.

Within the College of Agriculture, an organization of department chairs and associate deans for specific areas, administer the affairs of the College. Faculty members are directly responsible to their respective department chair and indirectly to the associate dean(s) concerned with their assignment: teaching, research, or extension. Faculty assignments are specified in yearly agreements as to percentages devoted to each area.

The University of Kentucky structure provides a wide variety of intra- and inter-school association. Faculty are expected to participate in university and college committees and contribute to the activity of the Faculty Senate. Deans of the colleges meet regularly with the Provost to coordinate university functions.

University of Kentucky - Administration

President

Lee T. Todd, Jr.

Provost

Kumble R. Subbaswamy

Executive Vice President for Finance and Administration

Frank A. Butler

Vice President for Research

James W. Tracy

Executive Vice President for Health Affairs

Michael Karpf

Vice President for Institutional Advancement

Terry B. Mobley

Vice President for Planning, Budget and Policy

Angela S. Martin

Vice President for Student Affairs

Patricia Terrell

Vice President

for Information Technology

Eugene R. Williams

Vice President

for Facilities Management

Bob Wiseman

Vice President

for Commercialization & Economic Development

Len Heller

Vice President

for Institutional Diversity

Judy Jackson

Vice President

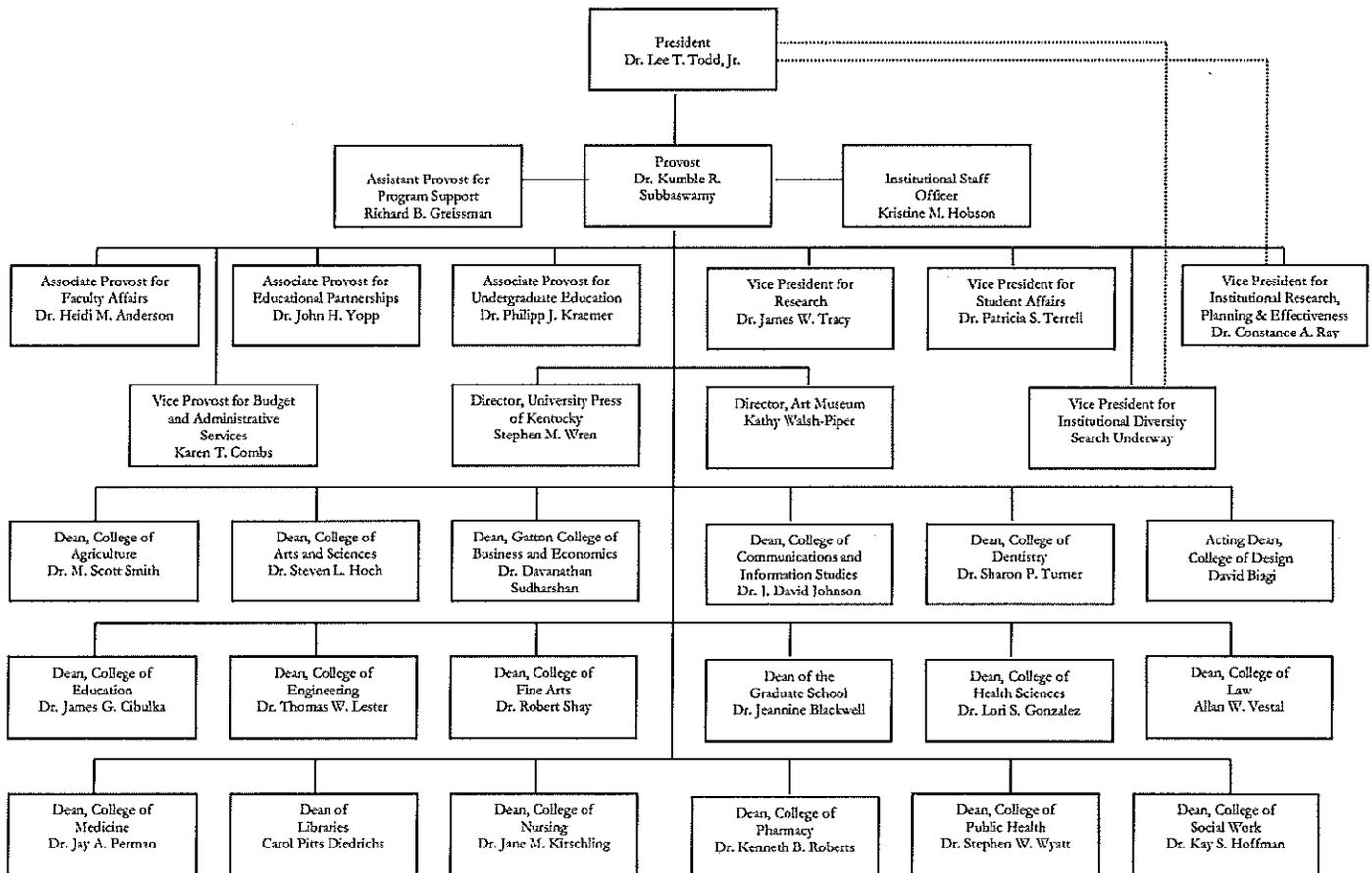
for Institutional Research, Planning & Effectiveness

Connie A. Ray

General Counsel

Barbara W. Jones

University Organizational Chart



2.2 Administrative, Teaching, and Research Staff

Dr. Lee Todd, Jr.	President
Dr. Kumble Subbaswamy	Provost
Dr. M. Scott Smith	Dean, College of Agriculture
Dr. Linus Walton	Associate Dean for Administration
Dr. Nancy Cox	Associate Dean for Research
Dr. Mike Mullen	Associate Dean for Academic Programs
Prof. Horst Schach	Chair, Department of Landscape Architecture
Dr. Thomas J. Nieman	Professor
Prof. Ned M. Crankshaw	Associate Professor
Dr. Brian Lee	Assistant Professor
Prof. Laurie Fields	Assistant Professor
Dr. Ryan Hargrove	Assistant Professor
Mr. Thomas Shearin	Computer Analyst (49% assignment to department)
Ms. Zina Merkin	Research Specialist

Additional part-time adjunct faculty (generally 4-8 each year) are hired to enrich the studios.

2.3 Policies and Procedures

The University policies and procedures related to faculty employment are in keeping with other universities and land grant institutions. They allow for a competitive offering to new faculty at the time of recruitment. Consulting policies allow professional growth of the faculty while sabbatical leave policies are available allowing faculty to pursue scholarly activities off campus.

The University participates in the TIAA/CREF retirement plans and pays for a basic health insurance plan. Travel money is available but has not kept pace with the actual expenses of meeting and travel costs.

Existing policies and procedures are competitive with other schools and probably are much better than those provided by private industry. The University policies and procedures serve the program well. Recent faculty losses can be attributed to personal preference for specific regions of the country. The following are the criteria for tenure and promotion and an outline of the process. Additional information will be provided to the visiting team upon request.

The system allows the Department to establish its own promotion and tenure criteria which serve to recognize outstanding professional work on a par with scholarly work. The Academic Area Advisory Committee system allows peer review from disciplines in the Arts & Humanities which also reviews faculty members from the Colleges of Design and Fine Arts. This provides a more knowledgeable review of an individual's work than that which might be received from the Biological Sciences Area Committee, which reviews many of the disciplines in the College of Agriculture.

Faculty Appointments, Merit Evaluation, Reappointments, and Promotions in the Department of Landscape Architecture within the College of Agriculture

Teaching

The individual must demonstrate a superior command of an expertise within the discipline of landscape architecture and ability to relate that understanding of the total scope of the academic program as well as the practice of the profession. There must also be adequate evidence of the capacity to relate these topics to other disciplines. Emphasis shall be placed on the individual's ability to communicate these skills and the ability to stimulate students in their pursuit of understanding and to arouse their curiosity for creative work.

Evidence to be used for evaluation shall include but not be limited to the following:

1. Coursework
 - Course Evaluations
 - Involvement in activities, such as short courses, that lead to a greater mastery of subject matter
 - Involvement in research, consulting, or public service activities that lead to a greater knowledge of course content
 - Involvement in teaching improvement activities
 - Review of course syllabi and project assignments
 - Review of student work or performance in courses
 - Development of new courses or substantial revision of courses

2. Noncurricular Activities
 - Advising student organizations
 - Speaking to student organizations or similar activities
 - Organizing or participating in field trips
 - Organizing student enrichment activities

3. Student Advising
 - Formal curricular advising
 - Interviews with prospective students
 - Supervising independent study projects
 - Involving students with research or public service work

Research, Scholarship, or Innovative Practice

Evidence of a creative and productive mind must be demonstrated through the individual's scholarship, or design and professional work, or a combination thereof. Assessment of creative work will be through examination of normal products of such activity, which may include published, exhibited, or built work. The quality of the work will be evaluated for originality, significance of findings, and its intellectual contribution to the field. The individual should exhibit evidence of continuing creative activity that will benefit the learning of others. Professional activities that do not represent significant original work will be considered evidence of competence, but may not be substituted for the mandatory requirement of creative attainment.

Evidence of such activities may include but are not limited to the following:

1. Publications
 - Books or book chapters
 - Refereed journal articles
 - Trade publications or non-refereed magazine articles
2. Presentations
 - Invited or refereed, national or international
 - Seminars
 - Trade or community groups
3. Grants
 - Extramural contracts or competitive grants
 - Intramural grants
 - P.I. or Co-P.I.
4. Innovative or exemplary practice
 - Practice in area of teaching or research
 - National/regional awards or honors given to work
 - Review of work in publications
 - Exhibition of work

Service

Service to the College and the University in the form of active participation in the program development and administration is a mandatory requirement for reappointment and promotion. Service to public agencies, community organizations, and professional societies shall be recognized together with service within the College and University.

Appointment to Tenure

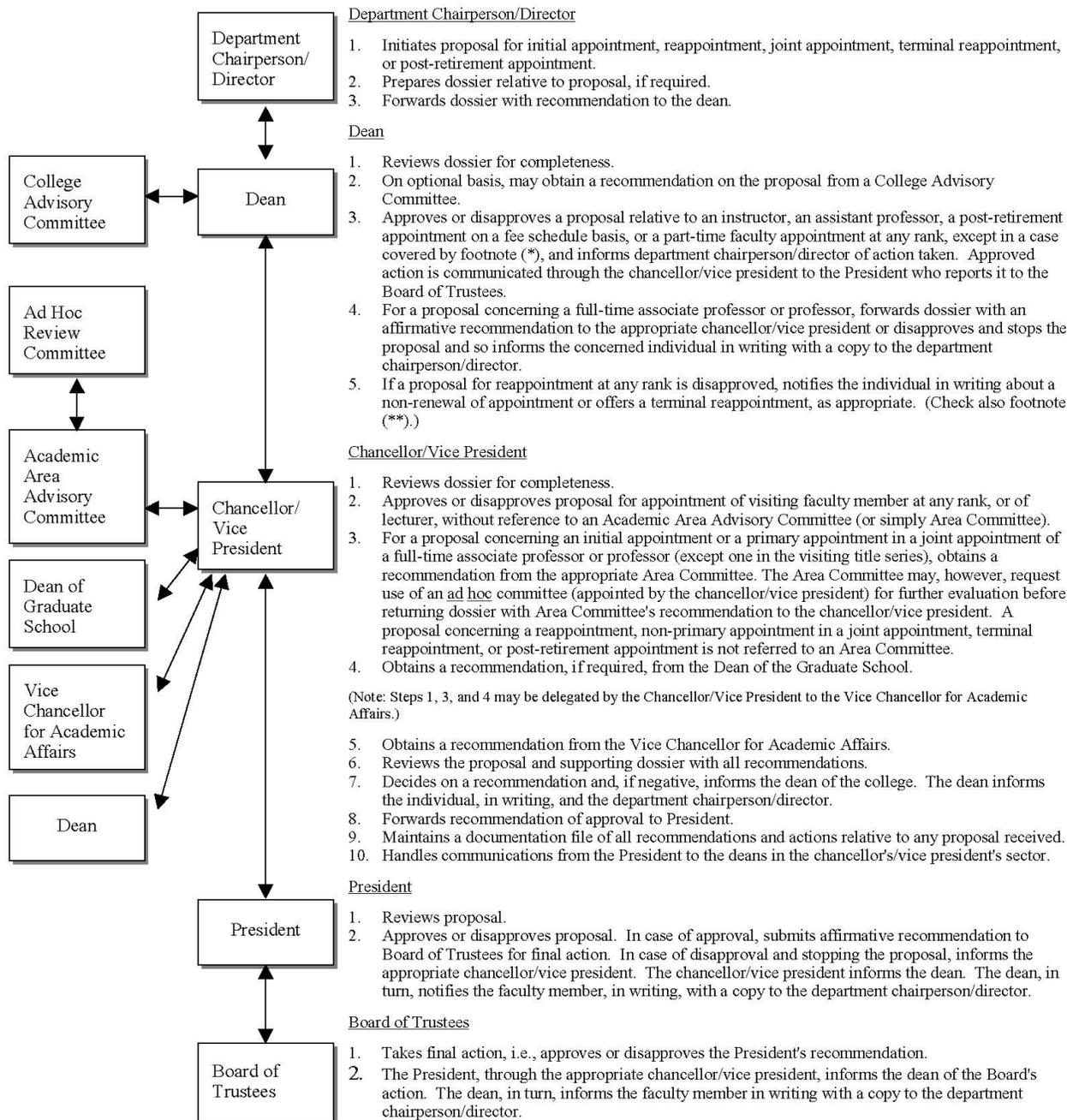
For appointment to tenure an individual must have achieved superior attainment in teaching and creative work and must be recognized for the significance of his/her intellectual contribution to the field. The candidate also must have established a record of outstanding contributions to program development or other service to the profession.

Visiting and Part-Time Faculty

Visiting professors and part-time faculty must satisfy the basic criterion of being distinguished practicing professionals recognized for significant contributions to their field. In addition, it is essential that persons appointed to these positions be effective teachers.

**PROCEDURAL FLOW CHART FOR PROPOSALS ON
INITIAL APPOINTMENT, REAPPOINTMENT, JOINT APPOINTMENT,
TERMINAL REAPPOINTMENT, AND POST-RETIREMENT APPOINTMENT
IN THE UNIVERSITY SYSTEM**

AR II-1.0-1
1/25/94
Page XIII-1



(*) Approval by the chancellor/vice president is required, however, for an appointment at any rank in the Visiting Title Series or as lecturer. Also, approval by the Board of Trustees is required for an initial appointment to any faculty position for which the annual salary exceeds \$60,000.

(**) Possible action in a case in which the department chairperson's/director's recommendation for reappointment for a specific term is rejected by the dean and a terminal reappointment is offered instead is discussed in Sections II.F and II.G of this Administrative Regulation.



UNIVERSITY
OF KENTUCKY

College of Agriculture

Department of Landscape Architecture

S305 Agriculture Science North
Lexington KY 40546-0091
(859) 257-7295 fax (859) 257-2859
email: LADUG@uky.edu

2.4 Equal Opportunity

The University is an Equal Opportunity Organization and as such the Landscape Architecture program operates under these guidelines. The University maintains an equal opportunity office and establishes the guidelines for the hiring of faculty and staff and the acceptance of students into the university.

2.5 Faculty Number

Summary 2008 Calendar Year

<u>6</u>	1. Total Program Faculty - head count for program under review
<u>6</u>	2. Total FTE Faculty assigned to program under review
<u>5.25*</u>	3. Total FTE Teaching Time for FTE faculty shown in No. 2
<u>6</u>	4. Total FTE Faculty with degree in LA
<u>5</u>	5. Total FTE Male Faculty with degree in LA
<u>1</u>	6. Total FTE Female Faculty with degree in LA
<u>20:1</u>	7. Faculty-Student Ratio - FTE students divided by full-time faculty (line 3)
<u>92</u>	9. Total Enrollment LA Majors
<u>23</u>	10. Total of Other Students (Non-LA) Enrolled in Program Courses

*One faculty has a 25% funded research assignment and the Department Chair has an approximate 50% administrative assignment.

2.6 Previous and Present Faculty

<u>Rank/Title</u>	2006/07	2007/08	2008/09
	Academic Yr	Academic Yr	Academic Yr
	<u>Two Years Ago</u>	<u>One Year Ago</u>	<u>Present</u>
Professor/LA	2	2	2
Associate Professor/LA	1	1	1
Assistant Professor/LA	2	2	3
Instructor	0	0	0
Assistant Professor/Arch	0	0	0
Visiting Lecturer/Adjunct	0	1	0
TOTAL	5	6	6

2.7 Student/Faculty Ratio

Our selective admission policy allows the program to limit enrollment to qualified students and make effective use of facilities. The goal is to have 24/7 workstations for all four studio years and maintain a critical mass of 15-25 students per studio. In order to enrich the studio environment and provide more 1:1 time with students, each studio instructor hires a practitioner of their choice to supplement their studio at least one afternoon per week. Not only does this provide more contact time with students, it often provides direct “real world” exposure for students.

2.8 Budget

The Departmental budget, except salaries, is openly discussed and faculty have input toward development of policies related to the allocation of resources. For example, the travel budget is fixed in terms of total dollars, but the faculty established the policy to allocate the funds equally with a bonus going to those faculty who accompany students on the major annual trip. The current expense budget includes support for supplies, small equipment, printing and telephones. Larger cost equipment items are obtained from capital outlay support supplied annually through the Dean's office and other sources.

As a general rule, the Department budget is under the control of the Department; however, the Dean and other higher level administrators have the power to hold back a portion of the budget. These events occur only when major budget cuts are imposed at a higher level. The Department is given the choice as to how to deal with such a reduction.

The Department budget is reviewed with the Chair by the Dean of the College of Agriculture at the end of each fiscal year. Recent cutbacks by the state legislature have caused little fluctuation in the normal operating budget to date. In fact, the Department was spared cuts that were levied on larger departments with more flexible budgets. Similarly, a hiring freeze was imposed last year with all vacant positions being lost to make up for budgetary deficits. Again, we were fortunate to fill our faculty vacancy prior to the freeze becoming finalized. The research budget for the department relates only to Dr. Nieman's Hatch project and is funded from state funds with a total of \$89,620. This includes all or portions of salaries of the project leader and research specialist as well as limited current expenses. The Department Chair is responsible for all expenditure of funds but project leaders basically plan how funds are to be used.

Budget

	2004/05	2005/06	2006/07	2007/08	2008/09
Total Budget: Teaching & Research	691,483	711,693	728,645	766,298	774,678
Total Salaries					
Faculty	431,165	445,102	458,774	484,691	488,942
Adjunct Faculty	22,900	22,900	22,900	22,900	22,900
Student Assistants	3,500	3,500	3,500	3,500	3,500
Allotments					
Supplies (total of all current expense funds)	16,657	16,657	16,657	16,657	16,657
Equipment	--	--	--	--	--
Maintenance	--	--	--	--	--
Travel	4,800	4,800	4,800	4,800	4,800
Library	--	--	--	--	--
Telephone	1,974	1,974	1,974	1,974	1,974
Photocopy/Print	1,800	1,800	1,800	1,800	1,800
Visiting Lecturers * No departmental funds specifically budgeted; funding derived from endowment interest and gifts solicited from alumni, professionals, and other organizations. (KyASLA provides average of \$2,000 annually in addition to above figure.)	*4,500	*4,500	*4,500	*4,500	*4,500

3.0 PROFESSIONAL CURRICULUM

Standard: The first-professional degree curriculum must include the core knowledge, skills and applications of landscape architecture: landscape architectural history, philosophy, theory, values, ethics, practice, planning, design, implementation, and management.

The five year curriculum is divided into two major components: the University Studies Program requirements and the Professional (Major) requirements. There are also two subcategories of Premajor requirements and Specialty Support requirements. Courses within these subcategories may fulfill requirements in the University Studies Program.

The University Studies Program is structured to provide the broad base of education from a which a foundation is built toward the professional program. The studios strive to improve critical thinking and creative problem solving, while drawing on the technical skills acquired in the design implementation courses. The studio sequence is fairly regimented to reflect a continual progression of growth in complexity as the student's level of understanding expands.

Supplemental courses such as the LA 850 and 950 series are intended to encourage students to pursue individual interests. Students are required to complete six of the eleven courses offered.

Beyond the curriculum, there are also faculty supported activities to expose students to the broader aspects of the profession, such as travel to the ASLA annual meeting and field trips to visit a variety of offices and project sites to provide a context for what is being learned in the classroom.

3.1 Curriculum

Total Unit/Credit Hours required for graduation: 145 hours

<u>Required Courses</u>	<u>Course Numbers</u>	<u>Units/ Credit Hours*</u>
Landscape Architecture	LA 205, 206, 821, 822, 833, 834, 841, 842, 975	48
Architecture	ARC 850	3
City & Regional Planning	LA 853*, 854*, 858*	3-9*
Natural Sciences & Horticulture	PLS 366, GLY 110 or 220, PLS 220, PLS 320, Ecology course	16-18
Engineering	AEN 103, LA 871, 872, 973	16
Art or Design	6 hrs Humanities (area optional), LA 850*, 851*, 857*, 952*	6-18*
Computer Applications & Technology	AutoCad course (or evidence competency) LA 855*, 959*	3-9*
Other	Economics course	3

* Part of selective component - student must complete four courses at the 800 level and two courses at the 900 level.

Group or Controlled Elective Choices:

Natural Sciences	GLY 110 or 220, Ecology course	6-8
Social Sciences	6 hours in Social Science (one must be an Economics course), 3 hours Cross-Cultural	9
English, Writing, Speech	ENG 104 and 200 level writing course, (oral communication requirement fulfilled by alternate means through LA program)	6
Inference Skills	Calculus course <u>or</u> STA 200 and PHI 120 or 320	3-6
Free or Directed Electives		3-9 hrs

BACHELOR OF SCIENCE IN LANDSCAPE ARCHITECTURE

The profession of landscape architecture has grown out of the tradition of the great garden designers of Italy, France, England, and China to encompass the art and science of design, planning, and management of the land. The science of landscape architecture is concerned with the conservation and management of natural resources. The art of landscape architecture is concerned with the creation of more enjoyable, comfortable, and safe outdoor areas where human use requires adaptation of the natural environment.

This five-year professional program is accredited by the American Society of Landscape Architects and meets all the requirements for licensing of landscape architects in Kentucky and other states. Landscape architecture employment opportunities may be found in the designing of urban communities, plazas, university campuses, institutional grounds, parks and recreational areas, commercial and industrial sites, and residential communities, as well as in the areas of historic preservation, regional planning, and mine reclamation.

Admission Requirements

Admission to the University of Kentucky and to the College of Agriculture does not guarantee admission to the Landscape Architecture program. All applicants must be reviewed by the Landscape Architecture Program Chairperson. The number of applicants ultimately admitted is determined by the resources available to provide high quality instruction. Applicants will be reviewed on a comparative basis. Determination of acceptability into the program is based on the following.

Entering freshmen and transfer students from degree programs other than Landscape Architecture must:

1. submit a formal application to the Undergraduate Admissions Office indicating Landscape Architecture as your major;
2. meet the minimum criteria for admission or readmission to the University as specified in this Bulletin (The Landscape Architecture program requires a minimum of a 2.0 grade-point average on a 4.0 scale for eligibility to transfer into the program.); and
3. successfully complete the aptitude testing designated by the Landscape Architecture program.

If a student transferring from another degree program has a background in related design fields, he or she may submit available work, such as a portfolio or other work examples, as an indication of potential success.

Transfer students from degree programs in Landscape Architecture at other accredited institutions must:

1. submit a formal application to the Office of Undergraduate Admissions indicating Landscape Architecture as your major;
2. meet the minimum criteria for admission to the University as specified in this Bulletin (The Landscape Architecture program requires a minimum of a 2.0 grade-point average on a 4.0 scale for eligibility to transfer into the program.); and
3. submit a portfolio for review which, combined with an evaluation of courses completed, will determine acceptance into the program as well as the level to which the student will be accepted.

Graduation Requirements

To earn a Bachelor of Science degree in Landscape Architecture, the student must have 145 semester hours with at least a 2.0 grade-point standing (on a 4.0 scale). Remedial courses may **not** be counted toward the total hours required for graduation. In addition to satisfying the University Studies Program requirements, each student must complete premajor, professional, and specialty support requirements. The Landscape Architecture program policy requires a student to achieve a C grade or better in major design studios in order to advance to the next level.

University Studies Requirements Hours
See "University Studies Program" on pages 80-84 for the complete University Studies requirements. The courses listed below are (a) recommended by the college, or (b) required courses that also fulfill University Studies areas. Students should work closely with their advisor to complete the University Studies Program requirements.

Courses marked with an asterisk (*) may also be used to satisfy University Studies requirements.

Math	
MA 109 College Algebra	3
Natural Sciences	
GLY 110 Endangered Planet: An Introduction to Environmental Geology	3
GLY 220 Principles of Physical Geology	4
or	
GLY 101 Physical Geology and	
GLY 111 Laboratory for Physical Geology	4
Social Sciences	
ECO 101 Contemporary Economic Issues or	
ECO 201 Principles of Economics I	3
One course other than economics from University Studies Program list	3
Premajor Requirements Hours	
AEN 103 Basic Principles of Surveying	2
ARC 828 Computers and Architecture	3
*ECO 101 Contemporary Economic Issues or	
*ECO 201 Principles of Economics I	3

*GLY 101 Physical Geology and	
GLY 111 Laboratory for Physical Geology	4
or	
*GLY 220 Principles of Physical Geology	4
*GLY 110 Endangered Planet: An Introduction to Environmental Geology	3
Subtotal: Premajor Hours	15

Departmental Professional Requirements

LA 205 History of Landscape Architecture	3
LA 206 Contemporary Landscape Architecture	3
LA 821 Landscape Architecture Design Studio I	6
LA 822 Landscape Architecture Design Studio II	6
LA 833 Landscape Architecture Design Studio III	6
LA 834 Landscape Architecture Design Studio IV	6
LA 841 Landscape Architecture Design Studio V	6
LA 842 Landscape Architecture Design Studio VI	6
LA 871 Design Implementation I	4
LA 872 Design Implementation II	4
LA 973 Advanced Design Implementation	6
LA 975 Advanced Landscape Architecture Studio	6
Students must complete four courses at the 800 level and two courses at the 900 level from the following:	
LA 850 Landscape Architecture Graphics	3
LA 851 Design with Plants	3
LA 853 History and Theory of Urban Form	3
LA 854 Historic Landscape Preservation	3
LA 855 Geographic Information Systems and Landscape Analysis	3
LA 857 Design Theories in Landscape Architecture	3
LA 858 Regional Land Use Planning Systems	3
LA 895 Independent Work in Landscape Architecture	1-6
LA 952 Advanced Landscape Architectural Graphic Communication	3
LA 956 Advanced Geographic Information Systems (GIS) and Landscape Analysis	3
LA 959 Advanced Regional Land Use Planning Applications	3
LA 971 Senior Project	3
Subtotal: Major Hours	80

Specialty Support Requirements

ARC 850 Professional Practice	3
PLS 220 Introduction to Plant Identification	3
PLS 320 Woody Horticultural Plants	4
BIO 325 Introductory Ecology	4
or	
FOR 340 Forest Ecology	3
PLS 366 Fundamentals of Soil Science	4
or	
FOR 205 Forest and Wildland Soils and Landscapes	4
Select one additional 400-500 level course from an area of study related to landscape architecture, such as GEO, HIS, SOC, PSY, PS, etc., with the approval of the student's advisor.	
Subtotal: Specialty Support	minimum of 20

Electives

Electives should be selected by the student to lead to the minimum total of 145 hours required for graduation.

Subtotal: Electives minimum of 3

TOTAL HOURS: 145

3.2 Typical Program of Study

Year	Fall Semester	Cr Hrs	Spring Semester	Cr Hrs
First	First Tier Writing	4	LA 205	3
	Natural Science	3	Natural Science	3
	Humanities	3	Humanities	3
	Math	3	Inference-Logic	3
	Social Science	3	Social Science	3
		16		15
Second	LA 821	6	LA 822	6
	LA 850 [#]	3	Computer-aided Drafting**	3
	PLS 220 (Specialty Support)	3	PLS 366 (Specialty Support)	3
	LA 206	3	Graduation Writing	3
		15		15
Third	LA 833	6	LA 834	6
	PLS 320 (Specialty Support)	4	LA 871	4
	AEN 103	2	LA 855 [#]	3
	Directed Elective	3	Specialty Support	3
		15		16
Fourth	LA 841	6	LA 842	6
	LA 872	3	LA 858 [#]	3
	LA 952 [#]	3	Specialty Support	4
	Cross-Cultural	3	Directed Elective	3
		15		16
Fifth	LA 973	6	LA 975	6
	LA 959 [#]	3	LA 854 [#]	3
	Specialty Support	3	Free Elective	3
		12		12

**Computer-aided drafting course is not currently available at UK. Students should pursue fulfilling this requirement either at Bluegrass Community & Technical College or other academic institution prior to the start of their third year in the program.

Student must complete **four** courses at the 800 level and **two** courses at the 900 level from the following:

LA 850	Landscape Architecture Graphics	3
LA 851	Design with Plants	3
LA 853	History & Theory of Urban Form	3
LA 854	Historic Landscape Preservation	3
LA 855	Geographic Information Systems (GIS)	3
LA 857	Design Theories in LA	3
LA 858	Regional Land Use Planning Systems	3
LA 895	Independent Work in LA	1-6
LA 952	Advanced LA Graphic Communication	3
LA 959	Advanced Reg. Planning Applications	3
LA 971	Senior Project	3

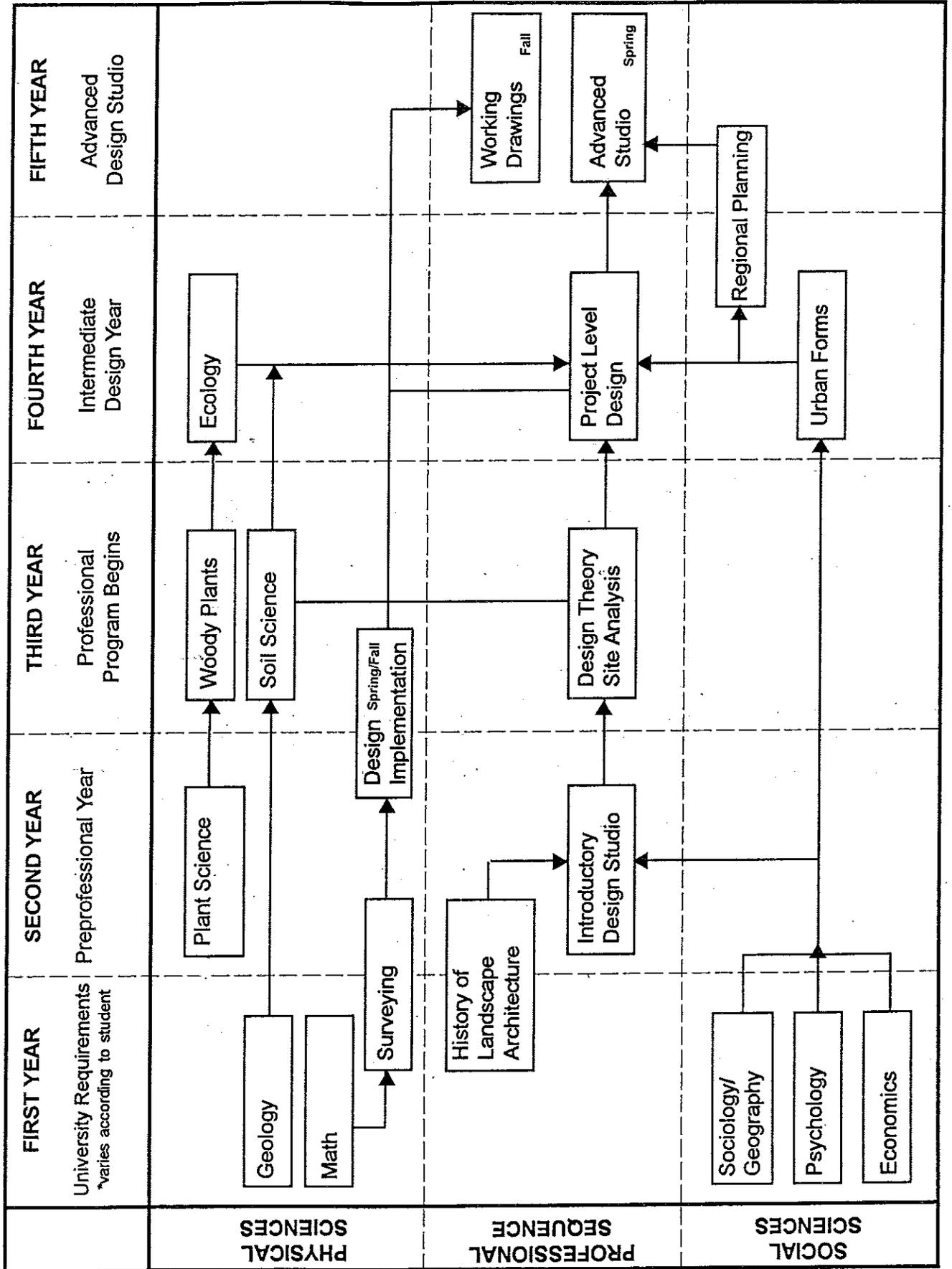
3.3 Educational Sequence

The course sequencing is best described with the following graphic (see next page).

