Mission
The mission of the Department of Landscape Architecture has three components:

- To educate students who will use critical thinking, creative problem solving, and technological proficiency to contribute to societal and environmental sustainability in landscape architecture and related professions.
- To produce research that contributes to the thoughtful and sustainable design and management of places for human habitation.
- To engage communities with service, research, and teaching that helps them become more supportive and sustainable places for human habitation.

Purpose of this plan
The purpose of this Strategic Plan is to guide the Department through a transition to an agenda that includes stronger research programs and involvement in Cooperative Extension, while strengthening the undergraduate program. Professional undergraduate education will continue to be the primary emphasis of the Department. Achieving the goals of this plan period will potentially create a foundation for the Department to launch a graduate program in landscape architecture in the next plan period.

Goals

1. Diversify the composition of the faculty and diversify faculty effort so that it reflects a balanced mix of the teaching, research, and extension missions of the College of Agriculture, while retaining a primary emphasis on professional undergraduate education.

   The traditional faculty distribution of effort in the Department of Landscape Architecture is 85% teaching and 15% unfunded research. The associated course load for an 85% teaching effort is one six-hour studio and one other three or four-credit course per semester. This has restricted research productivity in the department and has created a situation in which additional research effort can only be accommodated by using research funding to hire temporary instructors to fill in for courses.

   Objectives
   - Expand to a minimum of eight full-time faculty members by 2014 to create the capacity for additional research and engagement effort while operating the undergraduate program at full enrollment.
   - Establish faculty distributions of effort that include at least three faculty members with approximately 35% research distribution of effort (over the current 15%), and at least one faculty member with a 50% extension distribution of effort.
   - Increase scholarly/research productivity commensurate with research effort in faculty assignments.
   - Increase the proportion of female faculty members to at least 25% by 2014.
Strategies

- Budgetary and faculty position strategy:
  The department has had six FTE faculty members from 2008-09 to the present. A three-year lecturer line was added to the department to begin in August, 2011.
  Phased retirement for Horst Schach begins 2011-12 with a 50% nine month appointment. Salary savings from this position could, with agreement from the college administration, be used to hire a new faculty member which would take the department to 7.5 FTE faculty members. When Horst Schach retires, his position along with supplemental funds could be used to create a 50% extension/50% teaching position. This faculty member would coordinate departmental outreach activities. If the lecturer position is retained, the faculty at this point would number eight members.

Current FTE with typical faculty assignment of 85% teaching and 15% research
6 faculty:
4.65 teaching 1 research 0 extension 0.35 administration

Future proposed FTE with typical faculty assignment of 65% teaching and 35% research
8 faculty:
4.9 teaching 2.25 research 0.5 extension 0.35 administration

- Negotiate faculty DOE within a framework that increases research effort, while remaining focused on the professional undergraduate program in landscape architecture. Revise the Department of Landscape Architecture Rules of Procedure to reflect the acceptability of varying DOE within the department along with the associated weighting of performance within different areas of effort.
- Work with the College of Agriculture to obtain Cooperative Extension funding for 50% of one position in Landscape Architecture, based on assessment of needs for the position in the state and on models for the position from other institutions.
- Use recruiting tools including personal contact with department chairs and direct contact with female and minority candidates to increase the diversity of applicant pools for open faculty positions.

2. Redesign the undergraduate curriculum to promote coherence in its structure, prepare students for contemporary professional landscape architectural practice, and provide the greatest value for students’ investment of time and resources.

The current curriculum was revised in 1996 and was based on the model developed when the program was first accredited in 1978. Additional courses have been added since 1996 in response to continuing changes in landscape architecture and the interests of faculty and students. The curriculum has not, however, been conceptually reconsidered in that time period and the strong model with which the program began has lost some of its clarity.

Objectives

- Effectively incorporate the University of Kentucky General Education program into the curriculum.
- Investigate a range of current curriculum models that effectively deliver educational value and, if appropriate, incorporate ideas from them into the Department's curriculum.
Define educational outcomes and then create the educational means to achieve them.

Provide formalized curriculum guidance to students seeking to focus on specialized content areas such as, but not limited to, environmental conservation, design-build, and design visualization and communications that utilize departmental and out of department courses.