As students proceed through the curriculum their actual standing as to whether or not they are a first, second, etc., year student is determined by their position in the design studio sequence. The design studio sequence is considered the core of the program. A student must attain a grade of "C" or better in any design studio or design implementation course in order to advance to the next level.

Descriptions of the landscape architecture courses are shown in the Appendix.

EDUCATIONAL SEQUENCE



3.4 Assessment of Program Effectiveness

The faculty of this department make every effort to remain connected with the professionals by serving as ASLA state chapter officers and members of the licensing board, and by conducting licensure preparation short courses and other activities. These activities provide insight as to what is required of graduates to enter the profession. This information is shared at faculty meetings and retreats to guide both course content and curriculum development. We also maintain an informal tracking as to how our graduates are performing on the LARE and how successful they are in attaining and retaining employment within the profession.

We are fortunate to have at least 50 graduates employed in Lexington; they provide a reliable source of feedback. The use of up to eight adjunct faculty each year further provides direct feedback between curriculum content and professional expectations and demands.

Courses are also evaluated by students with specific responses to questions about the quality of the course and the instructor, and they have an opportunity to make written remarks. These are reviewed and tabulated by the Associate Dean of Instruction of the college. Results and comments are reviewed by the Department Chair, and may be used to counsel the faculty member in ways for improvement. The results play a major role in the merit evaluation of the teaching faculty, which in turn effects salary increases and progress for tenure and promotion. Ultimately, the process strives to cause self improvement on the part of the faculty.

Students are evaluated with the traditional grading system. This program requires that students perform at a "C" or higher level in major studios and design implementation courses before they are eligible to proceed to the next level. The University requires instructors to provide each student with an evaluation at the midpoint of the semester to give students a chance to assess their potential for successfully completing the course or dropping it without jeopardizing their GPA.

3.5 Advising

Since all students must take the LA Entrance Exam in order to enter the program, there is normally an interview and discussion of the curriculum at that time. This conversation begins to orient students as to the nature and rigor of the program. Once students enter the second year (beginning of the studio sequence), their general program of study is directed with limited options. Our advising efforts consist of two levels: scheduling and advising. The former usually takes place as a group event involving all second through fifth year students. This allows for common announcements such as last minute course changes, etc., to be disseminated efficiently. Advising, on the other hand, takes place on a more informal basis. Students choose a faculty member with whom they are most comfortable and spend one-on-one time throughout the year to discuss classes, career opportunities, or anything else that may be of concern. Given the rigid structure of the major portion of the curriculum, completing the degree requirements on time has not been a problem for most students.

Career issues are discussed with advisors and/or all members of the faculty as well as the adjunct faculty. It is not uncommon to have a representative of a major firm give a noon-time presentation in order to recruit students for employment or internships. This normally involves the firm providing pizzas or similar enticement which assures good attendance.

Students are aware of career options because many work part-time in local offices and we highly encourage them to participate in summer internships. As evidence of their professional understanding, the LA students have organized their own LA Career Fair for the last six years. This has been so successful that participation by firms has been equal to or better than that of the job fair held for the entire College. Last year there were 26 firms from 9 states. The event also incorporates a guest speaker and evening social event which is co-sponsored by the Kentucky Chapter ASLA and open to professionals and the public.

3.6 Distinctive Instructional Procedures

Since the last accreditation visit, the entire studio facility has been wired such that each student has access to a hard-wired university network connection as well as wireless access. The system is networked to a number of peripherals including two 42" color plotters, 11x17" laser printer and 11x17" color flatbed scanner. This advancement has eliminated the need for a department-supported computer lab.

The capstone project involving community planning/design assistance frequently requires a number of public meetings with stakeholders to solicit input and responses to preliminary plans. The Departments acquired an audience performance system which is used at public meetings to facilitate anonymous input by stakeholders. Given the fact that this program strives to expose students to real world experiences throughout the curriculum, this system has greatly enhanced our ability to instruct students in the art of utilizing public input and building consensus. This technique is also supplemented by using professional facilitators during public meetings. The strategic use of public input played a major role in the Hills Project which received an Honor Award in the 2008 ASLA Student Award Competition.

3.7 Cooperation and Interaction with Allied Fields

Faculty generally seek out expertise in allied fields to collaborate in research as well as classroom projects. Our professional practice course is shared with the School of Architecture, Biosystems & Agricultural Engineering teaches the laboratory for our surveying course, while Horticulture teaches two courses in plant identification. Ecology is taught by either Biology or Forestry and soil science is offered by either Forestry or Plant & Soil Science.

3.8 Distinctive Educational Opportunities

This Department recognizes the importance of practical experience as a complement to the academic program. Faculty encourage students to participate in internships and other off-campus activities, such as attendance at local and regional meetings to present research. We are fortunate to have a number of local landscape architecture and allied profession offices that offer part-time employment to students. Given the fact that graduates must serve a two-year apprenticeship in Kentucky (similar to other states) prior to licensure, we have not made a practicum a required part of the curriculum.

At this time the Department does not have a formal study abroad program; however, faculty and students have participated with college groups on tours to Europe, China and Japan. One faculty member is planning a tour to Turkey for next fall. Students are also encouraged to participate in other school's landscape architecture programs. In recent years, we have had students spend a semester in New Zealand and Australia.

Although the University has a vehicle for giving academic credit for experiential learning, we generally avoid giving credit for someone working in an office for the summer. If the students are part of an organized academic group, then the appropriate course credit is given and the sponsor is responsible for awarding a grade.

3A.0 Bachelor's Level

The University Studies Program strives to insure exposure to liberal arts, natural and social sciences. An outline of the concept is as follows:

- | | | |
|-------|-----------------------|---|
| I. | Math | |
| II. | Foreign Language | (I. & II. may be satisfied by course work in high school) |
| III. | Inference-Logic | |
| IV. | Written Communication | |
| V. | Oral Communication | (fulfilled by alternate sequence in LA program) |
| VI. | Natural Sciences | |
| VII. | Social Sciences | |
| VIII. | Humanities | |
| IX. | Cross-Cultural | |
| X. | Electives | |

The following two pages provide an outline of the specific courses required in these areas and reflects how the program has identified areas where the University Studies Program requirements can also serve as Premajor requirements. It should also be noted that the entire University Studies Program is under revision at this time.

Landscape Architecture

Some people think that the "rational" sciences and "creative" arts are worlds apart. But landscape architecture is a field of study that merges them beautifully. The "science" of landscape architecture is concerned with conserving and managing natural resources. Its "art" involves creating more enjoyable, comfortable, and safe outdoor areas in places where the natural environment must be adapted for human use.

Professional landscape architects are part of the tradition of the great garden designers of Italy, France, England, and China. Their work encompasses the art and science of designing, planning, and managing the land. Careers in landscape architecture include designing urban communities, plazas, university campuses, commercial and industrial sites, and residential communities. Additional opportunities are in the areas of historic preservation, regional planning, and mine reclamation.

The five-year Landscape Architecture Program at the University of Kentucky is fully accredited by the American Society of Landscape Architects and meets the necessary requirements for licensing of landscape architects in Kentucky and other states.

Requirements for Admission

Students must meet all requirements for admission to the University of Kentucky. In addition, enrollment in the Landscape Architecture Program is determined by a selective admission procedure. Applicants are selected on a competitive basis as determined by aptitude tests which assess potential success in the program.

Prospective students should contact the department chair of landscape architecture at the earliest possible date for specific information about the special admission procedure for the program.

Graduation Requirements

To earn a Bachelor of Science in Landscape Architecture degree, the student must have 145 semester hours with at least a 2.0 grade point standing (on a 4.0 scale).

A minimum of 45 hours must be from upper division courses (300 and above). Remedial courses may not be counted toward the total hours required for graduation.

Note: This is an advising guide. Students should consult the *UK Bulletin* or an advisor in the Landscape Architecture Program to ensure that the most current graduation requirements are met.

University Studies Requirements (37-40 hrs avg.)

Courses specifically listed in this University Studies outline also satisfy college and pre-major requirements.

- I. Math
Completed by one of the following:
ACT Math ≥ 26 ; SAT Math ≥ 540 ; by-pass exam;
MA 109 College Algebra; MA 110 Analytical
Geometry/Trigonometry; MA 111 Contemporary
Math; any calculus course.
- II. Foreign Language
Two years of the same foreign language in
secondary school or any two-semester sequence
in a single foreign language at the university level
- III. Inference-Logic
Any calculus course
or
STA 200 Statistics
plus one of the following
PHI 120 Introductory Logic
PHI 320 Symbolic Logic
- IV. Written Communication
First Tier Writing - Freshman Year
Completed by one of the following:
ENG 104 Accelerated Foundational Writing;
ACT English ≥ 32 ; SAT Verbal ≥ 700 ; 4-5 AP
English Language score
Graduation Writing - After Sophomore Status
Completed with one 200-level writing
intensive English course
- V. Oral Communication
Fulfilled by alternate sequence in LA program
- VI. Natural Sciences
GLY 110 Environmental Geology
or GLY 220 Physical Geology
plus one additional course from approved list

Note: It is highly recommended that LA students take
one of the following as their additional course
CHE 104 Intro General Chemistry
CHE 105 General College Chemistry I
- VII. Social Sciences
One economics course
plus one course in a separate discipline
from the approved list
- VIII. Humanities
Six hours from the approved list
- IX. Cross-Cultural Requirement
Three hours from the approved list
- X. Directed Electives
Six hours of electives selected with approval of
the advisor; three hours of which must be outside
the student's major

Pre-Major Requirements 14-15 hours

Economics* (one course: ECO 101, ECO 201, AEC 101)	3
Geology* (one course: GLY 110, GLY 220)	3-4
Chemistry* (one course: CHE 104, CHE 105)	3
AEN 103 Basic Principles of Surveying	2
Computer-aided drafting or equivalent**	3

*May be used to partially satisfy University Studies requirements.

**Computer-aided drafting course is not currently available at UK. Students should pursue fulfilling this requirement either at Lexington Community College or other academic institution prior to the start of their third year in the program

Major Requirements 80 hours

LA 205	History of Landscape Architecture	3
LA 206	Contemporary Landscape Architecture	3
LA 821	LA Design Studio I	6
LA 822	LA Design Studio II	6
LA 833	LA Design Studio III	6
LA 834	LA Design Studio IV	6
LA 841	LA Design Studio V	6
LA 842	LA Design Studio VI	6
LA 871	Design Implementation I	4
LA 872	Design Implementation II	4
LA 973	Advanced Design Implementation	6
LA 975	Advanced Landscape Architecture Studio	6

Student must complete **four** courses at the 800 level and **two** courses at the 900 level from the following:

LA 850	Landscape Architecture Graphics	3
LA 851	Design with Plants	3
LA 853	History & Theory of Urban Form	3
LA 854	Historic Landscape Preservation	3
LA 855	Geographic Information Systems (GIS)	3
LA 857	Design Theories in LA	3
LA 858	Regional Land Use Planning Systems	3
LA 895	Independent Work in LA	1-6
LA 952	Advanced LA Graphic Communication	3
LA 956	Advanced GIS & Landscape Analysis	3
LA 959	Advanced Regional Planning Applications	3
LA 971	Senior Project	3

Specialty Support Requirements 19-20 hours

ARC 850	Professional Practice	3
PLS 220	Plant Identification	3
PLS 320	Woody Plants	4

One course in Ecology:

BIO 325	Introductory Ecology	4
BIO 361	Ecology of Kentucky Flora & Vegetation	3
FOR 315	Conservation Biology	3
FOR 340	Forest Ecology	3

One course in Soil Science:

PLS 366	Fundamentals of Soil Sciences	3
FOR 205	Forest & Wildland Soils & Landscapes	3

Select one additional 400-500 level three-hour course from an area of study related to LA, such as GEO, HIS, SOC, PSY, PS, etc., with approval of Dept Chair. 3

Free Elective 3 hours

Community College Transfer Students

Community college students should transfer to the Lexington campus by the start of their sophomore year in order to graduate in the prescribed five year period.

For questions about the program contact:

Prof. Horst Schach, Chair
(859)257-3485 hschach@uky.edu

To schedule the program's entrance examination contact:

Karen Goodlet, Administrative Assistant
(859)257-7295 kgoodlet@uky.edu

www.uky.edu@Agriculture/LA

3A.1 Coursework Outside the Professional Curriculum

The curriculum requires the following courses outside of the professional curricula and University Studies Program (see previous section for pre-major and specialty support listing).

- one course in geology*
- one course in economics*
- one course in ecology
- one course in soil science
- two courses in plant materials
- one course in professional practice
- one course in principles of surveying
- one course at the upper (400-500) level in a field or topic related to LA
- one course in computer-aided drafting (or evidence of CAD competency)

*may also partially fulfill University Studies Program requirements

The curriculum has no professional requirement during the first year in order to allow students to begin their University Studies Program requirements and adjust to campus life. This also facilitates transitioning transfer students into the program. Advisors assist students in programming the sequence of courses in such a way that the required knowledge has been acquired by the time it is applied in the studios. As an example, students ideally should have completed geology and soil science by the time they are introduced to site analysis in their third year studio.

3A.2 Possible Areas of Interest

As stated in the introduction, the LA 850 and 950 series courses give students the opportunity to specialize their knowledge within the professional program. There is also an independent study course (LA 895) and senior project course (LA 971) which are available for students to create their own directed study opportunity. These courses may include mentors from other departments and disciplines as well as from outside the university.

Internships are generally not part of the curriculum as noted earlier. Some students show interest in pursuing a minor; however, most find the number of lower level courses required to be prohibitive. Advisors are more likely to recommend pursuing the mid- and upper level courses a student is really interested in studying and omit the lower level general area courses typically required for completion of a minor.

3A.3 Relationship of Professional and Outside Coursework

As described in 3A.1, the proposed curriculum and interaction with advisers strives to structure both professional and outside courses in such a way as to build on one another. The prerequisite system is also used to prevent students from enrolling in courses out of sequence. Studios intentionally meet from 1:00-5:00 Mon./Wed./Fri. to prevent students from enrolling in two studios simultaneously. This practice also helps create a dynamic critical mass in the studio facility during these times. Each studio must be completed with a “C” or better prior to taking a studio at the next level.

4.0 FACULTY

Standard: The qualifications, academic position and professional activities of faculty and instructional personnel shall promote and enhance the academic mission and objectives of the program.

All full time faculty have at least one degree in landscape architecture with three of the six holding PhD's. The Department has made a special effort to recruit faculty with diverse backgrounds and professional interests to enhance the breadth of the curriculum. Three of the full time faculty hold professional LA licenses and four are members of the ASLA. Some belong to allied professional societies.

The part-time faculty are chosen by the studio instructor and may range from recent graduates to senior members of the profession. Some have been associated with the program since the 1970's while others are hired only periodically based on the teaching objectives of a given studio or project to be engaged that semester. The combined expertise of the part- and full-time faculty represents a broad spectrum of the profession capable of contributing to the professional and intellectual growth of our students.

4.1 Instructional Assignments – 2007/2008 Academic Yr

Name	Degrees	Program Under Review	Other Programs	Budgeted Time (%)			Courses Taught (2007/2008 Academic Year)						FTE Students		
				Teaching	Research	Admin.	Course No.	Term	Credit Hrs.	Contact Hrs/Wk	No. Students				
												School		Other	
Horst Schach Professor Department Chair	BS MLA	100%	0	51%		49%	LA 205	SS	3	3	26	5.2			
							LA 842*	SS	6	12	20		8.0		
							LA 206	FS	3	3	18			3.6	
							AEN 103	FS	2	2	22				2.9
							LA 971	S/FS	3	1	3				
LA 858	SS	3	3	23	4.6										
LA 871	SS	4	8	14		3.7									
LA 973	FS	6	12	22			8.8								
Ned Crankshaw Associate Professor	BSLA MLA	100%	0	100%						LA 834	SS	6	12	14	5.6
										LA 952	SS	3	4	16	
					LA 833					FS	6	6	22	8.8	
					LA 854	FS				3	3	14	2.8		
					LA 975	SS	6			12	28	11.2			
LA 855	SS	3	3	17	3.4										
LA 959	FS	3	4	7		1.4									
Laurie Fields Assistant Professor	BFA MLA	100%	0	100%					LA 822	SS	6			12	24
									LA 857	SS	3		3	24	4.8
									LA 821	FS	6	12	16	6.4	
					LA 850				FS	3	4	15	3.0		
					LA 841**	FS			6	12	13	5.2			
LA 872**	FS	4	8	13	3.5										
other courses yet to be determined															
TOTAL FTE STUDENTS														106.3	

*Listed instructor taught course on a temporary basis during Spring 2008 semester

**Listed instructor has not taught this course to date; student numbers indicates enrollment in Spring 2008 semester

4.2 Program Policy on Teaching and Other Assignments

Program goals and objectives are determined by the faculty as a whole. Each faculty member may then negotiate assignment distributions. In the spring of each year the Chair will formulate with each faculty member an agreement on their distribution of effort (DOE) for the next year in the categories of instruction, research, public service and administration.

The basic faculty appointment in Landscape Architecture is a 100% teaching appointment for budgeting purposes, the actual distribution of effort is generally 85% instruction and 15% unfunded research. Service to the University or community is no longer given a standard DOE percentage, but all faculty are expected to contribute to university committees and public service. In the event that a faculty member is elected to the University Faculty Senate, Board of Trustees, or other group requiring a significant time commitment, the DOE can be adjusted to assign a percentage to service. The 85% instruction component is the equivalent of two 6 credit hour studio courses per year and two 3-4 hour lecture or lecture/practicum courses per year. The teaching load for other appointments and distributions of effort is based on the above model and will be determined by the Landscape Architecture faculty and chair.

Service is considered participation in committees or other types of professional, public and general campus activities. Consulting time is allowed by University Regulations but is not formally reported as a part of the annual assignments.

Advising is considered a part of instructional duties. Five faculty members share the duties of advising/scheduling of all Landscape Architecture majors. All faculty are available to students wishing to pursue independent study work or other academic activities.

4.3 Faculty Development

All faculty members are encouraged to take courses each semester for self-improvement. Those with the rank of instructor or less may pursue advanced degrees. Research associate, Zina Merkin, is actively pursuing her PhD in Geography. The University sponsors regular self-improvement programs for resident faculty.

The University has sabbatical leave programs which allow faculty the opportunity for advanced study or specialized research. When the faculty is at its full complement (6), the teaching loads have been organized to allow one faculty per year (not including Chair) to have a fall semester off to permit more in depth work on special projects, extended travel or a sabbatical.

The University also provides a Teaching & Academic Support Center (TASC) which offers workshops and individual assistance to faculty for self improvement. Most junior Landscape Architecture faculty seek out assistance from the TASC and participate in programs when appropriate.

Faculty members are encouraged to participate in as many professional associations as possible. Limited funds for travel to major meetings and conferences are available.

University policies encourage faculty members to consult in order to broaden professional expertise. Faculty members are encouraged to acquire and maintain professional registration when appropriate to their area of expertise.

4.4 Faculty Evaluation

Annually untenured faculty are given a merit rating; tenured faculty are evaluated biennially. The ratings are reviewed by the Dean and Associate Deans of the College. In general, these ratings are based on the following:

1. Professional performance as related to the work assignment carried by the faculty member.
2. Service to the University and the Commonwealth.
3. Professional growth and achievement based on scholarly work.
4. General ability to relate to the professional and academic communities and a display of initiative.
5. Results of student evaluation.

Each faculty member must submit a teaching portfolio (see Appendix - Teaching Portfolio Guidelines). This is reviewed at the department level and then by the Deans. While this system is dictated by university and college policy, it does not go far enough to truly assess teaching effectiveness nor the actual contributions to the program. To supplement this process the program relies on informal interactions with students for feedback and above all the progress students are making under the tutelage of a given instructor. When possible, the faculty serve on each other's juries in order to promote continuity between classes and monitor progress. This also makes each faculty member a knowledgeable contributor when advising the chair on merit evaluations and preparation for promotion and tenure.

Given the small size of the faculty, most decisions are made by consensus and provide feedback to each other concerning their relationships to the program. The faculty also holds periodic faculty retreats for the purpose of curriculum and teaching improvement.

4.5 Visiting Lecturers/Critics

<u>Name</u>	<u>Field</u>	<u>Semester</u>	<u>Contribution</u>
David Tulloch	LA/GIS, Professor, Rutgers Univ	Fall 2006	Lecture/Discussion
Kris Stone	Northern Kentucky Arboretum	Fall 2006	Lecturer/Juror
Marcia Ferris	Lexington Arboretum	Fall 2006	Juror
Ted Hardwick	Landscape Architect	Fall 2006	Critic
Andy Knight	Landscape Architect	Fall 2006	Critic
Marilyn Swan	Artist	Fall 2006	Critic
Representative	Holophane Company	Fall 2006, 07	Lighting Lecture/Field Visit
Representative	Rain Bird Inc.	Fall 2006, 07	Irrigation/Conservation Lecture
Melinda Wilder	Div. Natural Areas, E Ky Univ.	Spring 2007	Lecturer/Critic
Teresa Doerr	6 th Gr Science Teacher, Bardstown KY	Spring 2007	Critic
John Cody	Landscape Architect	Spring 2007	Lecturer/Juror
Thomas Oslund	LA, Oslund & Associates	Spring 2007	LA Lecture Series
Shauna Gilles-Smith	Designer, Martha Schwartz Inc.	Spring 2007	LA Lecture Series
Jon Henney	Landscape Architect	Fall 2007	Juror
John Pacyga	Landscape Architect	Fall 2007	Juror
Sarah Moser	Landscape Architect	Fall 2007	Juror
Jane Wooley	Director Drystone Conservancy	Fall 2007	Lecturer
Denise O'Meara	Landscape Architect	Fall 2007	Juror
Kelley Parker	Landscape Architect	Fall 2007	Juror
David Tomes	Norton Commons Developer	Fall 2007	Lecturer
Robert Kelley	UK Architecture	Fall 2007	Critic
Mike Mullen	UK Agriculture Associate Dean	Fall 2007	Critic
Karen Lewis	UK Architecture	Fall 2007	Critic
Sharmili Sampath	NKAPC - planner	Fall 2007	Critic throughout semester
Jim Gray	LFUCG - Vice Mayor	Fall 2007	Juror
Mark Arnold	Landscape Architect	Spring 2008	Juror
Morgan McIlwain	Landscape Architect	Spring 2008	Juror
Christopher Dunn	Museum Director	Spring 2008	Lecturer
Matt Fordham	Landscape Architect	Spring 2008	Lecturer
Thomas Weintraut	Planner	Spring 2008	Lecturer
Bill Esarey	Landscape Architect	Spring 2008	Juror
Robert Brzuszek	LA, Mississippi State Univ	Spring 2008	LA Lecture Series & Critic
Andrew Nothstine	LA, Glatting/Jackson Inc	Spring 2008	LA Lecture Series
Robert Kelley	UK Architecture	Spring 2008	Critic/one-half day charrette
Melinda Wilder	Div Natural Areas, E Ky Univ.	Spring 2008	Critic
Sarah Beard	6 th Gr Science Teacher, Estill County	Spring 2008	Critic
Emalee Listerman	Planning - NKAPC	Spring 2008	Semester Visiting Lecturer

LA 975 has involved many professionals and academics during public meetings and for in-studio desk critiques as well as formal reviews as needed. The following is a partial list of people who have participated over the last two years.

Cindy Deitz	LA/Planning - Lexington-Fayette Urban County Government (LFUCG)
Billy Van Pelt	LA/Planning - LFUCG
Jenna Haverkos	Planning - Northern Kentucky Area Planning Commission
MaraLee Olsen	LA
Henry Jackson	LA/Urban Design
Jeff Moore	Transportation Planning
Dr. Carol Hanley	Environmental Education - UK Tracy Farmer Center for the Environment
Dr. Chris Barton	Watershed Hydrology - UK
Lajuanda Haight-Maybriar	Watershed Planning
Dr. Steve Workman	Hydrology - UK
Dr. Lori Garkovich	Community Visioning / Rural Sociology - UK
Dr. Steve Issacs	Community Leadership Development - UK
Bill Mitchell	Community Development
Dr. Mike Mullen	Academic Programs / Soil Science - UK
John Raines	Investment Banker / Industrial Authority
Dr. Steve Bullard	Forest Economics - UK

Visiting Lecturers/Critics in LA 975 continued

Dr. Songlin Fei	Forest Biometrics - UK
Dr. Lee Meyer	Agricultural Economics - UK
Dr. Jimmy Henning	Extension - UK
Kim Strohmeier	Extension - UK
Dr. Demetrio Zourarakis	GIS/RS - Kentucky State Government
Ben Koostra	GIS Development
Keith Wethington	GIS in Wildlife Resource Management
Trent Ellsworth	Team Development
Andy Bathe	Team Development
Deb Moore	Formative Academic Assessment - UK
Kathryn Cunningham	Formative Academic Assessment - UK

4.6 Teaching Assistants

The Department uses both teaching assistants and adjunct faculty. The adjuncts have been described in several sections of the Self-Examination Report. It is important to restate that these individuals are not in charge of a class but rather are used to enrich the studio environment. They provide desk crits, assist in jury reviews, and provide input on project selection and execution.

Teaching assistants are used in the two graphics courses and the two introductory construction courses. Upper level undergraduates are selected by the faculty member and assist with paper grading, class discussion and provide help to students outside of the regular class time.

4.7 Individual Teacher's Record

INDIVIDUAL TEACHER'S RECORD

(Full-Time to program under review: Sheet 1 of 2)

NAME: Horst Schach

RANK: Professor

EDUCATION: (college and higher)

Institution	No. of Years	Degree and Date Granted
Texas Tech.	4	1964 B.S. Park Adm.
Univ. of California, Berkeley	2	1966 M.L.A.

TEACHING EXPERIENCE: (college level)

Institution	No. of Years	Subjects
Texas Tech.	1	Teaching Assistant Horticulture & Design
Univ. of California, Berkeley	1	Teaching Assistant Plant Mat., Park Design
Univ. of Kentucky	39	History of LA, Construction, Seminar, Design

PRACTICE EXPERIENCE: (brief listing)

Firm or Agency	No. of Years	Responsibilities
Consulting/Private Practice	39	-various levels of project scales -most recent work with horse farms

PROFESSIONAL REGISTRATION: (give profession and state)

Commonwealth of Kentucky	#52	Landscape Architect
--------------------------	-----	---------------------

Sheet 2 of 2

NAME: Horst Schach

PROFESSIONAL & ACADEMIC ACTIVITIES: (for last five years)

Kentucky Chapter ASLA, Trustee, 2008-

Fellow, ASLA

Member, Council of Educators in Landscape Architecture (CELA)

Member, University Student Appeals Committee

Chair, Lexington Fayette Urban County Government, Greenspace Commission

Various University, College and Department committees

List significant publications, projects and/or reports covering the last five years. Identify referred publications with an asterisk.

Since the last accreditation visit, my activities have been oriented toward increasing the visibility of Landscape Architecture. During that time, a new master plan was developed for the campus. I served on two committees, one campus-wide and the other for the College of Agriculture, to interact with the consultants. For a time we had a campus-wide committee to create a master landscape plan as well; the committee has since been abandoned. For several years I have been on an academic group involved with the development of the University's research campus at Cold Stream. To a large extent, I was responsible for causing a team of landscape architects to be hired to review the existing conditions and develop a new master plan and design guidelines for the site.

Briefly describe your involvement in advancing the knowledge or capability of the profession of landscape architecture in the last five years.

During my involvement with the Lexington Fayette Urban County Government's Greenspace Commission, we were instrumental in the creation of a PDR program as part of a rural land management plan for the county. A greenway master plan is currently being implemented.

At the present time, I am a member of a task force working with the Kentucky Chapter ASLA and state LA licensing board to deal with a confrontation brought about by the state engineering licensing board who are trying to limit the scope of practice for our profession. This will be resolved in the court system or the state legislature next year.

INDIVIDUAL TEACHER'S RECORD
(FULL-TIME to program under review: Sheet 1 of 2)

NAME: Thomas J. Nieman

RANK: Professor

EDUCATION: (college and higher)

Institution	No. of Years	Degree and Date Granted
Ohio State Univ	5	BLA 1966
Univ of Massachusetts	1½	MLA 1968
Southern Illinois Univ	3	PhD 1973

TEACHING EXPERIENCE: (college level)

Institution	No. of Years	Subjects
Univ. of Leeds, England	1	Design & Construction
Ohio State Univ	1	Design, Plant Materials
SUNY-CES&F, Syracuse	4	Design, Planning
Univ of Kentucky	30	Working Drawings, Regional Planning

PRACTICE EXPERIENCE: (brief listing)

Firm or Agency	No. of Years	Responsibilities
Private Practice	42	Site Design & Land Use Planning

PROFESSIONAL REGISTRATION: (give profession and state)

Commonwealth of Kentucky	#301	Landscape Architect
--------------------------	------	---------------------

Sheet 2 of 2

NAME: Thomas Nieman

PROFESSIONAL & ACADEMIC ACTIVITIES: (for last five years)

Member, University Senate, 2007-present

Associate, Appalachian Center, University of Kentucky, 1990-present

Member, UK Retroactive Withdrawal Board, 2007-present

College of Agriculture Advisory Committee, 2006-2008

ASLA, Licensing Review Committee, 2006-present

ASLA, LARE Review - on a continuing basis - several workshops each year for ASLA chapters

List significant publications, projects and/or reports covering the last five years. Identify referred publications with an asterisk.

Nieman, Thomas J. "Site considerations, plant installation, requirements and details" in Hopper, Leonard (ed) Landscape Architecture Graphic Standards (2006).

Briefly describe your involvement in advancing the knowledge or capability of the profession of landscape architecture in the last five years.

My research continues to be in the area of rural land use as related to GIS aided planning in Kentucky. Presently, I am working on the development of a soil related system to predict erosion on cropped fields.

INDIVIDUAL TEACHER'S RECORD
(Full-Time to program under review: Sheet 1 of 2)

NAME: Ned M. Crankshaw

RANK: Associate Professor

EDUCATION: (college and higher)

Institution	No. of Years	Degree and Date Granted
Iowa State Univ	2	MLA 1988
Ball State Univ	6	BLA 1984 BS 1983 Environ. Design

TEACHING EXPERIENCE: (college level)

Institution	No. of Years	Subjects
Iowa State Univ	1	Design studio, graphics, landscape engineering
SUNY - Env. Science/Forestry	1	Design studio, graphics
Univ of Kentucky	18	Design studio, advanced graphics, historic landscape preservation

PRACTICE EXPERIENCE: (brief listing)

Private Practice	18	Design & Historic Landscape Pres.
Bristol Planning & Design	1	Consulting designer
Crose Gardner Associates	1	All phases of project design
Mitchell-Dewan Associates	2	All phases of project design

PROFESSIONAL REGISTRATION: (give profession and state)

Kentucky	#488	Landscape Architecture
New York	#1259	Landscape Architecture

Sheet 2 of 2

NAME: Ned Crankshaw

PROFESSIONAL & ACADEMIC ACTIVITIES: (for last five years)

National:

Landscape Architecture Accreditation Board accreditation teams, 2005 - present

University of Illinois, 2008, team chair

University of Connecticut 2006, team chair

Arizona State University 2006

Utah State University 2005

American Society of Landscape Architects, Trustee, 2002-05

Council of Landscape Architectural Registration Boards Cut Score Committee, 2003.

Dry Stone Conservancy, Incorporated, founding member and Treasurer, 1997-2005

State & Regional:

Kentucky Society of Landscape Architects, Executive Committee, 2002 - 2005

Henry Clay Memorial Foundation Board Member and Grounds Committee Chair, 1998-2004

University:

Historic Preservation Graduate Program Curriculum Committee, 2007 - present

Historic Preservation Graduate Program Curriculum Committee, Chairman, 2003 - 2005

University of Kentucky LFUCG Arboretum Kentucky Children's Garden design committee

Center for Historic Architecture and Preservation, Faculty Associate, 1999 - present

Department:

Department of Landscape Architecture, LA Lecture Series Coordinator 2001-06

List significant publications, projects and/or reports covering the last five years.

Identify referred publications with an asterisk.

* Exurban Development and the Rural Cultural Landscape in Nelson County, Kentucky. In review, *Landscape Journal*.

* Multi-Scale Design Guidelines for the Rural Landscape of Nelson County, Kentucky. In David Ames and Richard Wagner (editors) *Design & Historic Preservation: The Challenge of Compatibility*, (Newark: Univ of Delaware Press, 2008). Crankshaw, N., Riesenweber, J., and Schneider, K.

* *Creating Vibrant Public Space: Streetscape Design in Commercial Historic Districts*. Washington, DC: Island Press, 2008.

Lower Howard's Creek Corridor Management Plan. Winchester, Kentucky: Clark County Fiscal Court, 2005. (with Parsons Brinckerhoff) **American Society of Landscape Architects**

National Honor Award, 2007.

Briefly describe your involvement in advancing the knowledge or capability of the profession of landscape architecture in the last five years.

My work is intended to improve the quality of design in areas that have cultural or historic significance. This work has focused on rural cultural landscapes and historic commercial districts.

INDIVIDUAL TEACHER'S RECORD

((Full-Time to program under review: Sheet 1 of 3))

NAME: Brian Denis Lee

RANK: Assistant Professor

EDUCATION: (college and higher)

Institution	No. of Years	Degree and Date Granted
The Pennsylvania State University	4	BSLA 1992
University of Pennsylvania	3	MRP 1995
University of Pennsylvania	4	Environmental Studies Certificate 1999
University of Pennsylvania	5	MLA 2000
The Pennsylvania State University	5	Ph.D. 2005 Forest Resources with Watershed Stewardship Option

TEACHING EXPERIENCE: (college level)

Institution	No. of Years	Subjects
University of Pennsylvania	1	LA and City Planning (Computers)
University of Kentucky	5	LA 841 (LA Design Studio V) LA 975 (Advanced LA Studio) LA 855/NRC 555 (GIS and Landscape Analysis) LA 959 (Advanced Regional Planning Applications)

PRACTICE EXPERIENCE: (brief listing)

Firm or Agency	No. of Years	Responsibilities
Andropogon Associates, Ltd.	2	Site Design, Contr. Documents Master Planning

PROFESSIONAL REGISTRATION: (give profession and state)

None

Sheet 2 of 3

NAME: Brian Denis Lee

PROFESSIONAL & ACADEMIC ACTIVITIES: (for last five years)

National

Landscape and Urban Planning (Journal Reviewer), 2008-Present
Journal of the American Water Resources Association (Reviewer), 2004-Present
Council of Educators of Landscape Architecture Conference (Paper Reviewer), 2004

State

Mapping and Monitoring Land Resource Change Conference Co-Chair, May 2008
Kentucky Landscape Snapshot 2005 Census Reviewer, Spring 2007
American Society of Landscape Architects – Kentucky Chapter. Landscape Architecture Continuing Education Lecture Series, April 2004, “GIS Applications in Landscape Architecture.”

University

Institutes of the Environment – Education Committee 2008-Present
Service-Learning Initiatives Council (SLIC) 2005–Present

College of Agriculture

Agriculture Faculty Council. 2007-2008.
Natural Resources and Environmental Sciences Planning Initiative, 2007-Present
Environment and Natural Resources Advisory Committee, 2007-Present
Natural Resource and Conservation Management Summer Camp Instructor, 2005-Present
Natural Resource and Conservation Management Steering Committee, 2004-Present
Precision Resource Management Committee, 2003-2006
Graduate Program Reorganization *Ad Hoc* Committee Appointed by Dean Smith, 2006
Freshmen Scholarship Reader, 2004, 2006
Summer Blood Drive Departmental Representative, 2004

List significant publications, projects and/or reports covering the last five years. Identify referred publications with an asterisk.

- * **Lee, B.D.** 2005. Pennsylvania Community Watershed Organizations as Seen by Key Informants. *Journal of Extension* 43(5). Available at: <http://www.joe.org/joe/2005october/rb7.shtml>
- * **Lee, B.D.** Team Building Interventions and Perceived Individual and Team Effectiveness. North American Colleges and Teachers of Agriculture 53rd Annual Conference: The Scholarship of Teaching and Learning (NACTA). Urban-Champaign, Illinois. June 20-22, 2007. (NACTA Journal, June 2007, and Presentation)
- Lee, B.D.** 2008. Land and Natural Development (LAND) Code: Guidelines for Sustainable Land Development by D. Balmori and G. Benoit. *Landscape Journal* 27(1):159–161. (Invited Book Review)
- * **Lee, B.D.** and B.W. Kew. A workshop about land-use decision-making in the context of community/societal values. *Journal of Extension* (Accepted)
- * Stedman, R., **B. Lee**, K. Brasier, F. Higdon. Cleaning up water? Or building rural community? Community watershed organizations in Pennsylvania. *Rural Sociology* (Accepted)

NAME: Brian Lee

Briefly describe your involvement in advancing the knowledge or capability of the profession of landscape architecture in the last five years.

Dr. Lee applies geospatially based analyses and visualization to community decision-making processes for land use planning primarily at the watershed/landscape scale in his research and his teaching. He is also interested in understanding how to connect people to decisions made at the site scale to nonpoint source pollution and watershed processes.

INDIVIDUAL TEACHER'S RECORD

(Full-Time to program under review: Sheet 1 of 3)

NAME: Laurie Fields

RANK: Assistant Professor

EDUCATION:

Institution	Years	Degree and Date Granted
Cornell University	3	MLA 1994
University of Michigan	3	BFA 1976
Grinnell College	2	

TEACHING EXPERIENCE:

Institution	Years	Subjects
University of Kentucky	2	Design I, Design II, Graphics, Design Theory
University of Arkansas	6	Design I, II, III, IV, and VII, Graphics, Construction II, Senior Thesis Prep, Contemporary Landscape History
Morgan State University	1	Design I, Graphics, History of Landscape Architecture, Design and Human Behavior
George Washington Univ.	3.5	Beginning Design, Site Analysis, Final Studio Project
Rhode Island School of Design	1 term	Advanced studio (5 th -year and grad)
Cornell University	3 terms	2 nd year studio, summer intro course

PRACTICE EXPERIENCE:

DCA Landscape Architects	1996-99	LA Practice (residential and institutional site plans, planting plans, construction documents)
CHK Architects + Planners	1996	Planning department (urban design and planning)
Horrigan/McGavin	1993-94	LA Practice (residential and campus site design)

PROFESSIONAL REGISTRATION: not licensed

SHEET 2 OF 3

NAME: Laurie Fields

PROFESSIONAL + ACADEMIC ACTIVITIES (last 5 years):

Ag Faculty Council, Spring 2008-present
Faculty adviser to UK Student Chapter ASLA, Fall 2007-present
Faculty adviser, UK Sigma Lambda Alpha Honor Society, Fall 2007-present
Faculty adviser to FORM, interdisciplinary student design organization, Fall 2006-present.
Organizer, UK Landscape Architecture Lecture Series, Fall 2006-present
Leader, study trip to Chicago, Spring 2008
Leader, study trip to Washington, DC, & Alexandria, VA, Spring 2007
Presenter, Outdoor Classroom Design Workshop for K-12 teachers, UK Arboretum, Summer 2007
Member, University of Arkansas, School of Architecture Peer Review Committee, 2005
Organizer, University of Arkansas, School of Architecture Lecture Series, 2000-2006
Member, University of Arkansas, Campus Student Relations Committee, 2004-2006
Member, University of Arkansas, Campus Building and Facilities Committee, 2000-2005
Book reviewer for Pearson Prentice Hall Publishers, Spring 2005

PUBLICATIONS + CONFERENCE PRESENTATIONS (last 5 years):

- *"Strategies for Environmental and Economic Recovery in Germany's Rust Belt," peer reviewed paper presented at CELA 2007 Conference, State College, PA, 2007.
- *"Interdisciplinary and Service Learning: Pedagogical Strategies," peer reviewed poster presented at 2007 NACTA Annual Conference, Champaign, IL, 2007.
- *"Radical Paris Parks: Planned Urban Open Space and Multicultural Cities," peer reviewed paper presented at EDRA36 International Conference, Vancouver, BC, 2005.
- "The IBA Emscher Park: Reviving community, economy, culture and environment," International Design Symposium, Cervara di Roma, Italy, 2005
- * "Clearings, Clusters and Cloisters: A Garden of Trees for Two Rivers Park, Little Rock, AR" (member of University of Arkansas Community Design Center design team), awarded ASLA Honor Award for Planning and Analysis, 2005.
- *"Service Learning Projects: A Value in Design Programs" (co-authored with G. M. Gentry), peer reviewed paper presented at IDEC International Conference, Savannah, GA, 2005.
- *"Design for a Global Perspective" (co-authored with G. M. Gentry), peer reviewed paper presented at IDEC Southwest Regional Conference, Dallas, TX, 2004 (Best Paper Award).
- *"Designing a Global Perspective" (co-authored with G. M. Gentry), peer reviewed paper presented at CELA 2005, Athens, GA, 2005 (published in conference proceedings).
- *"Through the Lens: Teaching Design Vocabulary and Abstract Thinking with Photographic and Figure/Ground Images" peer reviewed paper presented at the Hawaii International Conference on the Arts and Humanities, Honolulu, HI, 2004.

SHEET 3 OF 3

NAME: Laurie Fields

CONTRIBUTIONS (LAST FIVE YEARS):

I participate in landscape architectural practice through teaching and influencing future practitioners. As a teacher of design and history/theory, I work to give students both the theoretical framework and technical skills to comprehend the richness of landscape as a design medium—and to responsibly recognize the impact of design on people and place. The two areas of inquiry in my scholarly work, like my current teaching assignments, are design pedagogy and the relationship between theory and practice. Through my work, the theoretical framework of our discipline is understood in the context of historical and contemporary influences. I try to integrate my research on urban open space into the classroom and to present teaching innovations to educators in related fields. I look for opportunities to give students meaningful experiences in the community. For the past two years, Design II students have developed design proposals for outdoor classrooms at middle schools in rural Kentucky. In both cases, the UK students' proposals have helped the school to obtain grants and donations and to start implementation of their outdoor classrooms. As coordinator of the lecture series, I attempt to invite speakers who can represent a broad and diverse view of the field for the benefit of both students and local practitioners. If schedules allow, visiting lecturers spend time with students in studio.

INDIVIDUAL TEACHER'S RECORD

(Full-Time to program under review: Sheet 1 of 2)

NAME: Ryan A. Hargrove

RANK: Assistant Professor

EDUCATION:

Institution	No. of Years	Degree and Date Granted	
North Carolina State Univ.	3	PhD in Design	2007
University of Florida	2	MLA	2004
University of Kentucky	5	BSLA	2002

TEACHING EXPERIENCE:

Institution	No. of Years	Subjects
University of Kentucky	1	LA Design Studio V LA Construction II
North Carolina State Univ.	4	Design Thinking (D100) Design Thinking Explorations (D292A) Design Studio I (LAR 102) Graduate Design Studio (LAR 501) Design Development Studio (LAR 582H)
University of Florida	2	LA Construction I (LAA 3420) LA Construction II (LAA 3421)

PRACTICE EXPERIENCE:

Firm or Agency	No. of Years	Responsibilities
Oldham County Civil Services	1	G.I.S. (Geographic Information System) Head consultant and coordinator
Korfhage Design Group	2	LA Practice (residential, planning)

Sheet 2 of 2

NAME: Ryan A. Hargrove

PROFESSIONAL AND ACADEMIC ACTIVITIES:

Encore Continuing Ed. Lecture Series, *Design Thinking in the Design Disciplines*, NCSU College of Design

Design Curriculum Review, Restructuring the Freshman Design Experience, NCSU College of Design

NCSU Landscape Architecture Graduate Handbook, Design/Layout & Content/Communication Director / Organizer: Design Camp, North Carolina State University

PUBLICATIONS:

Design Thinking in the Design Disciplines, IN PROGRESS

* *Developing Awareness for Productive Creativity*, CELA Annual Conference, Tucson/Phoenix AZ, 2009

* *Assessing the Short and Long-Term impact of Metacognitive Skill Development on Creative Abilities of Design Students*, ECLAS Annual Conference, Alnarp, Sweden, 2008

* *Creating Creativity in the Design Studio*, CELA Annual Conference, Penn State University, 2007

Research and Design for Survival, EDRA Annual Conference, Atlanta, Georgia, 2006

* *Reconstruction After the 2004 Tsunami: Ecological and Cultural Considerations*, Landscape and Ecology Engineering, Vol 2 (1): 41-51, 2006

Remembering the Past, Designing the Future, Alzheimer's Association National Conference, Chicago, Illinois, 2005

* peer reviewed publications

CONTRIBUTIONS:

My involvement includes participating in wide ranging research that informs innovative design. I am interested in how people think and experience life and in what ways creative problem solving can enhance this experience. The academic setting offers an opportunity to produce original research while embracing the role of guiding design students to reach their potential and make lasting contributions to the profession.

INDIVIDUAL TEACHER'S RECORD

(1 sheet)

(Assigned part-time to program under review)

NAME: Stephen D. Austin

RANK: Adjunct

EDUCATION: (college and higher)

Institution	No. of Years	Degree and Date Granted
Univ of Kentucky, College of Law		1999 J.D.
Univ of Kentucky		1987 BSLA

TEACHING EXPERIENCE: (college level)

Institution	No. of Years	Subjects
Univ of Kentucky	1998-2008	LA 975, Advanced Studio LA 841, Fourth Yr Studio

PROFESSIONAL EXPERIENCE:

2008-present	Director, Center for Community Legacy Initiatives, Blue Grass Community Foundation
1997-2008	Director, Bluegrass Tomorrow Inc.,.
1992-1996	Director, Div. of Planning, Scott Co. Joint Planning Commission, Georgetown, KY

INDIVIDUAL TEACHER'S RECORD

(1 sheet)

(Assigned part-time to program under review)

NAME: Theodore H. Hardwick

RANK: Adjunct

EDUCATION: (college and higher)

Institution	No. of Years	Degree and Date Granted
Univ of Kentucky		1994 BSLA
Univ of Massachusetts	3	1988 ---

TEACHING EXPERIENCE: (college level)

Institution	No. of Years	Subjects
Univ of Kentucky	1997, 1999-2001 Fall Sem.	LA 833 studio
Univ of Kentucky	1999-present	LA 821 & 822 studios

PROFESSIONAL EXPERIENCE:

1998-present	Ted Hardwick Design Inc.
1993-1998	The Landplan Group
1992-1993	Brandstetter-Carroll Inc.

INDIVIDUAL TEACHER'S RECORD

(1 sheet)

(Assigned part-time to program under review)

NAME: Jason Hale

RANK: Adjunct

EDUCATION: (college and higher)

Institution	No. of Years	Degree and Date Granted
Univ of Kentucky	2	2001 BSLA

TEACHING EXPERIENCE: (college level)

Institution	No. of Years	Subjects
Univ of Kentucky	Fall 2007 Fall 2008	LA 973, Advanced Design Implementation

PROFESSIONAL EXPERIENCE:

GRW Inc.	May 2000-July 2001	Intern
LandDesign Inc.	Aug 2001-Dec 2005	Designer/Manager
CDP Engineers	Jan 2006-Present	LA/Manager

INDIVIDUAL TEACHER'S RECORD

(1 sheet)

(Assigned part-time to program under review)

NAME: J. Michael McCoy

RANK: Adjunct

EDUCATION: (college and higher)

Institution	No. of Years	Degree and Date Granted
Univ of Virginia		1984 MLA
Northwestern Univ		1975 BA

TEACHING EXPERIENCE: (college level)

Institution	No. of Years	Subjects
Univ of Kentucky	1997, 1999-2001 Spring sem	LA 834 design studio
	2001-Present	LA 833 or 834 (one studio per year minimum)

PROFESSIONAL EXPERIENCE:

2003-2008	Center for Neighborhoods, Louisville KY
2000-2003	Context, Louisville, KY
1994-2000	J. Michael McCoy, Landscape Architect

5.0 STUDENTS

Standard: Program shall demonstrate that students are being adequately prepared to pursue a career in landscape architecture.

5.1 Students' Ability to Apply Subject Matter

The elements outlined in the report format are all an integral part of the curriculum. The list at the end of this section represents a break down of these skills and activities as associated with a specific level of study. This outline was generated at a faculty retreat as a way of having the studios take responsibility for teaching the various levels of the design process and necessary technical skills. Faculty issue problem statements which reflect these learning outcomes. The degree of achievement of these outcomes is then reflected in the grading criteria for the particular project which may be listed as part of the problem statement.

The challenges are presented to students with an ever increasing level of complexity. When students reach the capstone course (LA 975), the class virtually writes the problem statement after engaging the stakeholders of the community with whom they will be working. At this point the instructor acts more as a guide or facilitator to keep the class on track. During that semester students are required to utilize listening, verbal, written and graphic skills to communicate throughout the study and present their findings in a final report and public meeting.

Graduates Ability to Enter the Profession

The ability of our graduates to regularly obtain entry level positions in the profession is the primary indicator of the department's goals being attained. Of the students who have graduated since the last accreditation report, 83% are employed in the profession in private or government/public practice or pursuing graduate degrees. As these graduates progress with their careers, they advance in their employment position and most successfully complete the requirements for licensure (anecdotal evidence). The department also monitors graduates who choose an academic career. We presently have 7 alumni who are faculty in accredited landscape architecture programs.

Outline of Studio Level and Specific Skills/Knowledge

Second Year (first studio year)

Introduction to landscape architecture
Joy of design
Vocabulary and habits
Technical skills - use of drafting and drawing equipment
Materials and use
Design process - concept development
Introduction to site program
Hand drawn graphics
Form and color
Land forms - conceptual
Two- and three-dimensional design
Introduction to computer graphics

Third Year

Site planning:
-integration of physical sciences
-surveying
-site analysis
Site design:
-form giving
-design process refinement
-development of analytical skills
-response/reading of site
-design program development
-computer-aided drafting
Site engineering:
-grading
-drainage
-road layout & alignment

Fourth Year

Development of critical thinking skills
Refinement of design process
Site design response to urban socio-economics
Projects and conditions increased complexity
Landscape planning for community development
Emphasis on ecological issues
Materials and design implementation

Fifth Year

Working drawings
GIS applications
Environmental planning
Land use planning
Professional practice and ethics
Outreach experience

5.2 Student Enrollment Summary

Acad Year	In-State		Out-of-State		Foreign		Total Students		
	M	F	M	F	M	F	M	F	Total
2002 -2003	48	13	17	5			65	18	83
2003 -2004	57	15	14	4			71	19	90
2004 -2005	56	13	15	4			71	17	88
2005 -2006	61	12	16	4			77	16	93
2006 -2007	62	14	22	5			84	19	103
2007 -2008	68	11	18	3			86	14	100
2008 -2009	51	9	30	2			81	11	92

Ethnic Group/Diversity for Current Academic Year:

Total	Ethnicity
1	American Indian
4	Black (non-Hispanic)
0	Asian or Pacific Islander
0	Hispanic
87	Caucasian
0	Other

5.3 Student Participation

- a. As described in other sections of this Self-Evaluation Report:
 - Students are encouraged to participate in internships and the faculty facilitate students in obtaining internships and entry level positions whenever possible.
 - We have a very active Student Chapter ASLA that oversees the lab fee (termed “Barn Fee” by the students) which provides the expendables and maintenance of the electronic peripherals in the studio environment. The Student Chapter also organizes the annual LA Career Fair.
 - The Student Chapter ASLA is fully sanctioned by the University as a student organization and interacts with the Agriculture Student Council, UK Student Government Association and the professional Kentucky Chapter and national ASLA organizations.
 - Students participate in periodic charrettes and assist in planning out-of-state group trips.
 - For several years, landscape architecture students have been among the students selected to serve as Agriculture Ambassadors by the Associate Dean for Academic Programs. Ambassadors participate in college recruiting and public relations functions. We currently have one student serving in this capacity.
- b. Student input is received through both formal and informal channels. The generalist emphasis of the program is, in part, reflective of student aspirations as to their vision of a career choice. More formal participation occurs through the Student Chapter and student representatives on appropriate committees. A student representative is invited to participate in faculty meetings and all important functions such as faculty recruitment.
- c. As stated previously, this report was prepared primarily during the summer months when students are not present. Preliminary copies were given to Student Chapter ASLA officers for review. Copies have been placed in each studio in order for students to familiar themselves with the content.

5.4 Student Advising

The advising of Landscape Architecture majors is the direct responsibility of the faculty. Students are free to deal with the faculty member of their choice for both academic and nonacademic needs. We believe it essential that the student establish a rapport with the advisor of their choice.

Class scheduling is conducted during both semesters by the faculty (excluding Tom Nieman) in a group setting for the second through fifth studio years. This allows for announcements and scheduling changes which might effect everyone. Students are encouraged to review their academic records prior to the group meetings and/or meet individually with their adviser. During the summer months, faculty have appointments with in-coming freshman and transfer students during a six week orientation/advisory period.

5.5 Requirements for Admission

The following excerpt from the *UK Bulletin* specifies the process for admission into the Landscape Architecture Program.

Landscape Architecture - Admission Requirements

Admission to the University of Kentucky and to the College of Agriculture does not guarantee admission to the Landscape Architecture program. All applicants must be reviewed by the Landscape Architecture Program Chairperson. The number of applicants ultimately admitted is determined by the resources available to provide high quality instruction. Applicants will be reviewed on a comparative basis. Determination of acceptability into the program is based on the following.

Entering freshmen and transfer students from degree programs other than Landscape Architecture must:

1. submit a formal application to the Undergraduate Admissions Office indicating Landscape Architecture as your major;
2. meet the minimum criteria for admission or readmission to the University as specified in this Bulletin (the Landscape Architecture program requires a minimum of a 2.0 grade-point average on a 4.0 scale for eligibility to transfer into the program.); and

3. successfully complete the aptitude testing designated by the Landscape Architecture program. If a student transferring from another degree program has a background in related design fields, he or she may submit available work, such as a portfolio or other work examples, as an indication of potential success.

Transfer students from degree programs in Landscape Architecture at other accredited institutions must:

1. submit a formal application to the Office of Undergraduate Admissions indicating Landscape Architecture as your major;
2. meet the minimum criteria for admission to the University as specified in this Bulletin (the Landscape Architecture program requires a minimum of a 2.0 grade-point average on a 4.0 scale for eligibility to transfer into the program.); and
3. submit a portfolio for review which, combined with an evaluation of courses completed, will determine acceptance into the program as well as the level to which the student will be accepted.

Refer to the Appendix - UK Admission Requirements for an excerpt from the *UK Bulletin* regarding the requirements for admission to the University of Kentucky.

5.6 Student Recruitment

The College's Director of Student Relations acts as a recruiter on behalf of this program as well as others in the college. There is also a cadre of student "Ambassadors" who visit schools and speak to civic groups. For the past several years, landscape architecture students have been members of this select group of students. Faculty also respond to requests by high schools in order to interest prospective students.

Due to the number of students traditionally being turned away by the selective admission's policy, our recruiting efforts have been less vigorous in recent years. The recent drop in enrollment has given rise to discussions about more emphasis on recruiting not only in numbers of students, but also to elevate the quality of student. Since landscape architecture is a highly sought after program by second career students, targeting a specific audience for recruitment has also become very complex. The visibility of student projects and practitioner activities in communities has been the most valuable tool.

Students and faculty sponsor an Open House each spring at which time their work is on display. Prospective students, parents, friends, and the community at large are invited -- this has proven to be a successful recruiting tool.

6.0 ALUMNI

Standard: Program shall provide evidence of alumni's professional accomplishments and their involvement in advancing the program.

6.1 Degrees Awards

Acad Year	M	F	Total
2007 - 2008	22	4	26
2006 - 2007	12	4	16
2005 - 2006	15	1	16
2004 - 2005	5	1	6
2003 - 2004	10	8	18
2002 - 2003	9	4	13
Total	73	22	95

6.2 Record of Advanced Study

Institution	Number	Year LA degree	Completed Graduate School
Univ Wisconsin	1	2004	X
Univ Florida	1	2004	X
Mississippi State Univ	1	2008	
Pennsylvania State Univ	1	2008	
Univ Massachusetts	1	2008	
Rhode Island School of Design	1	2008	
Asbury College	1	2008	

6.3 Present Employment of Graduates (since last SER)

Present Occupation	M	F	Total
Advanced Study and Research	4	3	7
Teaching	0	0	0
Private Practice	47	12	59
Government/Public Practice	1	2	3
Landscape Hort./Design-Build	7	3	10
Volunteer Service	1	0	1
Other	7	2	9
Unknown	6	0	6
TOTAL	73	22	95

6.4 Alumni Tracking

The University and the College of Agriculture have active alumni associations along with the appropriate staffing. Through the college newsletter, the college fall semester "Round-Up," the annual phonathon, and a great deal of personal contact, we are able to track a majority of our alumni. As our numbers grow, tracking becomes more difficult; however, electronic mailing lists have helped make it less cumbersome. The Department maintains both an email and traditional mailing list for alumni in order to notify them of upcoming events, announcements and employment opportunities, as well as for sharing more personal and family information by way of the periodic department newsletter.

In addition, the University Alumni & Development Office maintains a record of alumni names, addresses, places of employment and telephone numbers. This list is in a continual state of update.

The ASLA's alumni reception at the national meeting has proven to be very useful in renewing contacts with alums. The department's past attempts to form an alumni association have not been successful.

6.5 Alumni Accomplishments

As the program ages we are seeing graduates who have opened their own offices (across the U.S. and one in Hong Kong) and a number of alumni have become partners or associates of major firms.

The following are just some of the notable alumni accomplishments:

- National President of CLARB
- Vice President of ASLA
- Comprise the leadership of both the Kentucky Chapter ASLA and Kentucky Landscape Architect Registration Board
- Seven are active faculty members in accredited programs
- James Sipes is probably the most published
- Winners or placement in national design competitions
- Two are ASLA Fellows
- Several have become LEED certified

6.6 Alumni Input

The Landscape Architecture Advisory Council (LAAC) consists of three alumni (two practitioner LA's and one educator), a planner, an architect, two practitioner landscape architects from Kentucky who are not alumni and one practitioner landscape architect from out of state who is not an alumnus. The mission of the LAAC is to act as a sounding board with regard to the continued development of the program. They also act as a liaison to the profession and occasionally report to university administration. During this reporting period, the council has been relatively inactive. This is primarily due to the fact that issues confronting the Department have been such that the council's input would not influence the course of action.

Historically the alumni input has played an important role in the formulation of the program. Perhaps the greatest amount of direct input has occurred with the use of part-time instructors (many of whom are alumni). Alumni input is important; however, the input of practitioners and other programs across the country is just as important with regard to program development.

Alumni also are regularly used as jurors in studios which provides input to students regarding their projects, but also to faculty regarding professional expectations.

Alumni have generally responded very well to requests for financial contributions to the program. Recently one alumnus assisted the department by spearheading a drive to raise \$25,000 in order to attain matching funds from the state for a new visiting professorship endowment (William Ray Professorship).

7.0 PRACTITIONERS

Standard: Program shall provide evidence of interaction with practitioners from landscape architecture and other disciplines.

7.1 Practitioner Input (combined response)

7.2 Local/Regional Practitioners

The Department of Landscape Architecture has consistently maintained a high level of interaction between students and the community of practice at large. Practitioners have served as adjunct instructors in all studios. Practicing landscape architects and architects from Lexington, other parts of the state, and Cincinnati also serve on a regular basis as jurors and speakers.

In 1991, the Landscape Architecture Advisory Council (LAAC) was established as an independent body to advise the development of the program. The LAAC is composed of private and public practitioners and academics from in and out of state. Past and present members include architects, planners and other disciplines. The LAAC was a major participant in the discussion about the relocation of this program. Since that issue was resolved, the LAAC has been somewhat dormant. We encourage them to develop their own leadership and activities but they have been slow to move ahead. The practitioners in general are always willing to respond in our times of need. Some of the practitioners who are also alumni have been active in planning class reunions.

Active relations with practitioners throughout the state are also maintained through the Kentucky Chapter of the American Society of Landscape Architects. The department has emphasized student involvement in society activities such as the annual KyASLA Design Awards Program, the annual Student Awards Program, KyASLA tours and lectures, and other joint social events. At least one guest speaker in the LA Lecture Series is sponsored by the KyASLA each year.

In most years, the faculty and students organize a student trip centered around the ASLA national meeting. The trips have included tours of significant landscape architectural projects in the region as well as visiting the offices of exemplary landscape architectural firms. The students often attend the educational sessions at the national meetings and interact with professionals. Last year we had 12 students participate in the trip to San Francisco; this year 10 are going to Philadelphia.

The Landscape Architecture faculty have continually assisted students in obtaining part-time and summer employment in landscape architectural offices throughout Kentucky and other states.

7.3 Allied and Other Disciplines

Faculty are involved in multi-disciplinary research and service-learning projects with governmental agencies, organizations, and university units such as the Kentucky Transportation Center, Kentucky Heritage Council, Kentucky Waterways Alliance, Tracy Farmer Center for the Environment and the Precision Resource Management program (administered through College of Agriculture and funded by the USDA).

8.0 RELATION TO THE UNIVERSITY AND THE COMMUNITY

Standard: Program shall promote positive relationships with the university and community.

The faculty and students of the Landscape Architecture program have fostered very positive relationships with the university, community, and profession through service and other outreach efforts.

8.1 Service

National

Landscape and Urban Planning (Journal Reviewer), 2008-Present
Journal of the American Water Resources Association (Reviewer), 2004-Present
Council of Educators of Landscape Architecture Conference (Paper Reviewer), 2004
Landscape Architecture Accreditation Board accreditation teams, 2005 - present
 University of Illinois, 2008, team chair
 University of Connecticut 2006, team chair
 Arizona State University 2006
 Utah State University 2005
American Society of Landscape Architects, Trustee, 2002-05
Council of Landscape Architectural Registration Boards, Cut Score Committee, 2003
Dry Stone Conservancy, Incorporated, Board of Directors, founding member and
 Treasurer, 1997-2005

State

Henry Clay Memorial Foundation Board Member and Grounds Committee Chair,
 1998-2004
Mapping and Monitoring Land Resource Change Conference Co-Chair, May 2008
Kentucky Landscape Snapshot 2005 Census Reviewer, Spring 2007

University

Institutes of the Environment – Education Committee 2008-Present
Service-Learning Initiatives Council (SLIC) 2005–Present
Historic Preservation Graduate Program Curriculum Committee, 2007 - present
Historic Preservation Graduate Program Curriculum Committee, Chairman, 2003-05
University of Kentucky LFUCG Arboretum Kentucky Children’s Garden design
 committee, 2007-present

College of Agriculture

Agriculture Faculty Council, 2007-2008 (elected to one-year term)
Natural Resources and Environmental Sciences Planning Initiative, 2007-present
Environment and Natural Resources Advisory Committee, 2007-present
Natural Resource & Conservation Management 320 Module Instructor, 2005-present
Precision Resource Management Committee, 2003-2006
Graduate Program Reorganization Ad Hoc Committee Appointed by Dean Smith, 2006
Freshmen Scholarship Reader, 2004, 2006

8.2 Communication and Public Education

The following are just some of the service-learning projects undertaken by the program.

□ **Fifth Year Design Studio**

The LA 975 fifth year design studio conducts community design assistance projects each spring.

- 2004 Oldham County Master Plan and related projects
- 2005 Pendleton County Master Plan and related projects
- 2006 Simpson County Master Plan and related projects
- 2007 Owen County Master Plan and related projects
- 2008 Kenton County – Hills Projects
- 2008 Bluegrass Region – Corridors Projects
- 2009 Logan County (In Prep)

□ **Fourth Year Design Studio (LA 841/842)**

- 2004 Lexington Mall Grayfield Redevelopment Master Plan
- 2005 Williamstown Lake Watershed Residential Site Selection and Master Plan
- 2006 Eastern State Hospital Redevelopment Plan, Lexington
- 2007 12th Street Corridor / Old Brewery Redevelopment - Covington, Ky
- 2007 Angliana Infill Redevelopment, Lexington

□ **Third Year Design Studio (LA 833/834)**

- 2006 Boone County Arboretum Master Plan
- 2007 Irish Hill Neighborhood Infill Development, Lexington
- 2007 Old Fayette County Courthouse Public Space Plan, Lexington

□ **Second Year Design Studio (LA 821/822)**

- 2007 Outdoor Classroom - Old Kentucky Home Middle School, Bardstown, KY
- 2008 Outdoor Classroom - Estill County Middle School, Irvine, KY

Professional Service

LA Lecture Series (CEU credit offered for professionals)

- 2008 Robert Brzuszek, Mississippi State University
Andrew Nothstine, Glatting/Jackson, Orlando, FL
- 2007 Thomas Oslund, Oslund & Associates
Shauna Gilles-Smith, Martha Schwartz Inc.
- 2006 Tim Baird, Pennsylvania State University
Bradley Cantrell, Louisiana State University
Keith Bowers, President, Biohabitats, Inc.
- 2005 Theodore Grossardt, University of Kentucky
Richard Rome, Pennsylvania State University
Kelleann Foster, Pennsylvania State University
- 2004 Thomas Doolittle, HNTB
Kerry Blind, Ecos Environmental Design, Inc.
Brian Lee, University of Kentucky
- 2003 Eric Ernstberger, Rundell Ernstberger Associates
Susan Rademacher, Louisville Olmsted Parks Conservancy
Horst Schach, University of Kentucky
Missy Marshall, Marshall, Tyller, and Rausch

Landscape Architecture Registration Exam - Two Day Review Workshop, 2003-2008

Landscape Critics Short Course, 2004

9.0 FACILITIES, EQUIPMENT AND INFORMATION SYSTEMS

Standard: Faculty, students, and staff shall have access to facilities, equipment, library and other information systems necessary for conducting professional studies.

The landscape architecture studios are located on the second floor of the E.S. Good Barn. The facilities were remodeled for use by the program. The Good Barn provides studio space and a jury and exhibition area. Each work station has a hardwired connection to the university network and the building is equipped with overall wireless access to the internet. All students have their own work space available 24 hours a day -- there are no "hot desks." Faculty offices, research offices, lecture rooms, and auditorium are in the Agricultural Science Center North. Additional lecture rooms on campus are available as needed.

For those who are long time observers of the program, this facility brought about a noticeable improvement in the quality of student work. We attribute this to exposure of students at all levels to each other's work which has led to a greater comprehension of the progress expected as one advances through the studio sequence. Credit must also go to the students who have developed a high level of collegiality which fosters mutual support and professionalism. Having the program under one roof is clearly a valuable asset to the program.

9.1 Compliance with ADA and Applicable Building

When the Good Barn was remodeled for studio space, the UK Office for Environmental Health & Safety and Office of Institutional Equity & Equal Opportunity strictly enforced all codes and regulations in effect at that time. When a student has documented special needs the UK Disability Resource Center assists in our compliance with these needs.

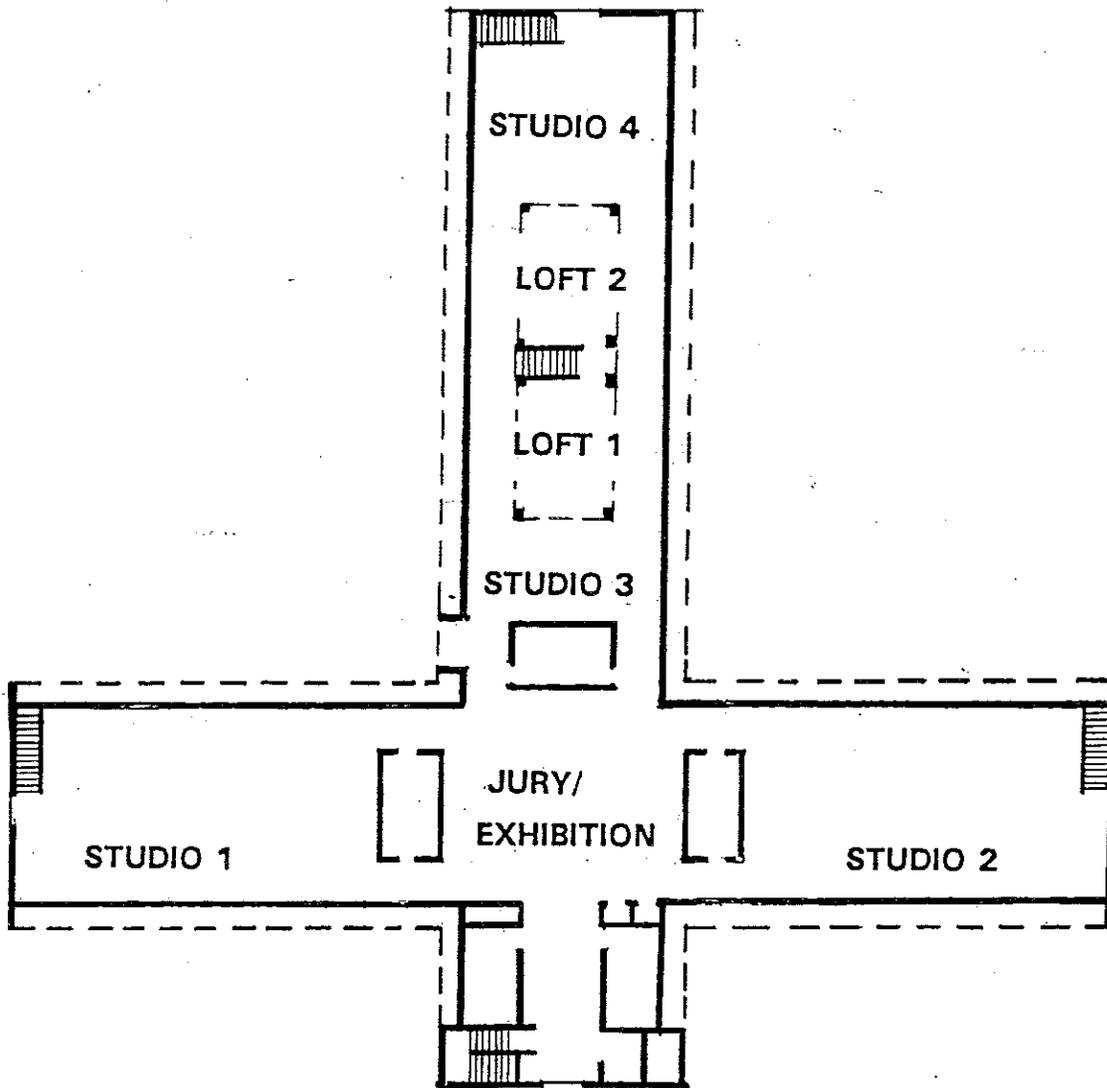
Life Safety Compliance

The Department periodically receives recommendations or warnings from the University Fire Marshall to clear debris, such as cardboard used for model-making, from hallways or entry areas. We have had no life safety code noncompliance issues.

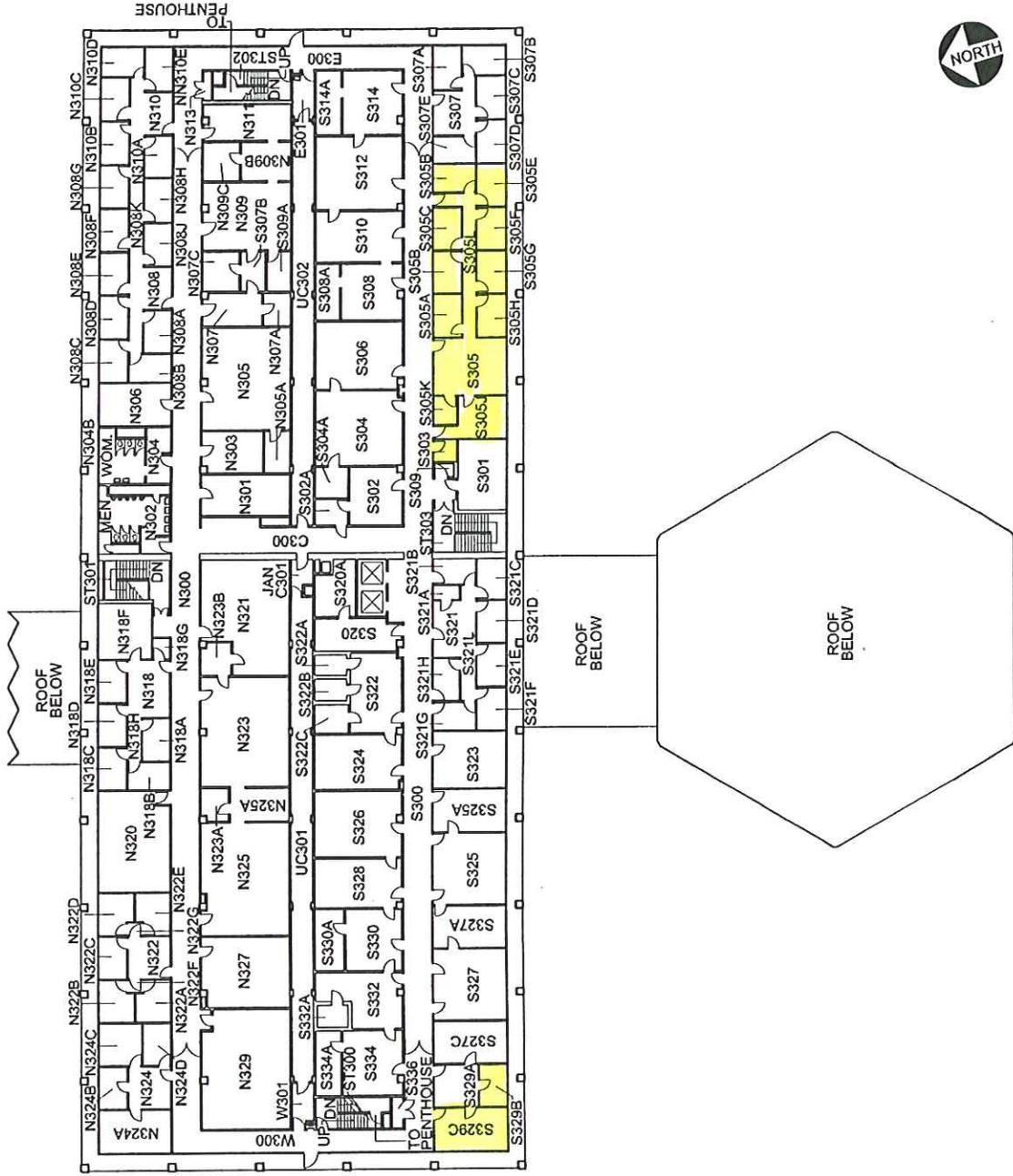
9.1.1 Space and Equipment - Advantages and Disadvantages

As stated in Section 9.0, having our own facility as a single space is clearly an advantage for encouraging student to student interaction. Conducting all four studios simultaneously creates a dynamic critical mass and makes students feel as though they are part of a greater whole. A disadvantage of the program's location is its remoteness from the library and faculty offices. The lack of space that can be dedicated to specialized use, such as model building, spray painting, etc., is also a disadvantage for the program. This situation does not appear to be approaching solution at the current time.

See the following three pages for descriptions of the rooms and facilities available as well as detailed floor plans of the Good Barn - 2nd Floor and Agriculture Science North Building - 3rd Floor.



E. S. GOOD BARN
SECOND FLOOR SCALE: 1" = 30'



THIRD FLOOR PLAN AGRICULTURE SCIENCE CENTER NORTH



Description of Facilities Available

Building/Room	Use (E) Exclusive (S) Shared	SqFt	Capacity	
			Normal	Maximum
Good Barn				
Studio 1	E	1560	25	25
Studio 2	E	1560	25	25
Studio 3	E	1110	25	25
Studio 4	E	1380	25	25
Loft 1	E	330	6	8
Loft 2	E	330	6	8
Exhibition/Jury Space	E	1150	30	75
Storage 1	E	145		
Storage 2	E	145		
Storage 3	E	160		
Agriculture Science North				
Faculty Offices: S305d-j	E	633	6	6
Work/Storage: S305a-c,k, S303	E	379		
Department Office: S305	E	311	1	2
Research Office: S329 a,b	E	322	2	3
Lecture Room N320	S	560	25	40
Lecture Room N8	S	730	20	30
Lecture Room N10	S	730	25	40
Lecture Room N12	S	910	25	65
Lecture Room A5	S	225	15	20
Lecture Room A7	S	1183		
Auditorium	S	3755		500
Barnhart - Computer Teaching Lab	S	1017	17	25
Plant Science - Williams Auditorium	S	1462		100
Gluck Equine - Auditorium	S	1570		100

Numerous conference/lecture rooms of various sizes are available throughout campus. Several large meetings rooms are also available on the first floor of the E.S. Good Barn.

Significant Equipment Owned/Controlled by Program

Office equipment:

All faculty/staff have desktop networked computers

All faculty/staff either have individual laptop or access to shared laptops

8½x11" black/white laser printer

11x17" black/white laser printer

11x17" color laser printer

11x17" flatbed color scanner

42" designjet color plotter

42" color scanner

slide scanner w/batch processing

Lightscribe DVD burner

Digital movie camera

2 - portable digital projectors

Most faculty have digital cameras

Lanier 11x17" color photocopy machine - shared with Horticulture Department

Teaching equipment:

11x17" black/white laser printer

11x17" flatbed color scanner

2 - 42" designjet color plotter

Slide projectors

TV/VCR/DVD system

Each studio is equipped with a digital projector

Several transits, rods & levels

The College/University maintains a motor pool with sedans, vans and buses available for reservation on a fee & cost/mile basis. The University also maintains a series of computer labs around campus that all students have access to use. In addition, most if not all of the University buildings have been equipped with wireless access which is available to everyone on campus.

Maintenance of Equipment

Faculty/staff computers, equipment and network connections are maintained by the department or university. Each student is required to provide their own personal computer which is their responsibility to maintain. Each year the department hires a knowledgeable upper level student to serve as the first-contact for troubleshooting student computer problems. This student is, in turn, supported by Tom Shearin, a full time IT specialist, who works for both the Landscape Architecture and Horticulture departments. He is responsible for handling any problems that occur with the peripheral equipment in the Good Barn. The general policy is that the Department purchases the peripheral equipment and the students share the cost for most maintenance and expendables, such as paper and ink cartridges.

9.2 Library and Other Information Systems (combined response)
9.3 Extent of Collection(s)

The campus library system has changed from a series of topical or college branch locations to a centrally housed location for most holdings. What previously was the **Agriculture Library**, containing most of the landscape architecture related material, is now the **Agriculture Information Center** and houses current issues of 200 periodicals, a limited reference collection, and dedicated computers for searching information sources, as well as a general use computer lab which is also available for classes. In addition, there is a teaching computer lab available in the **Barnhart Building**. The **W.T. Young Library** now houses a large portion of the landscape architecture collection and serves as a central repository for most university collections, although some topical branches still remain.

Architecture Library: Landscape Architecture students also use the Architecture Library as a resource. The College of Design retained its branch library located within their building. The 4,153 square foot facility houses 20,000+ volumes dealing with architecture, housing, historic preservation, photography, and landscape architecture. The library maintains approximately 140 periodical subscriptions and has one professional librarian and one full-time library technician with a number of students to help with the daily operations.

The Architecture Library includes titles on landscape architecture; its history, design processes, bibliographies, periodicals, landscape gardening, famous gardens and plans, contemporary landscape architecture, and urban design. In addition there is related material both catalogued and in the vertical files on site planning, land use, open space, conservation, recreation, urban renewal, city and urban planning, parks, play areas, parking, traffic, transportation, airports, schools, waterfront development, photography, and other subjects.

The Architecture Library is located in Pence Hall in the central campus area and is about a 15-20 minute walk from the E.S. Good Barn. The W.T. Young Library is about a 10 minute walk.

The Department has a limited collection of references within the main office which are available for students to check out. The Landscape Architecture faculty make their personal collections available to students, especially those studies and proceedings not in the permanent collection. Students are using the physical library system to a lesser extent each year, not due to the inconvenience, but because of the increased enthusiasm and access to databases over the internet. Faculty find themselves virtually forcing students to use the physical library for research.

9.4 Acquisition

Library resources pertaining to landscape architecture are acquired by the Agriculture Information Center (AIC) on a continuing basis. For the 2007/08 fiscal year, funding support specifically for Agriculture/Biology library materials included \$614,000 for serials, \$15,000 for monographic sets, and \$15,000 for books. The main and other satellite libraries have separate funding budgets which also benefit students, staff and faculty.

The AIC budget includes subscriptions to databases such as:

- Agricola
- AGRIS
- BIOSIS
- CAB Abstracts
- Wildlife & Ecology Studies Worldwide

Other relevant databases purchased with General Science or other budgets include:

- Agricultural and Environmental Biotechnology Abstracts
- Avery Index to Architectural Periodicals
- SciFinder Scholar
- STAT-USA
- Web of Science

9.5 Effective Use and Integration into Coursework

The program strives to require students to engage design problems both from the intuitive approach to the more defensible problem solving related to planning and policy related issues. The latter requires extensive research and data gathering to yield a meaningful solution. In recent years, use of electronic media has virtually replaced the library. While this is not always a positive aspect, governmental reports, databases and other project specific studies, which traditionally had limited circulation, are now freely available over the internet. Although it may seem like an unsophisticated method of monitoring library usage, it's interesting to observe how many new books appear in the studio after a project has been assigned. The jury system also provides for verbal expression as to how a concept was derived, thus giving the visiting critics an opportunity to recommend additional sources of information. Many courses in the program include a writing component. Students are required to properly cite references and are often given a minimum number of sources to use.

9.6 Maintenance and Management

The Good Barn facilities are maintained by the College which provides the advantage of exclusive use but a disadvantage of a lack of daily janitorial and other services. We believe the trade-off is in our favor – primarily because students have a 24/7 work space available to them throughout the four professional years of the program.

Upgrading faculty/staff equipment, such as computers, has no formal procedure, but has not presented a problem to date. Recent faculty hires have provided newer equipment to the department as part of their start-up packages.

APPENDIX

Contents

Landscape Architecture Course Description

Teaching Portfolio Guidelines

UK Admissions Requirements

Landscape Architecture Course Descriptions

- LA 205 History of Landscape Architecture** **3 hrs**
A study of landscape design through past civilizations and how these have influenced our present approach to dealing with our landscape. Lecture, three hrs.
- LA 206 Contemporary Landscape Architecture** **3 hrs**
A survey of contemporary landscape architecture, its evaluation and implications for the future of the practice. Lecture, three hrs. Prereq: LA 205.
- LA 821 Landscape Architecture Design Studio I** **6 hrs**
Introduction to the fundamental elements and principles of design and drawing. Emphasis on the representation and perception of pictorial space; and observation and association as a means to visual literacy. Lecture, three hrs; studio, nine hrs. Prereq: Must be accepted into the Landscape Architecture Program.
- LA 822 Landscape Architecture Design Studio II** **6 hrs**
Application of the basic design vocabulary established in the fall semester for solving more complex spatial problems. Focus on the identification, creation and exploration of space in three dimensions, and the development of conceptual problem solving. Lecture, three hrs; studio, nine hrs. Prereq: LA 821 with a minimum grade of "C" and enrollment in ARC 828 (or equivalent CAD course).
- LA 833 Landscape Architecture Design Studio III** **6 hrs**
Design studio emphasizing design process applied to site programming, landscape analysis, and site planning. Use of actual sites to emphasize relationships between landscape analysis processes and landscape topology. Project presentation and public speaking sessions are videotaped and critiqued. Required field trip. Lecture, three hrs; studio, nine hrs. Prereq: LA 822 with a minimum grade of "C" and ARC 828 or equivalent CAD course.
- LA 834 Landscape Architecture Design Studio IV** **6 hrs**
Design studio emphasizing design process applied to site design and integration of design theories. Investigation and application of context, composition, typology, landscape ecology and other theoretical constructs as design determinants. Expression of design using two and three dimensional communications media. Required field trip. Lecture, three hrs; studio, nine hrs. Prereq: LA 833 with a minimum grade of "C", PLS 320, GLY 220.
- LA 841 Landscape Architecture Design Studio V** **6 hrs**
Studio design course emphasizing design process and principles in the development of design solutions for a variety of projects. Lecture, three hrs; studio, nine hrs. Prereq: PLS 366, PLS 320 and LA 834 with a minimum grade of "C".
- LA 842 Landscape Architecture Design Studio VI** **6 hrs**
Studio design course with emphasis on project-type design and an introduction to large scale site planning. Lecture, three hrs; studio, nine hrs. Prereq: LA 841 with a minimum grade of "C".
- LA 871 Design Implementation I** **4 hrs**
An introductory study of landscape architecture design implementation; construction materials, including wood, paving types, and wall types, along with their applications; development of surface grading and drainage; and preparation of working drawings and materials specifications. Lecture, two hrs; studio, six hrs. Prereq: AEN 103 or permission of the instructor.

LA 872 Design Implementation II **4 hrs**

A continuation of design implementation to develop competency in solving problems relating to subsurface drainage systems, road alignment, and detailed site engineering. Lecture, two hrs; studio, six hrs. Prereq: LA 871 with a minimum grade of "C".

LA 973 Advanced Design Implementation **6 hrs**

Advanced instruction and practicum in the development phase of design drawings. Students will produce a comprehensive set of working drawings that apply the principles and techniques commonly used in the landscape architecture profession. Lecture, three hrs; studio, nine hrs. Prereq: LA 872 with a minimum grade of "C".

LA 975 Advanced Landscape Architecture Studio **6 hrs**

Application of landscape architecture design principles to solve problems at a variety of scales emphasizing process as well as form generation in a creative and historic context. Lecture, three hrs; studio, nine hrs. Prereq: LA 842 with a minimum grade of "C".

Optional Component

Students must complete four courses at the 800 level and two courses at the 900 level.

LA 850 Landscape Architecture Graphics **3 hrs**

A study of landscape architecture graphics: freehand sketching, plan, section, and perspective drawing. Rendering techniques in black & white and color will be explored with a variety of media including pencil, marker, pastel. Lecture, two hrs; studio, two hrs. Prereq: not taken with/after LA 952; non-majors need instructor's permission.

LA 851 Design with Plants **3 hrs**

A detailed study of the use of various ornamental and native plant materials to express the basic design principles and functions in the landscape. Lecture, two hrs; studio, two hrs. Prereq: PLS 320, LA 205, LA 850 or permission of instructor.

LA 853 History and Theory of Urban Form **3 hrs**

Exploration of the patterns and concepts of human settlement - how and why we inaugurate LAND to become SITE, through case studies of historical and contemporary urban spaces. Topics range from civic topography and democratic terrain to phenomenon of place and other current issues in urban design. Lecture, three hrs. Prereq: LA 205 and LA 206 or permission of the instructor.

LA 854 Historic Landscape Preservation **3 hrs**

An introduction to historic landscape preservation philosophy, strategies and methods. Exploration of regional landscape preservation case studies and application of preservation principles and methods to solve landscape preservation problems with an emphasis on process. Lecture, two hrs; studio, two hrs. Prereq: LA 206 and LA 833 or permission of instructor.

LA 855 Geographic Information Systems (GIS) **3 hrs**

An introduction to the concepts and methods of compilation, management, analysis, and display of spatially-referenced data. Lectures complemented with computer based laboratory exercises. Lecture, two hrs; studio, four hrs. Prereq: LAAR major, upper division, graduate student, or permission of the instructor. Same as NRC 555.

LA 857 Design Theories in Landscape Architecture **3 hrs**

This course will act as an introduction to some of the conceptual design issues integral to the studio experience. The objective of the course is to develop a theoretical and philosophical foundation for our actions and interventions in the environment. Lecture, three hrs. Prereq: LA 834 or permission of the instructor.

LA 858 Regional Land Use Planning Systems **3 hrs**

An introduction to regional land use planning and its relationship to environmental, social, and economic systems. Students will develop an understanding of how land use decisions have impacted the development of the United States and how they are used to determine future development directions. Lecture, three hrs. Prereq: LAAR major or permission of instructor.

LA 895 Independent Work in Landscape Architecture **1-6 hrs**

Advanced topical studies in landscape architecture allowing for individual research or a work/travel experience coordinated with academic pursuits. Prereq: permission of faculty.

LA 952 Advanced LA Graphic Communication **3 hrs**

Study and application of advanced level LA graphic communication methods; emphasis on perspective graphics. Effective use of color, quick methods for creating perspectives as an integral part of design processes, variety of presentation media, and computer aided 3-D drawing are applied to design idea communication. Lecture, two hrs; studio, two hrs. Prereq: LA 834 or permission of instructor.

LA 959 Advanced Regional Planning Applications **3 hrs**

This course builds on systems learned in LA 858 and applies them, through GIS technology, to real world situations. We will deal with rural development, decision making, and comprehensive land use within the context of the physical environment. Lecture, two hrs; studio, three hrs. Prereq: LAAR major and LA 858 or permission of the instructor.

LA 971 Senior Project **3 hrs**

A major research investigation or design project to serve as the capstone experience in landscape architecture. Prereq: Senior landscape architecture major and an approved project proposal.

APPENDIX I

Teaching Portfolio (University System)

A. Teaching Evaluation

The teaching portfolio is composed of a variety of materials related to teaching and advising collected and maintained by the faculty member. It serves as an instrument for review, evaluation, and improvement of teaching and advising. The teaching portfolio enables faculty to describe their teaching assignments, methods, and circumstances, which - of necessity - vary widely in a complex university environment. The portfolio concept encourages faculty to submit a variety of materials that describe, explain, and assess teaching, advising, and related activities. Just as publications, extramural grants, and peer evaluations testify to the nature and quality of a faculty member's research, materials contained in the portfolio document the nature and quality of a faculty member's teaching and advising.

The following items are required for documentation of teaching:

1. A brief reflective statement by the instructor which describes teaching and advising assignments, sets forth philosophies or objectives, and provides whatever information may be necessary to provide colleagues with a context for interpreting and understanding the other evaluative information.
2. For each semester under review, a list of all courses taught, with the title, course number, number of students enrolled, and - for each different course - a short description.
3. Representative course syllabi.
4. A quantitative and qualitative summary of student evaluations.

The following items are suggested but not required:

1. Materials prepared for teaching activities, such as assignments, exercises, handouts, examinations or other assessment materials.
2. Indicators of student learning: such as examples of graded work; reference to students who succeed in advanced courses of study and/or who earn academic awards; accomplishments of former students; evident of learning by use of pre-and post-testing procedures.
3. Evidence of peer regard: colleague class visitation reports; peer evaluations of course content, materials, assignments, and practices.

4. Documentation of teaching-related activity: curriculum and course development; consulting work; innovative teaching methods; participation in teaching programs of other units or at other universities.

5. Evidence of recognition: teaching related grants; publications related to teaching and advising; teaching awards and honors.

6. Enumeration and description of work with individual students: supervision of Honors students, graduate students, independent or experiential learning; consultation with students outside the department.

B. Advising Evaluation

Where advising is a portion of the faculty member's usual assignment, evaluation should include the extent of advising and its quality along with an indication of the grounds for evaluation.

The portfolio must include the following items:

1. A section of the reflective statement which describes the nature and extent of advising and any other information necessary to provide colleagues with a context for evaluation of advising.

2. For each semester under review, the number and level of undergraduate and graduate program advises, and a list of masters and doctoral students for whom the instructor served as a member of a thesis or advisory committee.

3. A list of those students for whom the professor served as preceptor, or director of a thesis or dissertation.

4. Summary of activities associated with student organizations and service on student-faculty committees.

5. Student evaluation of advising.

The following item is suggested but not required:

Evaluation of advising by unit colleagues or administrators.

Undergraduate Admission*

ADMISSION PHILOSOPHY

The Office of Undergraduate Admission and University Registrar supports the mission of the University of Kentucky. Consistent with the University's mission of research, service and teaching, the university seeks to enroll and retain an academically talented student body that enriches the learning community and is representative of the diverse society it serves. The following admission policies reflect this philosophy.

GENERAL INFORMATION

The Director of Undergraduate Admission and University Registrar authorizes the admission of all undergraduate students to the University. Students should direct all admissions inquiries to:

**Office of Undergraduate Admission
and University Registrar**
100 W. D. Funkhouser Building
University of Kentucky
Lexington, KY 40506-0054
(859) 257-2000
www.applyuk.com

Undergraduates at UK enroll in one of twelve colleges. Each college is supervised by an academic dean and is usually made up of several academic departments that offer different major fields of study.

The general University admission requirements and procedures for freshmen and transfer students are outlined below. **All applicants should be aware that certain colleges and some programs within colleges have additional admission standards and criteria beyond those for general University admission.** Refer to *Special Application Dates and Procedures* on page 19 for information on deadlines and procedures for particular colleges and programs. Detailed information on admission criteria is provided in the college sections of this Bulletin.

The University of Kentucky provides educational opportunities to all qualified students regardless of economic or social status. The University does not discriminate on the basis of race, color, religion, sex, marital status, beliefs, age, national origin, sexual orientation, or physical or mental disability.

FRESHMAN ADMISSION TO THE UNIVERSITY

The University of Kentucky subscribes to a selective admission policy. Admission for freshman applicants is based on: a) high school grades; b) national college admission test results; and c) successful completion of the required pre-college curriculum. Applicants may submit official scores from either the ACT Assessment or the SAT I: Reasoning Test. Official test scores must be sent directly from ACT or SAT testing headquarters.

MINIMUM ELIGIBILITY REQUIREMENT – All students who have completed the pre-college curriculum (see below) as prescribed by the Council on Postsecondary Education and have a 2.0 high school grade-point average are encouraged to apply to the freshman class at UK. Enrollment in the freshman class is limited. Within the limits of space availability, the Office of Undergraduate Admission and University Registrar will endeavor to accommodate all eligible applicants. However, the number of freshman applications far exceeds the number of spaces

Important Admission Deadlines*

February 15	Freshman application deadline for fall term. Freshman applicants who apply by this date are given full consideration for admission and Advising Conferences. Applications received after this date will be considered on a space-available basis.
June 1	Summer Advising Conference deadline. All prospective students planning to attend a Summer Advising Conference (including registration for fall classes) should have transcripts and other required documents submitted to the Office of Undergraduate Admission.
August 1	Credentials deadline for undergraduates entering in the fall term. For freshmen, this usually means a final high school transcript. For transfer students, final college transcripts are due. Failure to meet this deadline may result in a registration hold on the student's record.

All applicants should be aware that some programs have application procedures and deadlines which differ from those for general University admission. Applicants should refer to *Special Application Dates and Procedures* at the end of this section for information on deadlines and procedures for selective admissions colleges and programs.

*International students – see page 17.

available in the entering class. For this reason, the selective and competitive admission requirements often exceed the minimum eligibility requirement.

SELECTIVE ADMISSION – Selective admission criteria are established by faculty committee. Freshman applicants who have completed the pre-college curriculum and present grade-point averages and official test scores from either the ACT or SAT meeting the selective criteria are offered admission.

DEFERRED DECISIONS – Freshman applicants who have completed the pre-college curriculum, but do not have the requisite grade-point average, test scores or both for selective admission, may have their admission decisions deferred. A portion of the freshman class may be admitted from this group of applicants. If, after the application deadline, spaces in the class remain to be filled, admission will be offered to deferred-decision applicants on a competitive basis. Admission will be offered first to those applicants with the strongest records and offers will continue until the class is filled.

Strength of record is a relative term and refers to an applicant's record in comparison with those of all other freshman applicants. Strength of record may be determined by a number of different factors beyond selective admission criteria. While grades and test scores are important in this assessment, course selection, senior year schedule, honors and Advanced Placement courses, extracurricular and leadership activities and a student's potential to benefit from or contribute to the learning community may also be considered. The overriding concern will always be for the student's potential to be successful in meeting the academic expectations at the University.

Pre-college Curriculum

Incoming freshmen should have the high school preparation necessary for academic success at the college level. To be eligible for consideration at UK under the policy outlined above, an applicant must have successfully completed the following high school courses as a minimum:

English/Language Arts – 4 credits

English I, II, III, IV

Mathematics – 3 credits

Algebra I, Algebra II and Geometry (or more rigorous courses in mathematics)

Science – 3 credits

Biology I, Chemistry I, Physics I or life science, physical science, and earth/space science (at least one lab course)

Social Studies – 3 credits

From U.S. History, Economics, Government, World Geography and World Civilization (or comparable courses)

Foreign Language – 2 credits

Two credits in the same foreign language or demonstrated competency

Health – 1/2 credit

Physical Education – 1/2 credit

History and Appreciation of Visual, Performing Arts – 1 credit

History and appreciation of visual and performing arts or another arts course that incorporates such content

Electives – 5 credits

Recommended strongly: one or more courses that develop computer literacy

Additionally, high school students are encouraged to complete at least one year of mathematics beyond Algebra II.

A total of 22 credits or more must be completed in high school. Applicants should contact the Office of Undergraduate Admission and University Registrar for information concerning exceptions to this policy.

Special Admission Colleges and Programs

Some colleges and programs within colleges at UK have admission standards and criteria that are higher than those for general admission to the University. Also, some programs have deadlines and application procedures that differ from those for general University admission. Refer to *Special Application Dates and Procedures* on page 19 for information on procedures and deadlines for special admission programs. Detailed information on admission criteria is provided in the college sections of this Bulletin.

Matriculation Into a Degree-Granting College

All undergraduate degrees are conferred by the college offering the program of study (major). Upon admission to the University of Kentucky, all students will be enrolled either in a specific college or as undeclared students in Undergraduate Studies. With the help of academic advisors, students in Undergraduate Studies will work to select a major and gain access to one of the University's colleges.

APPLICATION PROCEDURES FOR FRESHMEN

Prospective freshmen are strongly encouraged to submit applications to the Office of Undergraduate Admission and University Registrar early in their senior year. While the deadline for application is February 15, early application can have a positive impact on housing, financial aid, institutionally administered merit-based scholarships, privately funded scholarships and other ancillary areas. All freshman applicants should submit the following:

1. the application form for undergraduate admission;
2. a non-refundable application processing fee;
3. official high school transcript; and
4. official test scores from either the American College Test (ACT) or the SAT I: Reasoning Test. "Official" scores are reported directly from the testing agency to the Office of Undergraduate Admission and University Registrar. Test scores appearing on the high school transcript are not considered "official" reports.

High school students are strongly encouraged to take the ACT or SAT I late in their junior year and again early in their senior year. When registering for the test, please request scores to be sent to UK. It is a mistake to withhold test scores as this can cause added expense and possible delay in the processing of the application. Please request scores from all test administrations so that the Office of Undergraduate Admission and University Registrar can work with the complete test history. High school guidance counselors can provide students with registration forms, information about registration deadlines, test dates and locations.

High School Students with Exceptional Ability

Through UK's Exceptional Ability program, highly motivated students can enroll in classes at UK before they graduate from high school. Exceptional high school students may be offered admission to UK after a thorough evaluation of their academic record. Students seeking such consideration must submit an application form, official scores from the ACT Assessment or SAT I: Reasoning Test, an official high school transcript and a letter from their high school principal or guidance counselor stating the benefit to the student of entering college prior to high school completion.

High School Equivalency Certificates

The University considers admission from freshman applicants who are not high school graduates but who present a valid High School Equivalency Certificate and General Education Development test scores. Applicants must also take the ACT Assessment (or SAT I: Reasoning Test) and have the results sent directly to the Office of Undergraduate Admission and University Registrar from the testing agency.

TRANSFER ADMISSION TO THE UNIVERSITY

Students at other colleges or universities, including community colleges, are eligible to transfer to UK if they:

1. would have been selectively admitted to UK when they entered the first institution attended provided they have a cumulative grade-point average of 2.0 or better for all college-level work attempted. Applicants must also have a cumulative grade-point average of 2.0 or better for all college-level work attempted at the last institution attended, provided at least 12 credit hours (or the equivalent thereof) was attempted there.
or
2. would not have been selectively admitted to UK but have completed 24 semester hours or more and achieved a cumulative grade-point average of 2.0 or better for all college and university work attempted. Applicants must also have a cumulative grade-point average of 2.0 or better for all work attempted at the last institution attended.

Please note that grade-point averages are computed by the Office of Undergraduate Admission and University Registrar and reflect the grade and credit for each course attempted, regardless of the practice of the offering institution of waiving the low grade for a repeated course.

Refer to the University Calendar on page 4 for general University admission deadlines.

Special Admission Colleges and Programs

Some colleges and programs within colleges at UK have additional admission standards and criteria beyond those for general admission to the University. Also, some programs have deadlines and application procedures that differ from those for general University admission. Refer to *Special Application Dates and Procedures* on page 19 for information on procedures and deadlines for special admission programs. Detailed information on admission criteria is provided in the college sections of this Bulletin.

APPLICATION PROCEDURES FOR TRANSFER STUDENTS

Transfer applicants from other colleges and universities should request an application packet from the Office of Undergraduate Admission and University Registrar. Applicants must submit the following to the Office of Undergraduate Admission and University Registrar:

1. an application for admission;
2. an official transcript from each college or university attended, containing a complete record of all courses completed at the time of application;
3. a roster of the courses in which the student is currently enrolled;
4. a final official transcript of any additional work completed before entering the University; and
5. a non-refundable application processing fee.

Refer to *Special Application Dates and Procedures* on page 19 for admissions process information. Candidates tentatively admitted at the time of application should be aware that the University will cancel the admission and/or the early registration of an applicant whose final official record, after completion of a current semester, shows ineligibility because of suspension, dismissal, or a drop in grade-point average below the required 2.0.

TRANSFER OF CREDIT

Kentucky Postsecondary Education Transfer Policy

The General Education Transfer Policy facilitates the transfer of credits earned in general education and twelve hours of course work in a major for students moving from one Kentucky public college or university to another Kentucky public college or university. The general education core transfer component reflects the distribution of discipline areas universally included in university-wide lower division general education requirements for the baccalaureate degree. Under this agreement, a student may satisfy the general education discipline requirements at their current college and have that requirement completion accepted at the university or college to which they may transfer. In addition, the Baccalaureate Program Transfer Frameworks identify 12 hours of course work in a major which may be successfully transferred. Each framework represents a specific guide to the exact courses a student needs; therefore, students who plan to transfer from one public institution to another to complete their Baccalaureate degree should work closely with their advisor to take full advantage of the Policy. For more specific information about the Policy, contact the Registrar's Office, 12 Funkhouser Building, (859) 257-9532.

Credit Earned at Kentucky Community and Technical Colleges and Other Institutions

The University accepts collegiate-level degree credits earned at a fully accredited college or university. "Fully accredited" means that the institution is a member in good standing of one of the six regional academic accrediting associations. Transfer work from institutions outside the United States is evaluated on an individual basis from the official transcripts.

The Office of Undergraduate Admission and University Registrar generally determines the transferability of completed course work. Then, the dean of the college in which the student enrolls will determine how the transferred course work applies toward degree requirements. When the student attends the Advising Conference, an advisor will explain how the transfer work has been applied. However, students may want to consult individual departments in advance, so they may become familiar with degree requirements in their prospective program.

The transferability of course credit earned at two-year institutions is limited to a total of 67 semester hours.

Transfer applicants should note that regardless of the number of transfer hours the University may accept, all candidates for a bachelor's degree must complete 30 of the last 36 hours of their program at UK.

OTHER CATEGORIES OF ADMISSION

Readmission

Former University students who have not been enrolled for one semester or more, and who are in good standing are required to apply for readmission.

Applications for readmission should be submitted to the Office of Undergraduate Admission and University Registrar, along with:

1. official transcripts from all colleges and universities attended since leaving UK; and
2. a non-refundable application processing fee.

In order to be eligible for readmission, former UK students must have been in good standing at the time they left the University. Those who have been enrolled elsewhere must be eligible as transfer students on the basis of grade-point average and be in good standing at the institution most recently attended. Students under suspension from UK are not eligible for readmission, regardless of their status at another institution, until they have been reinstated to the University. If the suspension is for academic reasons, reinstatement should be requested from the dean of the college in which they intend to enroll by the stated deadline; if the suspension is nonacademic, reinstatement should be requested from the appropriate University official. Reinstated students also must file an application for readmission in the Office of Undergraduate Admission and University Registrar by the stated deadline.

Readmission candidates should submit an application as early as possible. This allows the Office of Undergraduate Admission and University Registrar adequate time to prepare the necessary forms for registration. Refer to the University Calendar on page 4 for general admission deadlines. Information on selective college and program deadlines and procedures appears at the end of this section.

Nondegree Students

The goal of the University of Kentucky policy for nondegree students is to provide appropriate access to academic courses for students desiring to continue their education without seeking a degree. Although degree-seeking students should have top priority with respect to University resources, the University does wish to provide access to these resources on a space-available basis to nondegree seeking students. This policy will provide reasonable access to a broader range of students without unnecessarily limiting University resources for degree-seeking students.

Nondegree status affords an opportunity for individuals to pursue lifelong learning without the structure of degree-seeking status and is consistent with the educational mission of the University.

Most nondegree students are considered "Lifelong Learners" and include the following groups: Donovan Scholars, students who have already earned degrees and non-traditional students who wish to begin their studies as nondegree students in order to be considered for degree-seeking status later. Other students eligible to enter the University in a nondegree status include visiting students from other colleges and universities, high school students of exceptional ability, and other students in special circumstances as determined by the Director of Admission. (See information about visiting students and high school students with exceptional ability earlier in this section.)

Landscape
Architecture
Accreditation Board
Report

Report of the Visiting Team

Landscape Architectural Accreditation Board

Reaccredited for period from
Fall 2008 - Fall 2014

DEPARTMENT OF LANDSCAPE ARCHITECTURE RE-ACCREDITATION

Department of Landscape Architecture
University of Kentucky
College of Agriculture

VISITING TEAM MEMBERS

Arthur Rice, Professor of Landscape Architecture
Associate Dean for Graduate Studies Research and Extension
College of Design, NCState University

Albert Veri, FASLA
120 West Main Road
Little Compton, RI

James W. Hilty, PhD, Acting Dean, Ambler College
Professor of History, Professor of Community and Regional Planning
Temple University Ambler

Department of Landscape Architecture
University of
Re-accreditation Review

TABLE OF CONTENTS

Schedule for Visit	page 3
Part I: Overall Analysis	page 4
Part II: Assessment of Each Standard	
1. Program Mission and Objectives	page 6
2. Governance/Administration	page 8
3. Professional Curriculum	page 10
4. Faculty	page 12
5. Students	page 13
6. Alumni	page 14
7. Practitioners	page 15
8. Relationship to the University and the Community	page 16
9. Facilities, Equipment, and information Systems	page 17
Part III: Team Recommendations	page 19

Schedule for Accreditation Visit

Day 1 – Sunday, November 16, 2008

Team arrives and meets at hotel

6:00 PM Meeting with Chair to review Schedule

8:00 PM Executive session

Day 2 – Monday, November 17, 2008

8:00 AM Meet with Dr. Kumble Subbaswamy, Provost

8:45 AM Breakfast with Faculty and campus tour

10:30 AM Meet with Dr. Scott Smith, Dean College of Agriculture &
Dr. Mike Mullen, Associate Dean for Academic Programs

11:00 AM Tour studios and view student work

11:45 AM Lunch with part time faculty

1:15 PM Meet with fifth year students

2:00 PM Meet with fourth year students

2:45 PM Meet with third year students

3:30 PM Meet with second year students

6:00 PM Dinner with Alumni Advisory Board

Day 3 – Tuesday, November 18, 2008

8:00 AM Breakfast with Faculty

9:15 AM Meet with faculty – Brian Lee

10:00 AM Meet with faculty – Laurie Fields

10:45 AM Meet with faculty – Ryan Hargrove

Lunch

1:15 PM Meet with faculty – Ned Crankshaw

2:00 PM Meet with faculty – Tom Nieman

2:45 PM Meet with faculty – Horst Schach

4:00 PM Meet with Associate Dean for Research, Dr. Nancy Cox

Tour facilities and executive session

Day 4 – Wednesday, November 19, 2008

7:00 AM Meet with Chair to present findings

8:00 AM Meet with Provost to present findings

9:00 AM Meet with College Dean and Associate Dean to present findings

10:00 AM Present findings to students and faculty

11:00 AM Lunch with faculty

PART I

OVERALL ANALYSIS

A. Introduction

The Department of Landscape Architecture is one of fifteen departments and fourteen units in the College of Agriculture. A stated goal of the curriculum is to "provide a broad base of education from which a foundation is built toward the professional program". In addition, the professional program is designed "to improve critical thinking and creative problem solving, while drawing on the technical skills acquired in the design implementation courses". The program is strongly connected to the land-grant mission of the university through its activities related to community design and regional land use issues. These outreach activities are well-integrated into the educational experience of the students.

Overall the program is doing a good job of achieving its objectives and preparing students for the profession. However, over the past six years the program has made only limited progress in its long-range planning due to the reemergence of inter-College disputes related to the department's college affiliation.

The Department has adequate staffing, however, funding has not increased at a rate to keep pace with inflation over the past five years. All tenured and tenure track faculty members are on twelve month appointments giving them funded time in the summer to pursue research and other forms of scholarship. However, the level of funded research generated by the faculty is fairly low. It also appears that there may be internal College support and seed money that faculty members have not fully pursued. This may be due to some degree by a lack of communication within the College and an informal mentorship program that may not make young faculty aware of all funding options.

The Department Head has appropriate control over departmental funds and faculty assignments. Additional funds are brought in to the department through its community design activities and these activities significantly enhance course content and offerings. Overall funding and staffing is adequate to meet the needs of the program however, the gender and ethnic diversity of the faculty is limited. In addition, improvements in facilities have given the department adequate faculty space and excellent studio space that does an excellent job of supporting the educational mission.

The curriculum is well structured and does a good job of building a solid base for future professional growth and success. Student work reflects the clear structure of the curriculum and expresses a systematic growth in depth and content. Structured connections to other Colleges and design disciplines are to some

degree lacking but the program includes adequate course work in the humanities, natural/social sciences and elective opportunities. Faculty members are well qualified for their teaching assignments and do an excellent job of connecting community issues to the learning experience.

The student body is very supportive of the program and the faculty. They have a clear understanding of the discipline and are active in efforts that enrich their educational environment. Gender and racial diversity is less than one would expect yet minority and female students feel that this is not an expression of a departmental bias. These students strongly expressed a positive feeling toward the department and its supportive studio and classroom environment. In addition, there is strong alumni and professional support for the department and in all cases these groups find the students well prepared to enter the profession.

B. Review of Each Recommendation Affecting Accreditation Identified by the Previous Visiting Team in 2003.

•Develop long-range planning explaining how program objectives will be met.

Some progress has been made in this area yet the reemergence of the debate over which college should house the Department of Landscape Architecture has significantly hampered these efforts. Given this external factor the department has made progress in this area and is well prepared to move forward when there is a final resolution of this matter. The University developed a new strategic plan in 2006 and the department has responded to this with its own internal planning.

PART II

ASSESSMENT OF EACH STANDARD

1. PROGRAM MISSION AND OBJECTIVES

The program shall have a clearly defined mission supported by educational objectives appropriate to the profession of landscape architecture and shall demonstrate progress towards their attainment.

Assessment:

Met Met With Recommendation Not Met

Rationale:

The Landscape Department has clearly stated its objectives relative to the program's development and its future role in shaping individuals for the profession of landscape architecture. These objectives are very appropriate for an undergraduate program in a science-based college. The program emphasis on critical thinking, creative problem solving and technical skills prepares students for entry-level positions and future professional development. Stressing design as a means to address social and environmental problems is an excellent way to connect the program to the land-grant mission of the university. The objectives acknowledge the department's unique physical setting within the campus which, in turn, helps the department better serve the needs of the people of Kentucky. In addition, the program does a good job of meeting its goal of providing a broad and interdisciplinary education to its students within a five-year program.

One element that seems to be less developed is the department's long-range planning. The department has not been intentional and purposeful in its planning, allowing, instead, external elements and issues to intrude. Attempts at meaningful planning apparently have been hampered by extended, unresolved discussions without a definitive decision regarding the potential relocation of the department from a science-based college to a College of Design. This discussion was begun in 2002 and has not been completely resolved as of this review. This lack of definitive resolution at the university level has caused discord in the department and has impacted the department's ability to undertake long-term planning.

Recommendations Affecting Accreditation:

None

Suggestions for Improvement:

- Work with upper administration to resolve conclusively the lingering discussions related to the future of the department's College affiliation.

- Institute long-term planning to establish clearer objectives for relating the needs of the region to the development of the Department.

2. GOVERNANCE/ADMINISTRATION

The program shall have the authority and resources to achieve its educational objectives.

Assessment:

Met Met With Recommendation Not Met

Rationale:

The Undergraduate Landscape Architecture Program exists within the Department of Landscape Architecture in the College of Agriculture. The Landscape Architecture Department has a full-time administrative assistant supported by a computer specialist shared with the Department of Horticulture. Funding for the program has increased by approximately twelve percent, or approximately 2.4 percent per annum over the past five years, which is less than the average rate of inflation. The increases have been spread fairly evenly over the period with the vast majority designated for increased compensation. Over the same time period the Department's operating, or non-compensation budget has not increased significantly.

Internal support for faculty research and scholarship comes principally through the twelve-month full-time faculty appointments with limited summer teaching responsibilities. A slight increase in research support, such as additional funding to support faculty travel, should result in a significant increase in scholarship. External support of faculty research within the Department seems limited to state funds brought in by one faculty member and have not increased significantly over the past few years. College seed funding to support research is available, but the LA faculty apparently are not aware of the opportunity and/or have not taken significant advantage of this resource.

The Department Head has the ability to control the expenditure of funds dedicated to the program. Some faculty members have successfully secured outside funds, in-kind contributions and pro bono professional assistance to enhance studio offerings. Overall the funding for the instructional program appears adequate.

Fundamental to the long-term success of a professional program is having an adequate number of faculty members to serve the needs of the students. For design professions this is best measured by the ratio of faculty to students in design studios. The ratio suggested by accreditation standards is one faculty member to every fifteen students. At this time the program approaches this ratio through a unique program that allows each studio instructor to hire, with departmental funds, an outside critic from the professional community. The practitioner then serves as a studio critic for at least one afternoon each week.

Through this strategy and a selective admissions process the program has been able to maintain a reasonable studio faculty student ratio.

Faculty mentoring is handled very informally and, because of the dedication of selected faculty, has been relatively successful. However, this informal approach may be in jeopardy as senior faculty members retire and are replaced by junior faculty members with less time to devote to colleagues and students because of expectations to produce substantial scholarly output as a condition for reappointment, tenure and promotion. In addition, both the ethnic and gender diversity within the faculty could be improved. Greater diversity in both areas would benefit the program and help build a more diverse student body, which currently lacks both gender and ethnic diversity.

Recommendation affecting accreditation:

None

Suggestions for Improvement:

- Work with the College's research office to establish departmental research priorities and encourage faculty to pursue funding in support of these priorities.
- Develop strategies to formalize faculty mentoring to insure that all faculty members receive appropriate guidance.
- Identify and develop faculty search pool enrichment strategies.

3. PROFESSIONAL CURRICULUM

The first-professional degree curriculum must include the core knowledge skills and applications of landscape architecture: landscape architectural history, philosophy, theory, values, ethics, practice, planning, design, implementation, and management.

The purpose of the curriculum is to achieve the learning goals stated in the mission and objectives. Statements of objectives that address the curriculum should be related to the program's mission and learning objectives.

- a) In addition to the professional curriculum, a first-professional degree program at the bachelor's level shall provide an educational context enriched by other disciplines, including but not limited to: liberal and fine arts, natural sciences, social sciences and opportunities for students to develop areas of interest.

Assessment:

 X Met _____ Met With Recommendation _____ Not Met

Rationale:

The core curriculum, as described and implemented, does an excellent job of exposing students to important aspects of the profession of landscape architecture and appropriately reflects the College and Department missions. The curriculum contains critical supportive subject areas such as history, art, natural and social sciences, and ecology. Professional courses cover all of the required content areas and student work demonstrates a systematic development of skills related to the profession of landscape architecture. Alumni and local professionals are very supportive of the curriculum and find students well prepared to enter the profession.

Faculty members are actively involved in reviewing both courses and curriculum. There is a very positive level of communication among faculty and this has facilitated the creation of a course sequence that does a good job of systematically building knowledge. Communication seems to be less effective among departments and colleges. To some degree this may be an expression of the physical isolation of the LA department facilities and the unresolved intra-college issues related to the department's home college status. However, some faculty members have joint appointments in other colleges and the university is taking measures to clarify college level issues.

The LA program is structured to include adequate course work in the humanities and natural and social sciences. It also includes course work in a variety of areas intended to give students a broader perspective on society and the profession. Students have some interaction with other programs in the University and are provided adequate elective opportunities, but an increased exposure to related

design disciplines would enrich their learning experiences and broaden their competencies.

Recommendations Affecting Accreditation:

None

Suggestions for Improvement:

- Provide students with additional guidance with regard to selecting course offerings in other colleges that would enrich their educational experience.
- Explore alternative strategies that would productively broaden student exposure to related design disciplines.

4. FACULTY

The qualifications, academic position and professional activities of faculty and instructional personnel shall promote and enhance the academic mission and objectives of the program.

Assessment:

Met Met With Recommendation Not Met

Rationale:

The full-time and part-time faculty members are well qualified for their instructional roles in the program. They bring diverse backgrounds and interests to the Department. Three faculty members have earned PhD's and all others have acquired significant professional experience. On a whole, faculty members consider their teaching role as the central component of their university activity. The faculty student relationship seems very strong and there is evidence of significant faculty student mentoring.

A student course evaluation process is in place and it is taken seriously, as it impacts teaching assignments and methods. In addition, a number of the faculty members have taken advantage of the university's Academic Support Center to review and improve their teaching.

Overall faculty members are actively involved in community outreach activities. They have played a significant role in shaping the discourse related to a variety of local land use and design issues. Guest reviewers, speakers, and visiting studio critics make a significant contribution to the quality of the program and the diversity of perspectives available to students. New additions to the faculty, both visiting and tenure track, have significantly enriched the students' learning environment by allowing the department to present a greater spectrum of viewpoints. However, as stated earlier, there is a distinct lack of gender and ethnic diversity at this time.

Full-time faculty members have twelve-month appointments and in general faculty salaries are appropriate compared to peer institutions. The faculty members are engaged in a diverse range of scholarly activities, but the level of externally funded research is low. In general the LA faculty members seem to have not taken full advantage of College and University resources available to facilitate research proposal development.

Recommendations affecting accreditation:

None

Suggestion for Improvement:

Identify ways to facilitate collaborative research, secure additional external funding and encourage increased scholarly productivity.

5. STUDENTS

Program shall demonstrate that students are being adequately prepared to pursue a career in landscape architecture.

Assessment:

 X Met Met With Recommendation Not Met

Rationale:

Adequate examples of both written and visual work were available. Overall, the quality of student work was very high. It demonstrated well-developed critical thinking skills and graphic communication skills. Examples of student writing were available and they were generally of acceptable quality. However, faculty members indicated that they see a need for improvement and have taken steps to improve students' writing skills. Student work shows consistent improvement as they move through the curriculum. Final project work is of exceptionally high quality.

In meetings, the students demonstrated a high degree of oral presentation skill and a strong interest in, and knowledge of, the program content and structure. Student work demonstrated a fairly high level of skill with regard to the utilization of a variety of media, including digital media. In addition, students are active in enriching their educational opportunities. The majority of students have participated in self-initiated internships and for the past few years students have organized and run a very successful career fair.

Overall, students seemed very aware and supportive of the profession and exhibited a considerable knowledge of their program of study. One area of concern is the lack of gender and racial diversity in the undergraduate population. The vast majority of the LA students are white males. However, both female and minority students described the program as supportive. The current diversity may be more a result of limited recruitment efforts and a web site that does little to attract students and therefore enrich the pool of applicants.

Recommendations Affecting Accreditation:

None

Suggestions for Improvement:

- Efforts should be made to develop strategies to enrich the applicant pool to increase the diversity of the student body.
- The departmental web site should be improved so that it functions more effectively as a departmental recruitment tool.

6. **ALUMNI**

Program shall provide evidence of alumni's professional accomplishments and their involvement in advancing the program.

Assessment:

Met Met With Recommendation Not Met

Rationale:

Alumni are very supportive of the department and have a high respect for the faculty and the department chair. They are very active in the profession and demonstrate success in a variety of avenues within the discipline. There is a somewhat informal alumni advisory board that has supported the department both financially and politically when called upon. In addition, a number of alumni are actively involved in the department through the visiting studio critic program and find this to be an opportunity to give back to the program. In addition, the visiting critics find the experience important to their own professional and intellectual development.

There seems to be interest among the more recent graduates to be more actively involved in the department and to have a more formal way to provide input. In addition, alumni point out that the department's web site is not very useful when it comes to finding out what is going on in the department and overall communication with them seems intermittent.

Recommendations Affecting Accreditation:

None

Suggestions for Improvement:

- Efforts should be made to find ways to expand and formalize the alumni advisory board.
- Departmental communication with alumni needs to be formalized and expanded to include a broader representation of alumni in department affairs to encourage greater levels of alumni participation in fund raising and development activities.

7. **PRACTITIONERS**

Program shall provide evidence of interaction with practitioners from landscape architecture and other disciplines.

Assessment:

Met Met With Recommendation Not Met

Rationale:

The program does an excellent job of bringing landscape architectural practitioners into the studios and classes as guest lectures and visiting studio critics. The impact of the critical feedback and professional perspective provide is evident in the final products of studio work. Overall, the area practitioners are very supportive of the program and voice a very high regard for students graduating from the program.

In addition, the department conducts regular field trips to major metropolitan areas exposing its students to new environments and interactions with professionals with whom they would normally not have access. Departmental faculty members are active in professional organizations and have encouraged students to develop a very active ASLA chapter.

Recommendations Affecting Accreditation:

None

Suggestion for Improvement:

None

8. **RELATION TO THE UNIVERSITY AND THE COMMUNITY**

Program shall promote positive relationships with the university and the community.

Assessment:

Met Met With Recommendation Not Met

Rationale:

A number of studio and final projects relate directly to the needs and interests of the community and, where appropriate, students are involved in community-based projects as part of their design education. The demand from the community for land-use planning and design assistance far exceeds resources currently available to the department. Overall the program seems to be taking an active and positive role in both the local community and the larger regional context. In addition, departmental faculty members are very active in the professional community and the ASLA.

The department has a fairly limited relationship with other colleges and design disciplines within the university. Students have indicated that connections to other design disciplines are not well developed and at times not productive. In general, the university community, including the College of Agriculture is not currently attuned to or aware of the positive impact that departmental activities, particularly the fifth-year land-use studio projects have had on the region.

Some faculty members currently hold joint appointments and as University and College level issues are more clearly resolved inter-college relationships should improve.

Recommendations Affecting Accreditation:

None

Suggestions for Improvement:

- Opportunities to expand intra-college collaboration should be explored to build a foundation for more productive teaching and scholarship.
- Explore methods to share departmental community based activities to the larger college and university community.
- Work with the college and University to identify additional resources that can be directed to meeting the expanding demand for community assistance work.

9. **FACILITIES, EQUIPMENT AND INFORMATION SYSTEMS**

Faculty, students and staff shall have access to facilities, equipment, library and other information systems necessary for conducting professional studies.

Assessment:

Met Met With Recommendation Not Met

Rationale:

The department office is located in the Agricultural Science Center North and includes a rather compact administrative office space, small meeting rooms, and small faculty offices. In general the space meets the needs of the program administration and faculty. All faculty members have a private office located within the departmental suite.

Studios are located on the second floor of a recently renovated facility shared with the university's programs for institutional advancement. The LA portion of the building was renovated specifically to meet the needs of the program. The facility, the E. S. Good Barn, is located a few blocks from the Agricultural Science Center North on the edge of the campus. It includes studio spaces that provide students with individual assigned desks and a central shared review space. Overall the space is well suited to the needs of the program and is configured in a way that promotes positive communication among the various studio levels. Students in the program have twenty-four hour access to the facility through keypad-controlled doors.

One drawback is the remote location of the facility. Students indicated that at times it is difficult to use the main library facility, in the center of campus, or to attend classes on the main campus. However, overall the students stated that these were minor issues that were offset by the quality of the space and excellent Internet access. At this time the facility is at full capacity with little space for expansion. Sufficient space for model building or group projects is very limited and at times this restricts educational opportunities.

The studio area has both wired and wireless network access. Printers and scanners are centrally located. All students are required to provide their own computer. Each year the department hires an advanced student to serve as a first contact to resolve computer problems. Students indicate that this approach is working well and when support is needed it is available. The department also receives technology support from a staff member it shares with the Department of Horticulture. The effectiveness of network and technology support is evident in that student projects demonstrate a reasonable level of understanding and use of digital media. One concern they expressed was the need to learn on their own

how to use key software packages (e.g., PhotoShop) on their own or from fellow students. Available courses in other colleges or departments, according to the students, do not meet their specific needs.

Recommendations Affecting Accreditation:

None

Suggestion for Improvement:

- Work with the College to identify additional space to facilitate group projects and model construction.
- Consider developing a course or working with other departments or colleges to develop a course in software applications specifically for the needs of LA students.

PART III

Summary of Recommendations and Suggestions

A. Recommendations Affecting Accreditation

- None

B. Suggestions for Improvements

1. Work with upper administration to resolve conclusively the lingering discussions related to the future of the department's College affiliation (Standard 1).
2. Institute long-term planning to establish clearer objectives for relating the needs of the region to the development of the Department (Standard 1).
3. Work with the College's research office to establish departmental research priorities and encourage faculty to pursue funding in support of these priorities (Standard 2).
4. Develop strategies to formalize faculty mentoring to insure that all faculty members receive appropriate guidance (Standard 2).
5. Identify and develop faculty search pool enrichment strategies (Standard 2).
6. Provide students with additional guidance with regard to selecting course offerings in other colleges that would enrich their educational experience (Standard 3).
7. Explore alternative strategies that would productively broaden student exposure to related design disciplines (Standard 3).
8. Identify ways to facilitate collaborative research, secure additional external funding and encourage increased scholarly productivity (Standard 4).
9. Efforts should be made to develop strategies to enrich the applicant pool to increase the diversity of the student body (Standard 5).
10. The departmental web site should be improved so that it functions more effectively as a departmental recruitment tool (Standard 5).
11. Efforts should be made to find ways to expand and formalize the alumni advisory board (Standard 6).
12. Departmental communication with alumni needs to be formalized and expanded to include a broader representation of alumni in department affairs to encourage greater levels of alumni participation in fund raising and development activities (Standard 6).
13. Opportunities to expand intra-college collaboration should be explored to build a foundation for more productive teaching and scholarship (Standard 8).
14. Explore methods to share departmental community based activities to the larger college and university community (Standard 8).
15. Work with the college and University to identify additional resources that can be directed to meeting the expanding demand for community assistance work (Standard 8).
16. Work with the College to identify additional space to facilitate group projects and model construction (Standard 9).
17. Consider developing a course or working with other departments or colleges to develop a course in software applications specifically for the needs of LA students (Standard 9).

Council of Education
in
Landscape
Architecture
Annual Report

Regarding Name of Your Academic Unit

Survey Contents

- [Academic Unit](#)
- [Administration & Organizational Structure](#)
- [Alumni](#)
- [Budgets](#)
- [Collaboration](#)
- [Continuing Education, Professional Development and Certification Courses](#)
- [Curriculum](#)
- [Degrees Offered](#)
- [Development](#)
- [Enrollment and Applications](#)
- [Faculty Members](#)
- [Faculty Members Credentials](#)
- [International Activities](#)
- [Job Placement](#)
- [Practicums and Internships](#)
- [Promotion and Tenure](#)
- [Research](#)
- [Registration and Licensure](#)
- [Student Accomplishments](#)
- [Studio Culture](#)
- [Student Demographics](#)

- * 1: What is the formal title by which your academic unit is identified? (Remember, academic unit refers to your department or program.)
- * 2: Please complete the directory information for your academic unit:
 Name of the administrator
 Mailing address of academic unit
 Phone number
 Fax number
 Email of chair/director/head
 Website
- * 3: What is the exact name of your university or institution?
- * 4: What is the name of person completing the survey?
- * 5: What is the level of your university or institution according to the Carnegie ratings?
 Doctorate Granting University
 Masters Colleges and University
 Baccalaureate College
 Special Focus
 Land Grant
 Historically Black College or University
- * 6: What is your total campus enrollment?
- * 7: If your academic unit offers a doctoral degree(s,) what are the exact kinds of degrees (Professional degree, research degree or the like) and what are their titles (Ph.D. in Planning, Doctorate in Design or the like?)

do not offer Ph.D.

- [Student Academic Performance](#)
- [Student Recruitment](#)
- [Student Retention and Graduation](#)
- [The History of your Academic Unit](#)
- [The Teaching of Design](#)
- [The Teaching of History](#)
- [The Teaching of Computer Technology](#)
- [The Teaching of Construction Technology](#)
- [Qualitative Questions for the Annual Report](#)

[Click here to print the copy of this section.](#)

Save and Move On

[Please click here to view the comments section](#)

[AIS Task Force](#)

[CELA Board](#)

[Contact Us](#)

[Instructions](#)

[Definitions](#)

[Go to the Top](#)

Copyright © 2008 - [The University of Texas at Arlington](#)

Survey Contents

Regarding Administration and Organizational Structure

- [Academic Unit](#)
- [Administration & Organizational Structure](#)
- [Alumni](#)
- [Budgets](#)
- [Collaboration](#)
- [Continuing Education, Professional Development and Certification Courses](#)
- [Curriculum](#)
- [Degrees Offered](#)
- [Development](#)
- [Enrollment and Applications](#)
- [Faculty Members](#)
- [Faculty Members Credentials](#)
- [International Activities](#)
- [Job Placement](#)
- [Practicums and Internships](#)
- [Promotion and Tenure](#)
- [Research](#)
- [Registration and Licensure](#)
- [Student Accomplishments](#)
- [Studio Culture](#)
- [Student Demographics](#)

- * 1: What is the title of the primary administrator of your academic unit?
- Director
 - Chair
 - Head
 - Dean
 - Other
- * 2: What is the name of the school/college/division in which your academic unit is housed?
-
- 3: How many deans, associate deans or assistant deans are in your school/college/division?
- | | |
|-----------------|--------------------------------|
| Deans | <input type="text" value="1"/> |
| Associate Deans | <input type="text" value="3"/> |
| Assistant Deans | <input type="text" value="3"/> |
- 4: What is the title of the person to whom you (as chair, head or director) report?
-
- 5: What is the title of the person to whom your dean (or the person to whom you report) reports?
-
- 6: Do changes to the organizational structure of your academic unit require external approval (organizational structure refers to status, title, administration, structure and the like?)
- Yes
 - No
- By whom
- 7: When was the last time the organizational structure of your academic unit was changed?
-

- Student Academic Performance
- Student Recruitment
- Student Retention and Graduation
- The History of your Academic Unit
- The Teaching of Design
- The Teaching of History
- The Teaching of Computer Technology
- The Teaching of Construction Technology
- Qualitative Questions for the Annual Report

8: When was the last time the organizational structure of your school/college/division was changed?

2002

9: How many administrators are in your academic unit (associate director, assistant chair and the like?)

One (but the Chair is technically still faculty and not an administrator)

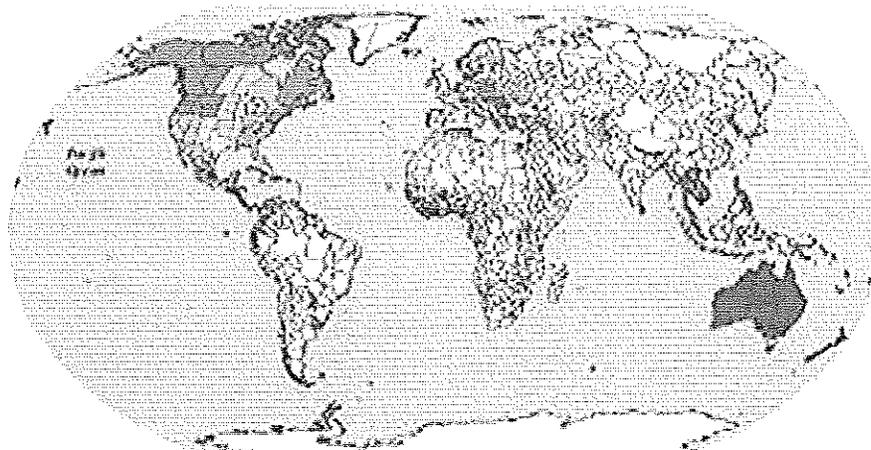
10: Does your academic unit have control over its own budget?

- Yes
- No
- Other

11: Who must give your academic unit permission to hire new or additional faculty (part-time or full-time?)

The Dean of the College with approval of the Provost

* 12: Please identify in which CELA region your school is located.



<p>REGION 1 Alaska, Washington, Oregon, Idaho, Montana, Wyoming, the provinces of British Columbia, Alberta, Yukon and Northwest Territories</p>	<p>REGION 5 Wisconsin, Illinois, Michigan, Ohio, Indiana, Kentucky, West Virginia, the province of Ontario</p>
<p>REGION 2 California, Nevada, Utah, Arizona, Hawaii and the country of Mexico</p>	<p>REGION 6 Tennessee, Mississippi, Alabama, Georgia, North Carolina, South Carolina, Florida and Virginia</p>
<p>REGION 3 Colorado, New Mexico, Texas, Oklahoma, Louisiana, Arkansas</p>	<p>REGION 7 Pennsylvania, New Jersey, Maryland, Delaware, New York, Vermont, Maine, New Hampshire, Massachusetts, Connecticut, Rhode Island, the provinces of Quebec, New Brunswick, Nova Scotia, Prince Edward Island and Newfoundland</p>
<p>REGION 4 North Dakota, South Dakota, Nebraska, Kansas, Minnesota, Iowa, Missouri, and the provinces of Saskatchewan and Manitoba</p>	<p>REGION 8 Australia, New Zealand, Malaysia</p>

Region5

* 13: If your institution or university is located in the United States or Canada, please specify the state or province in which it is located. (If your institution or university is located outside the United States or Canada, please select the other option.)

Kentucky, United States

* 14: Please describe your university's institutional character (please check all that apply.)

- Commuter institution
- Land grant institution
- Research one institution
- Primarily undergraduate

- Primarily graduate
- Residential institution
- Rural institution
- Suburban institution
- Urban institution
- Other

* 15: How many support staff do you have in your academic unit?

	2008-09	2007-08	2006-07	2005-06	2004-05	2003-04
Clerical	1	1	1	1	1	1
Technical	.5	.5	.5	.5	.5	.5
Advisor						
Other	1	1	1	1	1	1

Please enter details

[Click here to print the copy of this section.](#)

Save and Move On

[Please click here to view the comments section](#)

[AIS Task Force](#)
 [CELA Board](#)
 [Contact Us](#)
 [Instructions](#)
 [Definitions](#)
 [Go to the Top](#)

Copyright © 2008 - [The University of Texas at Arlington](#)

Survey Contents

Regarding Alumni

- [Academic Unit Administration & Organizational Structure](#)
- [Alumni](#)
- [Budgets](#)
- [Collaboration](#)
- [Continuing Education, Professional Development and Certification Courses](#)
- [Curriculum](#)
- [Degrees Offered](#)
- [Development](#)
- [Enrollment and Applications](#)
- [Faculty Members](#)
- [Faculty Members Credentials](#)
- [International Activities](#)
- [Job Placement](#)
- [Practicums and Internships](#)
- [Promotion and Tenure](#)
- [Research](#)
- [Registration and Licensure](#)
- [Student Accomplishments](#)
- [Studio Culture](#)
- [Student Demographics](#)

1: How does your academic unit maintain contact with alumni (please explain briefly?)

Department maintains an electronic and conventional mailing list with the assistance of 

2: Does your academic unit actively organize alumni activities?

Yes

Please explain briefly

No

3: How many alumni does your academic unit have?

Undergraduate

Graduate

Doctoral

4: Do you regularly survey your undergraduate alumni?

Yes

No

Does not apply

5: Do you regularly survey your graduate alumni?

Yes

No

Does not apply

6: Do you regularly survey your doctoral alumni?

Yes

No

Does not apply

* 7: Please tabulate the activities of your **male** graduates during the last full academic year.

	2008-09	2007-08	2006-07	2005-06	2004-05	2003-04
Advanced study and research	<input type="text"/>	<input type="text" value="4"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

- Student Academic Performance
- Student Recruitment
- Student Retention and Graduation
- The History of your Academic Unit
- The Teaching of Design
- The Teaching of History
- The Teaching of Computer Technology
- The Teaching of Construction Technology
- Qualitative Questions for the Annual Report

Teaching	<input type="text"/>					
Private practice	<input type="text"/>	15	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Government practice	<input type="text"/>					
Landscape horticulture / design build	<input type="text"/>	2	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Volunteer service	<input type="text"/>					
Not employed in landscape architecture	<input type="text"/>	1	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Unknown	<input type="text"/>					
Other	<input type="text"/>					

* 8: Please tabulate the activities of your **female** graduates during the last full academic year.

	2008-09	2007-08	2006-07	2005-06	2004-05	2003-04
Advanced study and research	<input type="text"/>	1	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Teaching	<input type="text"/>					
Private practice	<input type="text"/>	2	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Government practice	<input type="text"/>					
Landscape horticulture / design build	<input type="text"/>					
Volunteer service	<input type="text"/>					
Not employed in landscape architecture	<input type="text"/>					
Unknown	<input type="text"/>					
Other	<input type="text"/>	1	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Please specify

[Click here to print the copy of this section.](#)

Save and Move On

[Please click here to view the comments section](#)

[AIS Task Force](#)
 [CELA Board](#)
 [Contact Us](#)
 [Instructions](#)
 [Definitions](#)
 [Go to the Top](#)

Copyright © 2008 - [The University of Texas at Arlington](#)

Survey Contents

Regarding Budgets

- [Academic Unit](#)
- [Administration & Organizational Structure](#)
- [Alumni](#)
- [Budgets](#)
- [Collaboration](#)
- [Continuing Education, Professional Development and Certification Courses](#)
- [Curriculum](#)
- [Degrees Offered](#)
- [Development](#)
- [Enrollment and Applications](#)
- [Faculty Members](#)
- [Faculty Members Credentials](#)
- [International Activities](#)
- [Job Placement](#)
- [Practicums and Internships](#)
- [Promotion and Tenure](#)
- [Research](#)
- [Registration and Licensure](#)
- [Student Accomplishments](#)
- [Studio Culture](#)
- [Student Demographics](#)

* 1: What is the total approved budget for your academic unit for the following academic years?

2008-09	774,678
2007-08	766,298
2006-07	728,645
2005-06	711,693
2004-05	691,483
2003-04	687,396

* 2: What is the total number of full-time faculty in your academic unit?

6

* 3: How many of the total number of full-time faculty are considered faculty in landscape architecture?

6

* 4: What is the total amount of money budgeted for all the full-time faculty (including salaries, stipends, and other faculty support?)

488,942 (does not include benefits, retirement, etc.)

* 5: What is the total amount of money budgeted **just** for full-time landscape architecture faculty (including salaries, stipends, and other faculty support?)

488,942 (does not include benefits, etc.)

* 6: What were the total amounts **spent** for the following faculty categories for the academic year? (You may enter data for previous academic years as well.)

	2008-09	2007-08	2006-07	2005-06	2004-05	2003-04
Professors	82,000 a					
Associate professors						
Assistant professors						
Instructors / lecturers (tenure track)						
Adjunct professors / part-time faculty members (non-tenure track)	22,900	22,900	22,900			
Guest faculty members /						

▪ <u>Student Academic Performance</u>	speakers						
	Year-long appointments						
▪ <u>Student Recruitment</u>	One semester appointments						
▪ <u>Student Retention and Graduation</u>	Speakers	4,500	4,500	4,500			
	Endowed positions						
▪ <u>The History of your Academic Unit</u>	Undergraduate teaching assistantships	3,500	3,500	3,500			
	Graduate teaching assistantships						
▪ <u>The Teaching of Design</u>	Undergraduate research assistantships						
	Graduate research assistantships (sponsored by your institution)						
▪ <u>The Teaching of History</u>	Graduate research assistantships (sponsored by outside sources)						
	Other						
▪ <u>The Teaching of Computer Technology</u>							
▪ <u>The Teaching of Construction Technology</u>							

*7: What were the **average salaries** for the following faculty categories during the current academic year? (You may enter data for previous academic years as well.)

	2008-09	2007-08	2006-07	2005-06	2004-05	2003-04
Professors	82,000 a					
Associate professors						
Assistant professors						
Instructors / lecturers (tenure track)						
Adjunct professors / part-time faculty members (non-tenure track)						
Guest faculty members / speakers						
Year-long appointments						
One semester appointments						
Speakers						
Endowed positions						
Undergraduate teaching assistantships						
Graduate teaching assistantships						
Undergraduate research assistantships						
Graduate research assistantships (sponsored by your institution)						
Graduate research						

assistantships (sponsored by outside sources)	<input type="text"/>					
Other	<input type="text"/>					

* 8: What were the total amounts **spent** by your academic unit during the current academic year? (You may enter data for previous academic years as well.)

	2008-09	2007-08	2006-07	2005-06	2004-05	2003-04
Supplies	10,00	27,500	12,000	<input type="text"/>	<input type="text"/>	<input type="text"/>
Computer hardware and software	6,500	18,000	8,000	<input type="text"/>	<input type="text"/>	<input type="text"/>
Equipment	5,000	15,000	3,000	<input type="text"/>	<input type="text"/>	<input type="text"/>
Maintenance	<input type="text"/>					
Travel	10,000	13,000	8,500	<input type="text"/>	<input type="text"/>	<input type="text"/>
Libraries	<input type="text"/>					
Telephones	4,500	5,000	3,500	<input type="text"/>	<input type="text"/>	<input type="text"/>
Internet connections	<input type="text"/>					
Other	<input type="text"/>					

9: During the last full academic year, what was the total **budgeted** for students including (including scholarships, salaries, fringe benefits, travel support, materials and so on?)

Undergraduate	3,500
Graduate	<input type="text"/>
Doctoral	<input type="text"/>

10: During the last full academic year, what was the total amount **spent** onto students (including scholarships, salaries, fringe benefits, travel support, materials and so on?)

Undergraduate	12,000
Graduate	<input type="text"/>
Doctoral	<input type="text"/>

* 11: Please list the faculty members who will not be back next year.

Name	Title/rank	Full/part time	Reason for departure	Is position to be filled next year
none	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>				
<input type="text"/>				
<input type="text"/>				
<input type="text"/>				

Survey Contents

Regarding Collaboration

- [Academic Unit Administration & Organizational Structure](#)
- [Alumni](#)
- [Budgets](#)
- [Collaboration Continuing Education, Professional Development and Certification Courses](#)
- [Curriculum](#)
- [Degrees Offered](#)
- [Development Enrollment and Applications](#)
- [Faculty Members Faculty Members Credentials](#)
- [International Activities](#)
- [Job Placement](#)
- [Practicums and Internships](#)
- [Promotion and Tenure](#)
- [Research](#)
- [Registration and Licensure](#)
- [Student Accomplishments](#)
- [Studio Culture](#)
- [Student Demographics](#)

- 1: In what ways does your academic unit participate with other academic units on-campus? (Please describe briefly.)

Several faculty network with faculty in other disciplines and collaborate on research projects.

- 2: In what ways does your academic unit participate with other academic units **off-campus**? (Please describe briefly.)

Work on specific projects which may also involve a variety of agencies outside of the University

- 3: With which other academic areas does your academic unit collaborate? (Please specify briefly.)

Geology, Geography, Forestry, Agric. Engineering, Historic Preservation, Transportation,

- 4: Does your academic unit host an annual event to which neighboring academic units are invited?
 Yes
 If Yes, please specify

open house, guest lectures and training sessions

 No

- 5: Approximately how many times per academic year do landscape architecture professionals speak at your academic unit (including service as lecturers, jurists, critics and the like?)

Three major lectures per year; jurists and critics are b

- 6: Approximately how many times per academic year do professionals from fields **related** to landscape architecture speak at your academic unit (including service as lecturers, jurists, critics and the like?)

15-20 times

- 7: Are events with guest speakers advertised?
 Yes
 No
 Other
 Please specify

about 30%

- [Student Academic Performance](#)
- [Student Recruitment](#)
- [Student Retention and Graduation](#)
- [The History of your Academic Unit](#)
- [The Teaching of Design](#)
- [The Teaching of History](#)
- [The Teaching of Computer Technology](#)
- [The Teaching of Construction Technology](#)
- [Qualitative Questions for the Annual Report](#)

* 8: Please complete the following information regarding speakers, critics or jurists who visited your academic unit during the last full academic year.

Name	Profession	Role	Date
David Tomes	Developer	Lecturer	Fall 2007
Jane Wooley	Drystone Conserva	Lecturer	Fall 2007
Sharmili Sampath	NKAPC - planner	Critic/semester	Fall 2007
Jim Gray	LFUCG - Vice May	Juror	Fall 2007
Karen Lewis	Architect	Critic	Fall 2007
Robert Brzuszek	LA Miss St Univ	Lecturer & Critic	Spring 2008
Andrew Nothstine	LA Glatting/Jackso	Lecturer	Spring 2008
Christopher Dunn	Museum Director	Lecturer	Spring 2008
Robert Kelley	Architect	Critic/charrette	Spring 2008
MANY OTHERS			

[Click here to print the copy of this section.](#)

Save and Move On

[Please click here to view the comments section](#)

Survey Contents

Regarding Continuing Education, Professional Development and Certification Courses

- [Academic Unit](#)
- [Administration & Organizational Structure](#)
- [Alumni](#)
- [Budgets](#)
- [Collaboration](#)
- **[Continuing Education, Professional Development and Certification Courses](#)**
- [Curriculum](#)
- [Degrees Offered](#)
- [Development](#)
- [Enrollment and Applications](#)
- [Faculty Members](#)
- [Faculty Members Credentials](#)
- [International Activities](#)
- [Job Placement](#)
- [Practicums and Internships](#)
- [Promotion and Tenure](#)
- [Research](#)
- [Registration and Licensure](#)
- [Student Accomplishments](#)
- [Studio Culture](#)
- [Student Demographics](#)

Note: Please rely on your own definitions of the three categories of courses.

- 1: Does your academic unit offer **continuing education** courses in landscape architecture?
 - Yes
 - No
 - Planning to do so
 - Not applicable

- 2: Does your academic unit offer **professional development courses** in landscape architecture?
 - Yes

If Yes, please provide the number of students enrolled in continuing education courses for continuing education of licensed practitioners and

 - No
 - Planning to do so
 - Not applicable

- 3: Does your academic unit offer **certification courses** in landscape architecture?
 - Yes
 - No
 - Planning to do so
 - Not applicable

[Click here to print the copy of this section.](#)

Save and Move On

[Please click here to view the comments section](#)

Survey Contents

Regarding Curriculum

- [Academic Unit](#)
- [Administration & Organizational Structure](#)
- [Alumni](#)
- [Budgets](#)
- [Collaboration](#)
- [Continuing Education, Professional Development and Certification Courses](#)
- **[Curriculum](#)**
- [Degrees Offered](#)
- [Development](#)
- [Enrollment and Applications](#)
- [Faculty Members](#)
- [Faculty Members Credentials](#)
- [International Activities](#)
- [Job Placement](#)
- [Practicums and Internships](#)
- [Promotion and Tenure](#)
- [Research](#)
- [Registration and Licensure](#)
- [Student Accomplishments](#)
- [Studio Culture](#)
- [Student Demographics](#)

* 1: Please tabulate the number of **male** faculty members specifically **assigned and budgeted** to your academic unit.

	2008-09	2007-08	2006-07	2005-06	2004-05	2003-04
Professors	<input type="text" value="2"/>					
Associate professors	<input type="text" value="1"/>					
Assistant professors	<input type="text" value="2"/>	<input type="text" value="1"/>				
Instructors / lecturers (tenure track)	<input type="text"/>					
Adjunct professors / part-time faculty members (non-tenure track)	<input type="text" value="7"/>					
Guest faculty members / speakers	<input type="text"/>					
Year-long appointments	<input type="text"/>					
One semester appointments	<input type="text"/>					
Speakers	<input type="text"/>					
Endowed positions	<input type="text"/>					
Undergraduate teaching assistantships	<input type="text" value="1"/>					
Graduate teaching assistantships	<input type="text"/>					
Undergraduate research assistantships	<input type="text"/>					
Graduate research assistantships (sponsored by your institution)	<input type="text"/>					
Graduate research assistantships (sponsored by outside sources)	<input type="text"/>					
Other	<input type="text"/>					

* 2: Please tabulate the number of **female** faculty members specifically **assigned and budgeted** to your academic unit.

	2008-09	2007-08	2006-07	2005-06	2004-05	2003-04
Professors	<input type="text"/>					
Associate professors	<input type="text"/>					
Assistant professors	<input type="text" value="1"/>	<input type="text" value="2"/>				
Instructors / lecturers (tenure track)	<input type="text"/>					

<ul style="list-style-type: none"> ▪ <u>Student Academic Performance</u> ▪ <u>Student Recruitment</u> ▪ <u>Student Retention and Graduation</u> ▪ <u>The History of your Academic Unit</u> ▪ <u>The Teaching of Design</u> ▪ <u>The Teaching of History</u> ▪ <u>The Teaching of Computer Technology</u> ▪ <u>The Teaching of Construction Technology</u> ▪ <u>Qualitative Questions for the Annual Report</u> 	Adjunct professors / part-time faculty members (non-tenure track)	<input type="text" value="1"/>					
	Guest faculty members / speakers	<input type="text"/>					
	Year-long appointments	<input type="text"/>					
	One semester appointments	<input type="text"/>					
	Speakers	<input type="text"/>					
	Endowed positions	<input type="text"/>					
	Undergraduate teaching assistantships	<input type="text"/>					
	Graduate teaching assistantships	<input type="text"/>					
	Undergraduate research assistantships	<input type="text" value="1"/>	<input type="text" value="1"/>	<input type="text" value="1"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>
	Graduate research assistantships (sponsored by your institution)	<input type="text"/>					
	Graduate research assistantships (sponsored by outside sources)	<input type="text"/>					
	Other	<input type="text"/>					

For Questions 3-12 below, please enter data only for your accredited curricula only.

3: How many total credits are **required** to graduate in your curriculum?

Undergraduate	145
Graduate	
Doctoral	

4: How many **elective** credits are required to graduate in your curriculum?

Undergraduate	3
Graduate	
Doctoral	

5: How many total credits in **design studios** are required to graduate in your curriculum?

Undergraduate	40
Graduate	
Doctoral	

6: How many total credits in **construction technology** are required to graduate in your curriculum?

Undergraduate	14
Graduate	

Doctoral

7: How many total credits in **plant identification** are required to graduate in your curriculum?

Undergraduate

Graduate

Doctoral

8: How many total credits in **landscape architecture theory** are required to graduate in your curriculum?

Undergraduate

Graduate

Doctoral

(The following questions do not refer to the use of email, word processing and the like)

9: How many total credits in **computer applications** (teaching Photoshop, G.I.S., AutoCAD and the like) are required to graduate in your curriculum?

Undergraduate

Graduate

Doctoral

10: How many total credits **integrating computer applications** (applying Photoshop, G.I.S., AutoCAD and the like) are required to graduate in your curriculum?

Undergraduate

Graduate

Doctoral

11: Are there any design studios in which the use of computers is prohibited?

Yes

If Yes, please list the names of studios and their credits.

No

12: In your opinion, is there an area (or areas) in the body of knowledge of landscape architecture for which your academic unit is particularly known?

Yes

If Yes, please explain briefly using 1-3 word descriptions such as construction, computer applications, ecological design, resource planning,

Survey Contents

Regarding Degrees Offered

- [Academic Unit](#)
- [Administration & Organizational Structure](#)
- [Alumni](#)
- [Budgets](#)
- [Collaboration](#)
- [Continuing Education, Professional Development and Certification Courses](#)
- [Curriculum](#)
- **[Degrees Offered](#)**
- [Development](#)
- [Enrollment and Applications](#)
- [Faculty Members](#)
- [Faculty Members Credentials](#)
- [International Activities](#)
- [Job Placement](#)
- [Practicums and Internships](#)
- [Promotion and Tenure](#)
- [Research](#)
- [Registration and Licensure](#)
- [Student Accomplishments](#)
- [Studio Culture](#)
- [Student Demographics](#)

NOTE: All data from question 1 will appear in this space.

Degree: Bachelor of science in landscape architecture, BSLA
Length: Not applicable
Recognition: Not applicable
Accredited Program: Landscape Architecture Accreditation Board
Academic Term: Not applicable
Credit Hours: 145

* 1: Which degrees does your academic unit offer? (Please check all that apply.)

- First professional bachelor of landscape architecture, BLA
- Bachelor of science in landscape architecture, BSLA
- Bachelor of science in environmental design or planning
- Candidacy status, bachelor
- First professional MSLA
- First professional MLA
- MALA
- Candidacy status, master
- Doctoral degree in environmental design or planning
- Doctoral degree in landscape architecture
- Bachelor of Science in Horticulture
- Other
- Master of Science Landscape Architecture
- First professional bachelor of science in landscape architecture BSLA
- MLA-Post Professional
- Bachelor of Science in Landscape Studies

2: Are you planning on offering an additional degree in your academic unit within the next 5 years? (If yes, please name the degree.)

- [Student Academic Performance](#)
- [Student Recruitment](#)
- [Student Retention and Graduation](#)
- [The History of your Academic Unit](#)
- [The Teaching of Design](#)
- [The Teaching of History](#)
- [The Teaching of Computer Technology](#)
- [The Teaching of Construction Technology](#)
- [Qualitative Questions for the Annual Report](#)

would like to add an MLA but this may not happen due to financial constraints

[Click here to print the copy of this section.](#)

[Save and Move On](#)

[Please click here to view the comments section](#)

[AIS Task Force](#)

[CELA Board](#)

[Contact Us](#)

[Instructions](#)

[Definitions](#)

[Go to the Top](#)

Copyright © 2008 - [The University of Texas at Arlington](#)

Survey Contents

Regarding Development

- [Academic Unit Administration & Organizational Structure](#)
- [Alumni](#)
- [Budgets](#)
- [Collaboration Continuing Education, Professional Development and Certification Courses](#)
- [Curriculum](#)
- [Degrees Offered](#)
- **[Development](#)**
- [Enrollment and Applications](#)
- [Faculty Members Faculty Members Credentials](#)
- [International Activities](#)
- [Job Placement](#)
- [Practicums and Internships](#)
- [Promotion and Tenure](#)
- [Research](#)
- [Registration and Licensure](#)
- [Student Accomplishments](#)
- [Studio Culture](#)
- [Student Demographics](#)

- 1: Does your academic unit have a development officer assigned to it?
- Yes
- If yes, by whom
-
- No
- 2: Do you share your development officer with another academic unit on campus?
- Yes
- If yes, by whom
-
- No
- 3: Does your academic unit have endowments dedicated to landscape architecture?
- Yes
- No
- 4: If yes, what was the total amount of endowed principal in your academic unit for each of the following years?
- | | |
|---------|--------------------------------------|
| 2008-09 | <input type="text" value="153,000"/> |
| 2007-08 | <input type="text" value="229,000"/> |
| 2006-07 | <input type="text" value="143,000"/> |
| 2005-06 | <input type="text"/> |
| 2004-05 | <input type="text"/> |
| 2003-04 | <input type="text"/> |
- 5: How much money from your academic unit's endowments was applied to student financial support such as scholarships, fellowships and the like?
- | | |
|---------|------------------------------------|
| 2008-09 | <input type="text" value="1,000"/> |
| 2007-08 | <input type="text" value="1,000"/> |
| 2006-07 | <input type="text" value="1,000"/> |
| 2005-06 | <input type="text"/> |
| 2004-05 | <input type="text"/> |

- [Student Academic Performance](#)
- [Student Recruitment](#)
- [Student Retention and Graduation](#)
- [The History of your Academic Unit](#)
- [The Teaching of Design](#)
- [The Teaching of History](#)
- [The Teaching of Computer Technology](#)
- [The Teaching of Construction Technology](#)
- [Qualitative Questions for the Annual Report](#)

2003-04

6: What is the total amount of money awarded to students from the following sources (please complete only those that apply to your academic unit?)

	2008-09	2007-08	2006-07	2005-06	2004-05	2003-04
Endowed scholarships	1,000	1,000	1,000			
One time or occasional scholarships	7,000	7,000	7,000			
Endowed fellowships						
One time or occasional fellowships						

7: To what other uses do the funds of your endowment go (please specify?)

To support visiting lecturers. A recently established endowment will give special support to faculty. Scholarship money is primarily raised by the College.

8: Is your academic unit currently engaged in or planning a capital campaign?

- Yes
- No

[Click here to print the copy of this section.](#)

Save and Move On

[Please click here to view the comments section](#)

Regarding Enrollment and Applications

Survey Contents

- [Academic Unit Administration & Organizational Structure](#)
- [Alumni](#)
- [Budgets](#)
- [Collaboration](#)
- [Continuing Education, Professional Development and Certification Courses](#)
- [Curriculum](#)
- [Degrees Offered](#)
- [Development](#)
- **[Enrollment and Applications](#)**
- [Faculty Members](#)
- [Faculty Members Credentials](#)
- [International Activities](#)
- [Job Placement](#)
- [Practicums and Internships](#)
- [Promotion and Tenure](#)
- [Research](#)
- [Registration and Licensure](#)
- [Student Accomplishments](#)
- [Studio Culture](#)
- [Student Demographics](#)

* 1:	What was the total number of applications received from males by your academic unit in each of the following academic years?						
		2008-09	2007-08	2006-07	2005-06	2004-05	2003-04
	Undergraduate	<input type="text" value="35"/>	<input type="text" value="31"/>	<input type="text" value="36"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Graduate	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Doctoral	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
* 2:	What was the total number of male applicants admitted or accepted in each of the following academic years?						
		2008-09	2007-08	2006-07	2005-06	2004-05	2003-04
	Undergraduate	<input type="text" value="25"/>	<input type="text" value="27"/>	<input type="text" value="26"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Graduate	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Doctoral	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
* 3:	What was the total number of male applicants enrolled in each of the following academic years?						
		2008-09	2007-08	2006-07	2005-06	2004-05	2003-04
	Undergraduate	<input type="text" value="14"/>	<input type="text" value="20"/>	<input type="text" value="16"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Graduate	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Doctoral	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
* 4:	What was the total number of applications received from females by your academic unit in each of the following academic years?						
		2008-09	2007-08	2006-07	2005-06	2004-05	2003-04
	Undergraduate	<input type="text" value="3"/>	<input type="text" value="8"/>	<input type="text" value="7"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Graduate	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Doctoral	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
* 5:	What was the total number of female applicants admitted or accepted in each of the following academic years?						
		2008-09	2007-08	2006-07	2005-06	2004-05	2003-04
	Undergraduate	<input type="text" value="1"/>	<input type="text" value="8"/>	<input type="text" value="7"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Graduate	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

- Student Academic Performance
- Student Recruitment
- Student Retention and Graduation
- The History of your Academic Unit
- The Teaching of Design
- The Teaching of History
- The Teaching of Computer Technology
- The Teaching of Construction Technology
- Qualitative Questions for the Annual Report

Doctoral

* 6: What was the total number of **female applicants enrolled** in each of the following academic years?

	2008-09	2007-08	2006-07	2005-06	2004-05	2003-04
Undergraduate	1	4	1			
Graduate						
Doctoral						

7: What is the most common reason cited by applicants for not enrolling in your academic unit after being accepted? (Please list no more than five.)

Changed to another major; Went to another school; Academic probation/suspension; Did not return to

8: Is there an enrollment cap for your incoming classes?

- Yes
- No

9: If Yes, what are the enrollment caps for the following:

Undergraduate (Year 1)	<input type="text"/>
Undergraduate (Year 2)	25
Undergraduate (Year 3)	<input type="text"/>
Undergraduate (Year 4)	<input type="text"/>
Undergraduate (Year 5)	<input type="text"/>
Graduate (data required only for accredited graduate curricula)	<input type="text"/>
Doctoral	<input type="text"/>

10: What is the total enrollment capacity in your academic unit?

	2008-09	2007-08	2006-07	2005-06	2004-05	2003-04
Undergraduate	100	100	100	100	100	100
Graduate						
Doctoral						

11: What was the number of **male students who minored and/or took courses** in landscape architecture in your academic unit (that is, students majoring in other academic units?)

	2008-09	2007-08	2006-07	2005-06	2004-05	2003-04
Undergraduate	12	18	15			

Graduate	9	2	3			
Doctoral						

12: What was the number of **female students** who **minored and/or took courses** in landscape architecture in your academic unit (that is, students majoring in other academic units?)

	2008-09	2007-08	2006-07	2005-06	2004-05	2003-04
Undergraduate	2	3	3			
Graduate	1	0	5			
Doctoral						

* 13: What was the total number of **male international** students enrolled in each of the following academic years?

	2008-09	2007-08	2006-07	2005-06	2004-05	2003-04
Undergraduate	0	0	0	0	0	0
Graduate						
Doctoral						

* 14: What was the total number of **female international** students enrolled in each of the following academic years?

	2008-09	2007-08	2006-07	2005-06	2004-05	2003-04
Undergraduate	0	0	0	0	0	0
Graduate						
Doctoral						

* 15: What was the total **undergraduate** student enrollement in each of the following years?

	2008-09	2007-08	2006-07	2005-06	2004-05	2003-04
1st Year	20	13	15			
2nd Year	15	22	18			
3rd Year	22	17	22			
4th Year	13	20	28			
5th Year	22	29	21			
6th Year						

* 16: What was the total **graduate** student enrollement in each of the following years?

	2008-09	2007-08	2006-07	2005-06	2004-05	2003-04
1st Year						

2nd Year	<input type="text"/>					
3rd Year	<input type="text"/>					
4th Year	<input type="text"/>					
5th Year	<input type="text"/>					
6th Year	<input type="text"/>					

* 17: What was the total **doctoral** student enrollement in each of the following years?

	2008-09	2007-08	2006-07	2005-06	2004-05	2003-04
1st Year	<input type="text"/>					
2nd Year	<input type="text"/>					
3rd Year	<input type="text"/>					
4th Year	<input type="text"/>					
5th Year	<input type="text"/>					
6th Year	<input type="text"/>					

* 18: From which countries do your international students come?

Country	Number of students
<input type="text"/>	n/a
<input type="text"/>	<input type="text"/>

(Questions 19 to 22 are required only of schools in the United States. Non-US schools are invited to enter their data, however.)

* 19: What was the total number of **out-of-state male** students enrolled in each of the following academic years?

	2008-09	2007-08	2006-07	2005-06	2004-05	2003-04
Undergraduate	30	18	22	16	15	14
Graduate						
Doctoral						

* 20: What was the total number of **out-of-state female** students enrolled in each of the following academic years?

	2008-09	2007-08	2006-07	2005-06	2004-05	2003-04
Undergraduate	2	3	5	4	4	4
Graduate						
Doctoral						

* 21: What was the total number of **in-state male** students enrolled in each of the following academic years?

	2008-09	2007-08	2006-07	2005-06	2004-05	2003-04
Undergraduate	51	68	62	61	56	57
Graduate						
Doctoral						

* 22: What was the total number of **in-state female** students enrolled in each of the following academic years?

	2008-09	2007-08	2006-07	2005-06	2004-05	2003-04
Undergraduate	9	11	14	12	13	15
Graduate						
Doctoral						

23: Does your academic unit require a commitment fee (or equivalent) from applicants?)

- Yes
- No
- Other

[Click here to print the copy of this section.](#)

Save and Move On

[Please click here to view the comments section](#)

Survey Contents

Regarding Faculty Members

- [Academic Unit Administration & Organizational Structure](#)
- [Alumni](#)
- [Budgets](#)
- [Collaboration](#)
- [Continuing Education, Professional Development and Certification Courses](#)
- [Curriculum](#)
- [Degrees Offered](#)
- [Development](#)
- [Enrollment and Applications](#)
- [Faculty Members](#)
- [Faculty Members Credentials](#)
- [International Activities](#)
- [Job Placement](#)
- [Practicums and Internships](#)
- [Promotion and Tenure](#)
- [Research](#)
- [Registration and Licensure](#)
- [Student Accomplishments](#)
- [Studio Culture](#)
- [Student Demographics](#)

1: At your institution is the MLA degree recognized as a terminal degree where faculty credentials are concerned?

- Yes
- No
- Other

* 2: How many faculty members in your academic unit hold a **BLA** degree?

	Male	Female
Professors	1	
Associate professors	1	
Assistant professors	2	
Instructors / lecturers (tenure track)		
Part-time / adjunct faculty member (non-tenure track)		

* 3: How many faculty members in your academic unit hold a **MLA** degree?

	Male	Female
Professors	2	
Associate professors	1	
Assistant professors	2	1
Instructors / lecturers (tenure track)		
Part-time / adjunct faculty member (non-tenure track)		

* 4: How many faculty members in your academic unit hold **doctoral** degree?

	Male	Female
Professors	1	
Associate professors		
Assistant professors	2	
Instructors / lecturers (tenure track)		
Part-time / adjunct faculty member (non-tenure track)		

5: What other degrees do your **part-time** faculty members hold (please list the degrees only?)

- Student Academic Performance
- Student Recruitment
- Student Retention and Graduation
- The History of your Academic Unit
- The Teaching of Design
- The Teaching of History
- The Teaching of Computer Technology
- The Teaching of Construction Technology
- Qualitative Questions for the Annual Report

JD, MPA

6: What other degrees do your **full-time** faculty members hold (please list the degrees only?)

BS, MRP, BFA

7: How many total years of academic practice do your **full-time** faculty members have?

108

8: How many total years of academic practice do your **part-time/adjunct**

faculty members have? (Teaching a minimum of one academic credit per academic year, for pay, is considered part-time teaching.)

varies from year to year but our adjuncts do not teach courses on their own, they work with a full time fa

9: How many total years of non-academic (private or public) **experience** do your full-time faculty members have?

most continue a consulting practice, working full time for a firm is 20-25 years

10: How many total years of non-academic (private or public) **experience** do your part-time/adjunct faculty members have?

20-50

11: Does your academic unit have a **tenure track 'professor in practice'** (or equivalent) classification?

- Yes
- No

12: Does your academic unit have a **non-tenure track 'professor in practice'** (or equivalent) classification?

- Yes
- No

13: What is the approximate average age of faculty members in the following categories?

Professors	<input type="text" value="67"/>
Associate professors	<input type="text" value="50"/>
Assistant professors	<input type="text" value="40"/>
Instructors / lecturers (tenure track)	<input type="text"/>
Adjunct professors / part-time faculty members (non-tenure track)	<input type="text"/>

14: What is the average age of faculty members who are on **tenure-track** in your academic unit?

48

15: How many total credit hours of **studios** were taught by part-time/adjunct faculty members in the last full academic year?

6

16: How many total credit hours of **non-studio** courses were taught by part-time/adjuncts in the last full academic year?

none

17: How many of your full-time faculty members graduated from your academic unit?

Professors

Associate professors

Assistant professors

Instructors / lecturers (tenure track)

Adjunct professors / part-time faculty members (non-tenure track)

18: How many of your part-time/adjunct faculty members graduated from your academic unit?

na

19: How many of your faculty members are registered landscape architects?

Professors

Associate professors

Assistant professors

Instructors / lecturers (tenure track)

Adjunct professors / part-time faculty members (non-tenure track)

[Click here to print the copy of this section.](#)

Save and Move On

[Please click here to view the comments section](#)

[AIS Task Force](#)

[CELA Board](#)

[Contact Us](#)

[Instructions](#)

[Definitions](#)

[Go to the Top](#)

Copyright © 2008 - [The University of Texas at Arlington](#)

Survey Contents

- [Academic Unit](#)
- [Administration & Organizational Structure](#)
- [Alumni](#)
- [Budgets](#)
- [Collaboration](#)
- [Continuing Education, Professional Development and Certification Courses](#)
- [Curriculum](#)
- [Degrees Offered](#)
- [Development](#)
- [Enrollment and Applications](#)
- [Faculty Members](#)
- **[Faculty Members Credentials](#)**
- [International Activities](#)
- [Job Placement](#)
- [Practicums and Internships](#)
- [Promotion and Tenure](#)
- [Research](#)
- [Registration and Licensure](#)
- [Student Accomplishments](#)
- [Studio Culture](#)
- [Student Demographics](#)

Regarding Faculty Member Credentials

1: How many **publications or creative works** (all categories) have your faculty members completed in the last full academic year?

	2008-09	2007-08	2006-07	2005-06	2004-05	2003-04
Professors	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Associate professors	<input type="text" value="1"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Assistant professors	<input type="text" value="8"/>	<input type="text" value="6"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Instructors / lecturers (tenure track)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Part-time / adjunct faculty member (non-tenure track)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Other	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

2: How many **teaching awards** have your faculty members received in the last full academic year?

	2008-09	2007-08	2006-07	2005-06	2004-05	2003-04
Professors	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Associate professors	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Assistant professors	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Instructors / lecturers (tenure track)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Part-time / adjunct faculty member (non-tenure track)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Other	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

3: How many **service learning awards** have your faculty members received in the last full academic year?

	2008-09	2007-08	2006-07	2005-06	2004-05	2003-04
Professors	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Associate professors	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Assistant professors	<input type="text" value="1"/>	<input type="text" value="1"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Instructors / lecturers (tenure track)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Part-time / adjunct faculty member (non-tenure track)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Other	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

[Click here to print the copy of this section.](#)

Survey Contents

Regarding International Activities

- [Academic Unit Administration & Organizational Structure](#)
- [Alumni](#)
- [Budgets](#)
- [Collaboration](#)
- [Continuing Education, Professional Development and Certification Courses](#)
- [Curriculum](#)
- [Degrees Offered](#)
- [Development](#)
- [Enrollment and Applications](#)
- [Faculty Members](#)
- [Faculty Members Credentials](#)
- **[International Activities](#)**
- [Job Placement](#)
- [Practicums and Internships](#)
- [Promotion and Tenure](#)
- [Research](#)
- [Registration and Licensure](#)
- [Student Accomplishments](#)
- [Studio Culture](#)
- [Student Demographics](#)

- 1: How many of your faculty members are involved internationally in landscape architecture (referring to regular on-going interaction with programs, colleagues or activities abroad for at least the last three consecutive years?)
- | | |
|---|--------------------------------|
| Professors | <input type="text" value="0"/> |
| Associate professors | <input type="text" value="0"/> |
| Assistant professors | <input type="text" value="0"/> |
| Instructors / lecturers (tenure track) | <input type="text"/> |
| Adjunct professors / part-time faculty members (non-tenure track) | <input type="text"/> |
| Other | <input type="text"/> |
- 2: How many of your faculty members hold degrees from universities outside of the United States?
- | | |
|---|--------------------------------|
| Professors | <input type="text" value="0"/> |
| Associate professors | <input type="text" value="0"/> |
| Assistant professors | <input type="text" value="0"/> |
| Instructors / lecturers (tenure track) | <input type="text"/> |
| Adjunct professors / part-time faculty members (non-tenure track) | <input type="text"/> |
| Other | <input type="text"/> |
- * 3: How many of your students are citizens of countries outside of the United States?
- | | |
|---------------|--------------------------------|
| Undergraduate | <input type="text" value="0"/> |
| Graduate | <input type="text"/> |
| Doctoral | <input type="text"/> |
- 4: How many of your faculty members have traveled abroad during the following years?

- [Student Academic Performance](#)
- [Student Recruitment](#)
- [Student Retention and Graduation](#)
- [The History of your Academic Unit](#)
- [The Teaching of Design](#)
- [The Teaching of History](#)
- [The Teaching of Computer Technology](#)
- [The Teaching of Construction Technology](#)
- [Qualitative Questions for the Annual Report](#)

Professors	<input type="text" value="1"/>	<input type="text"/>				
Associate professors	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>
Assistant professors	<input type="text" value="1"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Instructors / lecturers (tenure track)	<input type="text"/>	<input type="text"/>				
Part-time / adjunct faculty member (non-tenure track)	<input type="text"/>	<input type="text"/>				
Other	<input type="text"/>	<input type="text"/>				

5: Which country/countries did your faculty members travel during the following years?

2007-08	<input type="text" value="Sweden, Bermuda, Canada"/>
2006-07	<input type="text" value="Turkey, Canada, Japan"/>
2005-06	<input type="text" value="Brazil, New Zealand"/>
2004-05	<input type="text" value="Tunisia, Italy, Mexico"/>
2003-04	<input type="text"/>

[Click here to print the copy of this section.](#)

Save and Move On

[Please click here to view the comments section](#)

Survey Contents

- [Academic Unit Administration & Organizational Structure](#)
- [Alumni](#)
- [Budgets](#)
- [Collaboration](#)
- [Continuing Education, Professional Development and Certification Courses](#)
- [Curriculum](#)
- [Degrees Offered](#)
- [Development](#)
- [Enrollment and Applications](#)
- [Faculty Members](#)
- [Faculty Members Credentials](#)
- [International Activities](#)
- [Job Placement](#)
- [Practicums and Internships](#)
- [Promotion and Tenure](#)
- [Research](#)
- [Registration and Licensure](#)
- [Student Accomplishments](#)
- [Studio Culture](#)
- [Student Demographics](#)

Regarding Job Placement

1: Does your academic unit have a formal process of job placement?

- Yes
- No

* 2: How many **female** alumni from the last full academic year are pursuing advanced study, research or teaching?

	Number of Students	Institution	Curriculum
Undergraduate			
Graduate	1	RISD	
Doctoral			

* 3: How many **male** alumni from the last full academic year are pursuing advanced study, research or teaching?

	Number of Students	Institution	Curriculum
Undergraduate			
Graduate	4	U. Mass., Penn. St, Mis	LA, Theology
Doctoral			

4: What percentage of your students had obtained employment in landscape architecture within 6 months of graduating?

	2008-09	2007-08	2006-07	2005-06	2004-05	2003-04
Undergraduate		90				
Graduate						
Doctoral						

[Click here to print the copy of this section.](#)

Save and Move On

[Please click here to view the comments section](#)

Survey Contents

Regarding Practicums and Internships

- [Academic Unit](#)
- [Administration & Organizational Structure](#)
- [Alumni](#)
- [Budgets](#)
- [Collaboration](#)
- [Continuing Education, Professional Development and Certification Courses](#)
- [Curriculum](#)
- [Degrees Offered](#)
- [Development](#)
- [Enrollment and Applications](#)
- [Faculty Members](#)
- [Faculty Members Credentials](#)
- [International Activities](#)
- [Job Placement](#)
- **[Practicums and Internships](#)**
- [Promotion and Tenure](#)
- [Research](#)
- [Registration and Licensure](#)
- [Student Accomplishments](#)
- [Studio Culture](#)
- [Student Demographics](#)

- 1: Does your academic unit have formal relationships with offices of practice to provide any of the following (please check as many as necessary?)
- Practicums
 - Internships
 - Mentoring
 - Other
- 2: Do students receive academic credit for this participation?
- Yes
 - No
 - Sometimes

[Click here to print the copy of this section.](#)

Save and Move On

[Please click here to view the comments section](#)

Survey Contents

Regarding Promotion and Tenure

- [Academic Unit Administration & Organizational Structure](#)
- [Alumni](#)
- [Budgets](#)
- [Collaboration Continuing Education, Professional Development and Certification Courses](#)
- [Curriculum](#)
- [Degrees Offered](#)
- [Development](#)
- [Enrollment and Applications](#)
- [Faculty Members](#)
- [Faculty Members Credentials](#)
- [International Activities](#)
- [Job Placement](#)
- [Practicums and Internships](#)
- **[Promotion and Tenure](#)**
- [Research](#)
- [Registration and Licensure](#)
- [Student Accomplishments](#)
- [Studio Culture](#)
- [Student Demographics](#)

- 1: Does your academic unit have its own procedures for promotion and tenure?
 - Yes
 - No
 - Procedures are being established

- 2: In what year were procedures for promotion and tenure first adopted for your academic unit?

1982

- 3: In what year were your procedures for promotion and tenure last modified?

unit has remain unchanged; university & college proced

[Click here to print the copy of this section.](#)

Save and Move On

[Please click here to view the comments section](#)

100% [Home](#) [Current Survey](#) [LAAB Annual Reports](#) [Help](#) [Log out](#)

Survey Contents

Regarding Research

- [Academic Unit](#)
- [Administration & Organizational Structure](#)
- [Alumni](#)
- [Budgets](#)
- [Collaboration](#)
- [Continuing Education, Professional Development and Certification Courses](#)
- [Curriculum](#)
- [Degrees Offered](#)
- [Development](#)
- [Enrollment and Applications](#)
- [Faculty Members](#)
- [Faculty Members Credentials](#)
- [International Activities](#)
- [Job Placement](#)
- [Practicums and Internships](#)
- [Promotion and Tenure](#)
- **Research**
- [Registration and Licensure](#)
- [Student Accomplishments](#)
- [Studio Culture](#)
- [Student Demographics](#)

1: What is the total amount of research funding (all categories) **sought or proposed-on** in the following academic years?

2008-09	116,000
2007-08	100,000
2006-07	82,000
2005-06	51,000
2004-05	
2003-04	

2: What is the total amount of research funding (all categories) **captured** in each of the following academic years?

2008-09	116,000
2007-08	100,000
2006-07	82,000
2005-06	51,000
2004-05	
2003-04	

[Click here to print the copy of this section.](#)

Save and Move On

[Please click here to view the comments section](#)

Survey Contents

Regarding Registration and Licensure

- [Academic Unit](#)
 - [Administration & Organizational Structure](#)
 - [Alumni](#)
 - [Budgets](#)
 - [Collaboration](#)
 - [Continuing Education, Professional Development and Certification Courses](#)
 - [Curriculum](#)
 - [Degrees Offered](#)
 - [Development](#)
 - [Enrollment and Applications](#)
 - [Faculty Members](#)
 - [Faculty Members Credentials](#)
 - [International Activities](#)
 - [Job Placement](#)
 - [Practicums and Internships](#)
 - [Promotion and Tenure](#)
 - [Research](#)
 - **[Registration and Licensure](#)**
 - [Student Accomplishments](#)
 - [Studio Culture](#)
 - [Student Demographics](#)
- 1: Do you track the licensure status of your alumni?
 Yes
 No
- 2: Does your state licensure or equivalent board regularly report the pass/fail rates of your alumni?
 Yes
 No
 Other
- 3: How many **undergraduate** alumni passed all sections of the licensure exam on the first attempt in the past academic year?
 Yes
 Do not know
 Do not have undergraduate curriculum
- 4: How many **graduate** alumni passed all sections of the licensure exam on the first attempt in the past academic year?
 Yes
 Do not know
 Do not have graduate curriculum
- 5: Approximately what percentage of the alumni from your academic unit are licensed as landscape architects in the United States?
 Undergraduate alumni
 Graduate alumni
 Doctoral alumni
- (Please evaluate the following statements.)**
- 6: Students in my academic unit are adequately exposed to the value of licensure and registration before they graduate
- 7: Students in my academic unit plan on becoming licensed as a landscape architect in the United States.

- [Student Academic Performance](#)
- [Student Recruitment](#)
- [Student Retention and Graduation](#)
- [The History of your Academic Unit](#)
- [The Teaching of Design](#)
- [The Teaching of History](#)
- [The Teaching of Computer Technology](#)
- [The Teaching of Construction Technology](#)
- [Qualitative Questions for the Annual Report](#)

8: **Undergraduates** in my academic unit are aware of the purpose and function of CLARB (Council of Landscape Architecture Registration Boards.)

9: **Graduates** in my academic unit are aware of the purpose and function of CLARB (Council of Landscape Architecture Registration Boards.)

10: Students in my academic unit are made aware of PAL (Partnership for the Advancement of Licensure.)

[Click here to print the copy of this section.](#)

Save and Move On

[Please click here to view the comments section](#)

Survey Contents

- [Academic Unit Administration & Organizational Structure](#)
- [Alumni](#)
- [Budgets](#)
- [Collaboration](#)
- [Continuing Education, Professional Development and Certification Courses](#)
- [Curriculum](#)
- [Degrees Offered](#)
- [Development](#)
- [Enrollment and Applications](#)
- [Faculty Members](#)
- [Faculty Members Credentials](#)
- [International Activities](#)
- [Job Placement](#)
- [Practicums and Internships](#)
- [Promotion and Tenure](#)
- [Research](#)
- [Registration and Licensure](#)
- **[Student Accomplishments](#)**
- [Studio Culture](#)
- [Student Demographics](#)

Regarding Student Accomplishments

1: During the last full academic year, how many students received financial assistance (scholarships, fellowships, assistantships and the like?)

Undergraduate	<input type="text" value="27"/>	
Graduate	<input type="text"/>	
Doctoral	<input type="text"/>	

2: During the last full academic year, what was the total amount of financial assistance awarded to students (including scholarships, salaries, fringe benefits, travel support, materials and so on?)

Undergraduate	<input type="text" value="29,000"/>	
Graduate	<input type="text"/>	
Doctoral	<input type="text"/>	

3: What was the total number of students who entered **design or research competitions** in each of the following academic years?

2008-09	<input type="text" value="15"/>	
2007-08	<input type="text" value="38"/>	
2006-07	<input type="text"/>	
2005-06	<input type="text"/>	
2004-05	<input type="text"/>	
2003-04	<input type="text"/>	

4: During the last full academic year, how many students entered design or research competitions sponsored by your **institution**?

Undergraduate	<input type="text" value="10"/>	
Graduate	<input type="text"/>	
Doctoral	<input type="text"/>	

5: During the last full academic year, how many students entered design or research competitions in any of the following areas?

	Undergraduate students	Graduate students	Doctoral students
Local design or research competitions	<input type="text" value="10"/>	<input type="text"/>	<input type="text"/>
State design or research competitions	<input type="text"/>	<input type="text"/>	<input type="text"/>

- [Student Academic Performance](#)
- [Student Recruitment](#)
- [Student Retention and Graduation](#)
- [The History of your Academic Unit](#)
- [The Teaching of Design](#)
- [The Teaching of History](#)
- [The Teaching of Computer Technology](#)
- [The Teaching of Construction Technology](#)
- [Qualitative Questions for the Annual Report](#)

Regional design or research competitions	<input type="text"/>	<input type="text"/>	<input type="text"/>
National design or research competitions	28	<input type="text"/>	<input type="text"/>
International design or research competitions	<input type="text"/>	<input type="text"/>	<input type="text"/>
Other	<input type="text"/>	<input type="text"/>	<input type="text"/>

6: During the last full academic year, how many students received recognition for design or research competitions in any of the following areas?

	Undergraduate students	Graduate students	Doctoral students
Local design or research competitions	<input type="text"/>	<input type="text"/>	<input type="text"/>
State design or research competitions	<input type="text"/>	<input type="text"/>	<input type="text"/>
Regional design or research competitions	<input type="text"/>	<input type="text"/>	<input type="text"/>
National design or research competitions	14	<input type="text"/>	<input type="text"/>
International design or research competitions	<input type="text"/>	<input type="text"/>	<input type="text"/>
Other	<input type="text"/>	<input type="text"/>	<input type="text"/>

(This section refers to extra-curricular accomplishments by students.)

7: How many of your students are current members of the following professional or scholarly organizations?

	Undergraduate students	Graduate students	Doctoral students
Student ASLA chapter	90	<input type="text"/>	<input type="text"/>
National ASLA	90	<input type="text"/>	<input type="text"/>
Other	<input type="text"/>	<input type="text"/>	<input type="text"/>

8: How many of your students have engaged in the following categories during the last academic year?

	Undergraduate students	Graduate students	Doctoral students
Pro-bono projects / activities	<input type="text"/>	<input type="text"/>	<input type="text"/>
Service-learning projects / activities	100%	<input type="text"/>	<input type="text"/>
Other	<input type="text"/>	<input type="text"/>	<input type="text"/>

[Click here to print the copy of this section.](#)

Save and Move On

Survey Contents

Regarding Studio Culture

- [Academic Unit](#)
- [Administration & Organizational Structure](#)
- [Alumni](#)
- [Budgets](#)
- [Collaboration](#)
- [Continuing Education, Professional Development and Certification Courses](#)
- [Curriculum](#)
- [Degrees Offered](#)
- [Development](#)
- [Enrollment and Applications](#)
- [Faculty Members](#)
- [Faculty Members Credentials](#)
- [International Activities](#)
- [Job Placement](#)
- [Practicums and Internships](#)
- [Promotion and Tenure](#)
- [Research](#)
- [Registration and Licensure](#)
- [Student Accomplishments](#)
- **Studio Culture**
- [Student Demographics](#)

1: Does your academic unit participate in cross-disciplinary studios?

- Yes
- No
- Sometimes

2: Does your facility have the following (please check all that apply.)

- Full printing services for students
- Showers for students
- Sleeping areas
- Twenty-four access to studios
- Fixed-fee for printing services

What is the fee?

- Drafting tables
- Computer design spaces
- Computers in studios
- Wireless Studios

3: We want to know something about informal education in your design studios. Do students share their design ideas with other students?

- Yes
- No
- Sometimes

* 4: In order to determine ratios for your academic unit, please enter the following data for the current academic year:

	Total number of students	Total number of faculty (FTE)	Ratio
Undergraduate	<input type="text" value="90"/>	<input type="text" value="6"/>	<input type="text" value="15:1"/>
Graduate	<input type="text"/>	<input type="text"/>	<input type="text"/>
Doctoral	<input type="text"/>	<input type="text"/>	<input type="text"/>

* 5: In order to determine ratios for your design studios and/or design instruction courses, please enter the following data for the current academic year:

- [Student Academic Performance](#)
- [Student Recruitment](#)
- [Student Retention and Graduation](#)
- [The History of your Academic Unit](#)
- [The Teaching of Design](#)
- [The Teaching of History](#)
- [The Teaching of Computer Technology](#)
- [The Teaching of Construction Technology](#)
- [Qualitative Questions for the Annual Report](#)

	Total number of students in design studios and/or design instruction courses	Total number of faculty teaching design studios and/or design instruction courses	Ratio
Undergraduate	71	5	14:1
Graduate			
Doctoral			

[Click here to print the copy of this section.](#)

Save and Move On

[Please click here to view the comments section](#)

[AIS Task Force](#)

[CELA Board](#)

[Contact Us](#)

[Instructions](#)

[Definitions](#)

[Go to the Top](#)

Copyright © 2008 - [The University of Texas at Arlington](#)

Survey Contents

Regarding Student Demographics

- [Academic Unit Administration & Organizational Structure](#)
- [Alumni](#)
- [Budgets](#)
- [Collaboration](#)
- [Continuing Education, Professional Development and Certification Courses](#)
- [Curriculum](#)
- [Degrees Offered](#)
- [Development](#)
- [Enrollment and Applications](#)
- [Faculty Members](#)
- [Faculty Members Credentials](#)
- [International Activities](#)
- [Job Placement](#)
- [Practicums and Internships](#)
- [Promotion and Tenure](#)
- [Research](#)
- [Registration and Licensure](#)
- [Student Accomplishments](#)
- [Studio Culture](#)
- [Student Demographics](#)

* 1: What is the total number of **male** students in your academic unit from the following ethnic backgrounds?

	Undergraduate	Graduate	Doctoral
Caucasian	<input type="text" value="49"/>	<input type="text"/>	<input type="text"/>
African American	<input type="text" value="2"/>	<input type="text"/>	<input type="text"/>
African descent	<input type="text" value="0"/>	<input type="text"/>	<input type="text"/>
Asian / Pacific	<input type="text" value="0"/>	<input type="text"/>	<input type="text"/>
Hispanic	<input type="text" value="0"/>	<input type="text"/>	<input type="text"/>
Native American / First Nationer	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>
Other	<input type="text" value="0"/>	<input type="text"/>	<input type="text"/>

* 2: What is the total number of **female** students in your academic unit from the following ethnic backgrounds?

	Undergraduate	Graduate	Doctoral
Caucasian	<input type="text" value="8"/>	<input type="text"/>	<input type="text"/>
African American	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>
African descent	<input type="text" value="0"/>	<input type="text"/>	<input type="text"/>
Asian / Pacific	<input type="text" value="0"/>	<input type="text"/>	<input type="text"/>
Hispanic	<input type="text" value="0"/>	<input type="text"/>	<input type="text"/>
Native American / First Nationer	<input type="text" value="0"/>	<input type="text"/>	<input type="text"/>
Other	<input type="text" value="0"/>	<input type="text"/>	<input type="text"/>

[Click here to print the copy of this section.](#)

Save and Move On

[Please click here to view the comments section](#)

Survey Contents

Regarding Student Academic Performance

- [Academic Unit](#)
- [Administration & Organizational Structure](#)
- [Alumni](#)
- [Budgets](#)
- [Collaboration](#)
- [Continuing Education, Professional Development and Certification Courses](#)
- [Curriculum](#)
- [Degrees Offered](#)
- [Development](#)
- [Enrollment and Applications](#)
- [Faculty Members](#)
- [Faculty Members Credentials](#)
- [International Activities](#)
- [Job Placement](#)
- [Practicums and Internships](#)
- [Promotion and Tenure](#)
- [Research](#)
- [Registration and Licensure](#)
- [Student Accomplishments](#)
- [Studio Culture](#)
- [Student Demographics](#)

- 1: What is the average grade point average (GPA) of students in your academic unit (please calculate on the basis of the 4.0 grade point system?)
- | | |
|---------------|----------------------------------|
| Undergraduate | <input type="text" value="2.9"/> |
| Graduate | <input type="text"/> |
| Doctoral | <input type="text"/> |
- 2: What is the median length of time, in years, it takes for a student to graduate from your academic unit?
- | | |
|---------------|--|
| Undergraduate | <input type="text" value="5 years"/> |
| Graduate | <input type="text" value="Below 3.5 years"/> |
| Doctoral | <input type="text" value="Below 3.5 years"/> |

[Click here to print the copy of this section.](#)

Save and Move On

[Please click here to view the comments section](#)

Survey Contents

Regarding Student Recruitment

- [Academic Unit Administration & Organizational Structure](#)
- [Alumni](#)
- [Budgets](#)
- [Collaboration Continuing Education, Professional Development and Certification Courses](#)
- [Curriculum](#)
- [Degrees Offered](#)
- [Development](#)
- [Enrollment and Applications](#)
- [Faculty Members](#)
- [Faculty Members Credentials](#)
- [International Activities](#)
- [Job Placement](#)
- [Practicums and Internships](#)
- [Promotion and Tenure](#)
- [Research](#)
- [Registration and Licensure](#)
- [Student Accomplishments](#)
- [Studio Culture](#)
- [Student Demographics](#)

1: What methods (if any) does your academic unit employ to raise awareness of landscape architecture as an academic choice? (Please check all that apply.)

School visits:

- Elementary
- Middle
- High school
- Community college
- Four year college or university
- None of the above
- Other .

Please specify

Advertisements:

- Newspaper
- Television
- Radio
- Magazine
- Internet
- None of the above
- Other

Training/working guidance counselors:

- High school counselors
- Community college counselors
- Four year college or university counselors
- Human relations or job training officers
- None of the above
- Other

[Click here to print the copy of this section.](#)

Survey Contents

Regarding Student Retention and Graduation

- [Academic Unit Administration & Organizational Structure](#)
- [Alumni](#)
- [Budgets](#)
- [Collaboration](#)
- [Continuing Education, Professional Development and Certification Courses](#)
- [Curriculum](#)
- [Degrees Offered](#)
- [Development](#)
- [Enrollment and Applications](#)
- [Faculty Members](#)
- [Faculty Members Credentials](#)
- [International Activities](#)
- [Job Placement](#)
- [Practicums and Internships](#)
- [Promotion and Tenure](#)
- [Research](#)
- [Registration and Licensure](#)
- [Student Accomplishments](#)
- [Studio Culture](#)
- [Student Demographics](#)

1: Does your academic unit have policies or procedures addressing retention?

Yes

No

* 2: How many degrees from your academic unit have been awarded to **males** in the following academic years? (For the undergraduate and graduate categories, please enter data only for degrees containing the term 'landscape architect' or 'landscape architecture'.) (Note: Please complete the question if your curriculum is accredited by LAAB, whether or not the terms 'landscape architect' or 'landscape architecture' are in your degree titles.)

	2008-09	2007-08	2006-07	2005-06	2004-05	2003-04
Undergraduate	<input type="text"/>	<input type="text" value="22"/>	<input type="text" value="12"/>	<input type="text" value="15"/>	<input type="text" value="5"/>	<input type="text" value="10"/>
Graduate	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Doctoral	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

* 3: How many degrees from your academic unit have been awarded to **females** in the following academic years? (For the undergraduate and graduate categories, please enter data only for degrees containing the term 'landscape architect' or 'landscape architecture'.) (Note: Please complete the question if your curriculum is accredited by LAAB, whether or not the terms 'landscape architect' or 'landscape architecture' are in your degree titles.)

	2008-09	2007-08	2006-07	2005-06	2004-05	2003-04
Undergraduate	<input type="text"/>	<input type="text" value="4"/>	<input type="text" value="4"/>	<input type="text" value="1"/>	<input type="text" value="1"/>	<input type="text" value="8"/>
Graduate	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Doctoral	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

4: Please complete the following table regarding **undergraduate** student retention and graduation.

	2008-09	2007-08	2006-07	2005-06	2004-05	2003-04
Number of new students enrolled	<input type="text" value="18"/>	<input type="text" value="25"/>	<input type="text" value="19"/>	<input type="text" value="24"/>	<input type="text" value="30"/>	<input type="text" value="20"/>
Number of enrolled new students who graduated on time	<input type="text" value="NOT TF"/>	<input type="text"/>				
Number of enrolled new students who did not graduate on time	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

- Student Academic Performance
- Student Recruitment
- Student Retention and Graduation
- The History of your Academic Unit
- The Teaching of Design
- The Teaching of History
- The Teaching of Computer Technology
- The Teaching of Construction Technology
- Qualitative Questions for the Annual Report

Number of enrolled new students who have not graduated

5: Please complete the following table regarding **graduate** student retention and graduation.

	2008-09	2007-08	2006-07	2005-06	2004-05	2003-04
Number of new students enrolled	<input type="text"/>					
Number of enrolled new students who graduated on time	<input type="text"/>					
Number of enrolled new students who did not graduate on time	<input type="text"/>					
Number of enrolled new students who have not graduated	<input type="text"/>					

6: Please complete the following table regarding **doctoral** student retention and graduation.

	2008-09	2007-08	2006-07	2005-06	2004-05	2003-04
Number of new students enrolled	<input type="text"/>					
Number of enrolled new students who graduated on time	<input type="text"/>					
Number of enrolled new students who did not graduate on time	<input type="text"/>					
Number of enrolled new students who have not graduated	<input type="text"/>					

7: For those students who failed to graduate, and therefore left your academic unit, how many left for **any** of the following reasons? Please select the **MOST** correct answers.

	Undergraduate	Graduate	Doctoral
Took jobs in the field	<input type="text"/>	<input type="text"/>	<input type="text"/>
Took jobs outside the field	<input type="text"/>	<input type="text"/>	<input type="text"/>
Personal/family situations	<input type="text"/>	<input type="text"/>	<input type="text"/>
Failed promotion to upper academic level in your academic unit	<input type="text"/>	<input type="text"/>	<input type="text"/>
Failed scholastically	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>
Transferred to another academic unit within your university	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>
Transferred to another university (in landscape architecture)	<input type="text"/>	<input type="text"/>	<input type="text"/>
Transferred to another university (not in landscape architecture)	<input type="text"/>	<input type="text"/>	<input type="text"/>

Other:

Survey Contents

Regarding the History of Your Academic Unit

Note: Please complete this section regardless of which entity accredits your academic unit.

- [Academic Unit Administration & Organizational Structure](#)
- [Alumni](#)
- [Budgets](#)
- [Collaboration](#)
- [Continuing Education, Professional Development and Certification Courses](#)
- [Curriculum](#)
- [Degrees Offered](#)
- [Development](#)
- [Enrollment and Applications](#)
- [Faculty Members](#)
- [Faculty Members Credentials](#)
- [International Activities](#)
- [Job Placement](#)
- [Practicums and Internships](#)
- [Promotion and Tenure](#)
- [Research](#)
- [Registration and Licensure](#)
- [Student Accomplishments](#)
- [Studio Culture](#)
- [Student Demographics](#)

1: In what year was your academic unit established?

1973 program, 1999 department

2: In what year did your **undergraduate** curriculum achieve first full accreditation?

1980

3: In what year did your **graduate** curriculum achieve first full accreditation?

na

4: In what year is your next accreditation scheduled?

Undergraduate	<input type="text" value="2014"/>
Graduate	<input type="text"/>
Doctoral	<input type="text"/>

[Click here to print the copy of this section.](#)

Save and Move On

[Please click here to view the comments section](#)

Survey Contents

- [Academic Unit Administration & Organizational Structure](#)
- [Alumni](#)
- [Budgets](#)
- [Collaboration](#)
- [Continuing Education, Professional Development and Certification Courses](#)
- [Curriculum](#)
- [Degrees Offered](#)
- [Development](#)
- [Enrollment and Applications](#)
- [Faculty Members](#)
- [Faculty Members Credentials](#)
- [International Activities](#)
- [Job Placement](#)
- [Practicums and Internships](#)
- [Promotion and Tenure](#)
- [Research](#)
- [Registration and Licensure](#)
- [Student Accomplishments](#)
- [Studio Culture](#)
- [Student Demographics](#)

Regarding the Teaching of Design

1: Please list the names (with a 1-3 word description) of all **design studios** in the sequence in which they are taught. Please indicate if the studio is required. **For example: Studio 2; Three Dimensional Space; Required (R) or elective (E).**

Design Studio	Description	Required/Elective
Studio I	introduction to elements & principles	R
Studio II	application of design principles	R
Studio III	design process and site program	R
Studio IV	site design	R
Studio V	advanced design, housing	R
Studio VI	design/urban issues	R
Studio VII	advanced design implementation	R
Studio VIII	capstone, community outreach	R

2: Please list the names (with a 1-3 word description) of **all other classes** (non-studios) in which design deliverables (that is, presentation quality products) are required. **For example: LARC 5331; Planting Design; Required (R) or elective (E).**

Class	Description	Required/Elective
LA 871	design implementation I	R
LA 872	design implementation II	R

3: Where do students primarily work on studio assignments?

- [Student Academic Performance](#)
- [Student Recruitment](#)
- [Student Retention and Graduation](#)
- [The History of your Academic Unit](#)
- [The Teaching of Design](#)
- [The Teaching of History](#)
- [The Teaching of Computer Technology](#)
- [The Teaching of Construction Technology](#)
- [Qualitative Questions for the Annual Report](#)

- At school
- At home
- Both about equally
- Do not know

4: How many **students** were enrolled in studios in the following academic years?

	2008-09	2007-08	2006-07	2005-06	2004-05	2003-04
Undergraduate	72	88	89			
Graduate						
Doctoral						

5: How many **faculty** members (full time and part time) taught studios in the following academic years? Please count a faculty member who taught one or more studios as ONE faculty member.

	2008-09	2007-08	2006-07	2005-06	2004-05	2003-04
Undergraduate	5	5	5	5	5	5
Graduate						
Doctoral						

[Click here to print the copy of this section.](#)

Save and Move On

[Please click here to view the comments section](#)

100% [Home](#) [Current Survey](#) [LAAB Annual Reports](#) [Help](#) [Log out](#)

Survey Contents

Regarding the Teaching of History

- [Academic Unit](#)
- [Administration & Organizational Structure](#)
- [Alumni](#)
- [Budgets](#)
- [Collaboration](#)
- [Continuing Education, Professional Development and Certification Courses](#)
- [Curriculum](#)
- [Degrees Offered](#)
- [Development](#)
- [Enrollment and Applications](#)
- [Faculty Members](#)
- [Faculty Members Credentials](#)
- [International Activities](#)
- [Job Placement](#)
- [Practicums and Internships](#)
- [Promotion and Tenure](#)
- [Research](#)
- [Registration and Licensure](#)
- [Student Accomplishments](#)
- [Studio Culture](#)
- [Student Demographics](#)

1: Are your courses in the history of landscape architecture taught by faculty members who hold landscape architecture degrees?

- Yes
- No
- Other

2: How many total credits of landscape architecture history are **offered** in your academic unit?

Undergraduate

Graduate

Doctoral

3: How many total credits of landscape architecture history are **required** in your academic unit?

Undergraduate

Graduate

Doctoral

[Click here to print the copy of this section.](#)

Save and Move On

[Please click here to view the comments section](#)

Survey Contents

Regarding the Teaching of Computer Technology

- [Academic Unit Administration & Organizational Structure](#)
 - [Alumni](#)
 - [Budgets](#)
 - [Collaboration](#)
 - [Continuing Education, Professional Development and Certification Courses](#)
 - [Curriculum](#)
 - [Degrees Offered](#)
 - [Development](#)
 - [Enrollment and Applications](#)
 - [Faculty Members](#)
 - [Faculty Members Credentials](#)
 - [International Activities](#)
 - [Job Placement](#)
 - [Practicums and Internships](#)
 - [Promotion and Tenure](#)
 - [Research](#)
 - [Registration and Licensure](#)
 - [Student Accomplishments](#)
 - [Studio Culture](#)
 - [Student Demographics](#)
- 1: Are all of the computer skills required of your **undergraduate** students taught by faculty from your academic unit (as opposed to faculty from other academic units?)
 - Yes
 - No
 - What percent of the computer skills required of students are taught outside of your academic unit?
 - Does not apply
 - 2: Are all of the computer skills required of your **graduate** students taught by faculty from your academic unit (as opposed to faculty from other academic units?)
 - Yes
 - No
 - Does not apply
 - 3: Are **students** in your academic unit required to own a lap top computer? (Please check all that apply.)
 - Undergraduate
 - Graduate
 - Doctoral
 - 4: Are **faculty** in your academic unit required to own a lap top computer?
 - Yes
 - No
 - Does not apply
 - 5: Are all full-time faculty in your academic unit issued a computer?
 - Yes
 - No
 - Does not apply
 - 6: Do faculty who are issued a computer have the choice of a lap top computer or a desktop computer?
 - Yes

- [Student Academic Performance](#) No
- [Student Recruitment](#) Does not apply

- [Student Retention and Graduation](#)

[Click here to print the copy of this section.](#)

- [The History of your Academic Unit](#)

Save and Move On

- [The Teaching of Design](#)

[Please click here to view the comments section](#)

- [The Teaching of History](#)

- [The Teaching of Computer Technology](#)

- [The Teaching of Construction Technology](#)

- [Qualitative Questions for the Annual Report](#)

[AIS Task Force](#)

[CELA Board](#)

[Contact Us](#)

[Instructions](#)

[Definitions](#)

[Go to the Top](#)

Copyright © 2008 - [The University of Texas at Arlington](#)

Survey Contents

- [Academic Unit](#)
- [Administration & Organizational Structure](#)
- [Alumni](#)
- [Budgets](#)
- [Collaboration](#)
- [Continuing Education, Professional Development and Certification Courses](#)
- [Curriculum](#)
- [Degrees Offered](#)
- [Development](#)
- [Enrollment and Applications](#)
- [Faculty Members](#)
- [Faculty Members Credentials](#)
- [International Activities](#)
- [Job Placement](#)
- [Practicums and Internships](#)
- [Promotion and Tenure](#)
- [Research](#)
- [Registration and Licensure](#)
- [Student Accomplishments](#)
- [Studio Culture](#)
- [Student Demographics](#)

Regarding the Teaching of Construction Technology

- 1: How many construction technology courses are taught in your academic unit?
- | | |
|---------------|--------------------------------|
| Undergraduate | <input type="text" value="3"/> |
| Graduate | <input type="text"/> |
| Doctoral | <input type="text"/> |
- 2: How many of the construction technology courses taught in your academic unit are **required**?
- | | |
|---------------|--------------------------------|
| Undergraduate | <input type="text" value="3"/> |
| Graduate | <input type="text"/> |
| Doctoral | <input type="text"/> |
- 3: In how many **other** courses are the principles and practices of construction technology applied?
- | | |
|---------------|--------------------------------|
| Undergraduate | <input type="text" value="1"/> |
| Graduate | <input type="text"/> |
| Doctoral | <input type="text"/> |
- 4: Is the coverage of construction technology adequate for your **undergraduate curricula**?
- Yes
 No
- 5: Is the coverage of construction technology adequate for your **graduate curricula**?
- Yes
 No
- 6: What are the primary software packages used in your academic unit to prepare construction documents? (Please list according to highest order of use.)
- auto-cad

[Click here to print the copy of this section.](#)

Survey Contents

Qualitative Questions for the LAAB Annual Report

- [Academic Unit](#)
- [Administration & Organizational Structure](#)
- [Alumni](#)
- [Budgets](#)
- [Collaboration](#)
- [Continuing Education, Professional Development and Certification Courses](#)
- [Curriculum](#)
- [Degrees Offered](#)
- [Development](#)
- [Enrollment and Applications](#)
- [Faculty Members](#)
- [Faculty Members Credentials](#)
- [International Activities](#)
- [Job Placement](#)
- [Practicums and Internships](#)
- [Promotion and Tenure](#)
- [Research](#)
- [Registration and Licensure](#)
- [Student Accomplishments](#)
- [Studio Culture](#)
- [Student Demographics](#)

General Program Characteristics

* 1: Please enter a description of your academic unit's unique emphases or foci.

Undergraduate:

Sound general practice with a healthy introduction to GIS and land use planning

Graduate:

Doctoral:

* 2: Please explain any significant changes occurring in **budget allocations** from year to year.

Undergraduate:

Bad news: no changes in three years
Good news: no changes in three years

Graduate:

Doctoral:

* 3: Please enter your academic unit's mission statement and/or objectives as provided on your website or in official documents.

The mission of the Landscape Architecture program is to provide a broadly based education that

Has this changed from the previous year?

- Yes
- No

* 4: Significant **faculty** accomplishments:
Please update (since last year's LAAB Annual Report or SER) the extent of faculty accomplishments in significantly advancing the knowledge or

- [Student Academic Performance](#)
- [Student Recruitment](#)
- [Student Retention and Graduation](#)
- [The History of your Academic Unit](#)
- [The Teaching of Design](#)
- [The Teaching of History](#)
- [The Teaching of Computer Technology](#)
- [The Teaching of Construction Technology](#)
- [Qualitative Questions for the Annual Report](#)

capability of the profession and furthering the public's awareness of the academic unit.

see SER 2008

- * 5: Significant **student** accomplishments:
Please update (since last year's annual report or SER) the extent of student accomplishments in significantly advancing the knowledge or capability of the profession and furthering the public's awareness of the academic unit.

see SER 2008

- * 6: Compliance of minimum conditions for LAAB accreditation.

yes

- * 7: Response to previous LAAB review:

should receive full accreditation until 2014

[Click here to print the copy of this section.](#)

Save and Move On

[Please click here to view the comments section](#)

Comments regarding the design or format of the on-line survey:

- Comments must be editable (currently not the case) and sections for which the comments were made need to be indicated in the “view all comments” listing.
- Must be able to print entire survey at one time - not just section by section.
- When printing a section with expandable boxes - only what is visible in the original box (instead of the expanded box) will print; boxes must expand & print completely for proofing and viewing.
- Form05 - If you want a comprehensive listing of guest speakers, critics, etc., then the form must expand as necessary to accommodate information; or configure the survey to receive a file upload for this section (preferable option).

The following comments were previously submitted with the respective survey sections, but seem to have disappeared thus this is a reconstruction.

Comments regarding Form 04 Budget:

I am very apprehensive about submitting salary data broken down by professorial rank. Since most LA departments are relatively small, it would be difficult to maintain anonymity, i.e., if there is only one person of a certain rank then the average salary would identify that faculty member. I realize, however, that this information is available through open records at most public universities, which brings me to the real issue with this part of the survey: Are we asking the right questions and how will the data be used? As an example, there is no mention of the type of faculty appointment, such as 9, 10 or 12 months. Any analysis or comparison of salary information needs to consider this information as well as the cost of living within the region. Just knowing the average salaries of LA faculty by rank, even of our benchmark institutions, is of little use to me as a faculty member nor is it information which could be usefully shared with administrators. A more relevant piece of information might be the comparison of the average LA faculty salary to that of other disciplines within the college or university. (True story) I went on an accreditation visit to a school where the LA faculty were paid about one-half that of other faculty in their college. The dean's comment was, "If I can get LA's to teach here for those salaries, why should I pay them more?" Should we as the visiting team have recommended provisional accreditation because a very dedicated faculty were willing to work for low salaries?

The other, and maybe more important, issue is what is anyone going to do with this information? Having someone write a paper or prepare a presentation from the data as solicited would be highly incomplete and even dangerous if taken out of context. We have reported salary data to the LAAB for decades and have never had one word of feedback. Will visiting teams carry this compiled data and report relative low or high salaries in their findings?

In my survey submission, I have chosen to provide the average salary of all our full time faculty only; any additional breakdown would be an intrusion on my part of their privacy.

Comments regarding Form 18 Registration:

18-2: Upon graduation our students disperse to all corners of the globe, often completing apprenticeships and pursuing registration in other states, thus any report from our registration board would be somewhat meaningless. Our board administers exams for our graduates as well as those from other schools; were the board to separate out individuals and report their results to their respective schools, they would be acting unethically if not illegally. Hopefully this is not going on in other states.

LA Program Review Implementation Plan

UK Program Review Implementation Plan

This **required** form is described as Appendix A in AR II-1.0.6.

College/Unit: Agriculture / Dept Landscape Architecture

Date: January 11, 2011

Recommendation/ Suggestion	Source I/E/H*	Accept/ Reject**	Unit Response (resulting goal or objective)	Actions (including needed resources)	Time Line
1. Work with Administration to resolve conclusively the lingering discussions related to the future of the Department's College affiliation (Standard I).	E	R	Perception of lingering discussions regarding the Department of Landscape Architecture's college affiliation appears to be inaccurate.	No action needed.	N/A
2. Institute long-term planning to establish clearer objectives for relating the needs of the region to the development of the Department (Standard I).	E	A	Ensure that department research and outreach is relevant to the region, without placing inappropriate limitations on faculty scholarship.	Faculty scholarship is clearly focused on the needs of the Commonwealth and of improved teaching and learning in landscape architecture.	Ongoing
3. Work with the College's research office to establish departmental research priorities and encourage faculty to pursue funding in support of these priorities (Standard 2).	E	R	Of six faculty, four have clearly defined research priorities. One is approaching retirement and is not pursuing a long-term coordinated research program, and another is leaving UK at the end of the 2012 academic year.	Future faculty hires will be made partly on the basis of their ability to articulate a research agenda and their perceived potential for carrying out that agenda.	2009 – 14
4. Develop strategies to formalize faculty mentoring to insure that all faculty members receive appropriate guidance (Standard 2).	E	A	Establish effective faculty mentoring.	The single non-tenured faculty member who is expected to be reviewed for tenure in 2013-14 is receiving active mentoring in the department. An institutionalized process for mentoring is under discussion, but consensus on process has not yet been reached.	Ongoing
5. Identify and develop faculty search pool enrichment strategies (Standard 2).	E	A	The Department will develop candidate pools for future faculty hires that include a higher number of suitable female and minority candidates.	Contacts with other department chairs, active recruitment of identified candidates, and potential use of lecturers as a proving ground for tenure track faculty are all considered as implementation actions.	2009-14
6. Provide students with additional guidance with regard to selecting course offerings in other colleges that would enrich their educational experience (Standard 3).	E	A	Improve the advising experience and the elective recommendations in the Department's curriculum.	Advising is mandatory for all students in the major prior to course registration. The Department will be revising its curriculum in response to strategic planning that is now in progress.	Mandatory advising already occurring; curriculum revisions complete by end of 2012

7. Explore alternative strategies that would productively broaden student exposure to related design disciplines (Standard 3).	E	A	Develop more opportunities for Landscape Architecture students to collaborate with other design disciplines.	A creativity/design thinking class is in place for the new Gen Ed program which has an enrollment of students from multiple disciplines. The Department and the College of Design are in the discussion stage relative to collaborative student projects. In the 2011-12 academic year at least one collaborative project is expected, with more possible.	2009-14
8. Identify ways to facilitate collaborative research, secure additional external funding and encourage increased scholarly productivity (Standard 4).	E	A	Increase funding and scholarly productivity in the Department.	Scholarly activity is unevenly engaged in the Department. Future hires will emphasize the ability to engage research. The ultimate level of productivity is limited by the current heavy teaching component in the Department's distributions of effort. These distributions will need to be evaluated with the College administration to arrive at a mix of effort that allows faculty to engage research at levels that are considered appropriate and sustainable alongside the teaching mission of the Department.	Ongoing
9. Efforts should be made to develop strategies to enrich the applicant pool to increase the diversity of the student body (Standard 5).	E	A	Develop and implement strategies to enrich the applicant pool for admission to the degree program in Landscape Architecture.	The Department is working with the College of Agriculture student recruiter to develop strategies. Increased contact with applicants and an improved website are actions already taken.	Ongoing
10. The Departmental web site should be improved so that it functions more effectively as a departmental recruitment tool (Standard 5).	E	A	Redesign the department website to function as a more effective student recruitment tool.	The website has been redesigned and is regularly updated.	Ongoing
11. Efforts should be made to find ways to expand and formalize the alumni advisory board (Standard 6).	E	R	This recommendation is redundant with #12.		
12. Departmental communication with alumni needs to be formalized and expanded to include a broader representation of alumni in departmental affairs to encourage greater levels of alumni participation in fund raising and development activities (Standard 6).	E	A	Communicate and collaborate more effectively with alumni.	Alumni are being included in our strategic planning, they attend our public lectures and our career fair, we have continually collaborated with them in professional service activities, and we engage them in student instruction and enrichment. Alumni will also be involved in our learning assessment in 2011-12.	Ongoing

13. Opportunities to expand intra-college collaboration should be explored to build a foundation for more productive teaching and scholarship (Standard 8).	E	A	Collaborate more actively within the College of Agriculture.	The Department's strategic planning process is considering ways in which to develop more intra-college collaboration.	Strategic planning will be complete by end of 2011
14. Explore methods to share departmental community based activities to the larger College and University community (Standard 8).	E	A	Make the Department's community-based activities more visible within the College and University.	Opportunities for increasing visibility will be explored and implemented where feasible and useful.	Ongoing
15. Work with College and University to identify additional resources that can be directed to meet the expanding demand for community assistance work (Standard 8).	E	A	Work with the College of Agriculture to identify ways to build on the Department's strength in community design assistance.	Strategic planning underway is considering how to further develop this capacity.	Strategic planning will be complete by end of 2011
16. Work with the College to identify additional space to facilitate group projects and model construction (Standard 9).	E	A	Current facilities appear to provide adequate space for model building. Collaborative work space, however, is not adequate. Develop a collaborative work space for the use of students in Landscape Architecture and other departments in the College of Agriculture that provides digital connectivity and a flexible furniture configuration.	Space availability and funding sources will be explored with the College.	2011-14
17. Consider developing a course or working with other departments or colleges to develop a course in software applications specifically for the needs of LA students (Standard 9).	E	Partially A	1) The Department already delivers effective courses in graphic and GIS software and their applications. 2) There is a need to resolve the issue of providing a suitable course in computer assisted design (CAD) for Landscape Architecture students.	Strategic planning is underway and will address the issue of CAD instruction.	Strategic planning will be complete by end of 2011

* Source of Recommendation (I = Internal recommendation; E = External Review Committee recommendation; H = Unit Head recommendation)

** Accept/Reject Recommendation (A=Accept; R=Reject)

Unit Head Signature:

Ned Paulson
4/11/11

Unit Head Supervisor Signature:

M Scott Smith

Date:

4/18/11