Develop viable longer-term solutions for required courses whose continued delivery by other departments is questionable, such as AutoCad, surveying, and woody plant materials courses.

**Strategies**

- Engage a curriculum design process during the summer of 2011 that will result in a new curriculum outline. Prepare documentation to implement curricular changes through the fall semester of 2011 and submit changes to the College of Agriculture Undergraduate Curriculum Committee in January 2012.

3. **Enrich the undergraduate curriculum with a formalized program of travel, internships, and research experiences.**

   Travel has been an important aspect of the landscape architecture undergraduate curriculum, but has been dependent on the interests of individual faculty members. The availability of travel has thus been unpredictable to students. International travel has been particularly infrequent in recent years.

   Internships also have a history in the program but have been optional to students, who do not normally receive internship credit, although the capability exists. This reduces the incentive to take non-paid internships and does not provide for an opportunity to evaluate work experiences.

**Objectives**

- Incorporate international travel and study into the curriculum so that students gain the benefits of international study, can prepare for the financial cost, and receive appropriate course credit.
- Coordinate a mixture of University of Kentucky faculty-led international study and programs hosted by other institutions so that students have a variety of regularly offered options that meet their individual interests.
- Evaluate the current domestic travel opportunities in the program, which are organized by individual studio instructors, and consider other options which may enhance students’ educational experiences.
- Incorporate internships into the curriculum so that their importance is emphasized, students can plan them into their undergraduate career, and the educational value of the internship experience is evaluated.
- Incorporate undergraduate research experiences in the curriculum in addition to, or as an alternative to, professional internships.

**Strategies**

- Include travel, internships, and undergraduate research into the new curricular model. Clarify whether these experiences are required or optional and how they are sequenced with other courses. Develop course requirements and expected outcomes for travel, internship, and research experiences.
- Form agreements with other universities’ international travel programs, develop programs led by Department of Landscape Architecture faculty, or both.
• Develop agreement within the department faculty on the level of departmental coordination needed for domestic travel that is organized as a component of specific studio courses.

4. Increase the quantity and diversity of undergraduate enrollment.

In recent years, the Department’s entering classes have not consistently met the target enrollment of 25 students. In addition, enrollment of female students has dropped to the point that the current third and fourth-year classes have no female students. The second year class has six female students and the 2011 entering class has ten. Minority enrollment has improved in recent years and is now at 5%.

Objectives
• Fully enroll the entering studio class with 25 students each academic year, beginning in 2012 without lowering existing admissions requirements.
• Achieve total landscape architecture undergraduate enrollment, including freshmen, of 100 students by 2014.
• Graduate 20 students per year by 2014.
• Achieve 30% female student enrollment in the entering class by 2014.
• Maintain or increase minority enrollment.
• Further develop an educational climate that is intentionally supportive of a diverse student body including female, minority, and LGBT students.

Strategies
• Capitalize on the recruiting strategies of the College of Agriculture that reach extensive audiences. Examples include the following:
  - Ensuring that landscape architecture students are members of the Agriculture Ambassadors
  - Maintaining current materials for preview nights and communicating with students who express interest in landscape architecture
  - Developing materials explaining landscape architecture to send to guidance counselors
• Use more intensive recruiting strategies with targeted audiences. Examples include the following:
  - placing landscape architects in the architecture and design track of the Governor’s Scholars Program
  - incorporating LA 111 *Living on the Right Side of the Brain* into the University General Education Program and expanding enrollment
  - including LA 205 *Landscape Architecture History* and LA 206 *Contemporary Landscape Architecture* in the new Visual Arts minor
  - participating in targeted recruiting events such as the NRES, Forestry, and Landscape Architecture open house for guidance counselors.
• Develop a profile of our student body to establish a better understanding of the department’s recruiting audience.
• Use recruitment efforts to create a larger pool of applicants. Continue to use the selective admissions process in combination with a larger applicant pool to increase the quality of the entering class.
• Track performance on the entrance exam and success in the landscape architecture program to evaluate the department’s current method of selecting students.
5. Develop a design assistance center that will coordinate student-faculty teams with requests for design assistance from communities.

The Department of Landscape Architecture has a tradition of providing community design assistance and has built a strong reputation for this work. The Department can honor only a small minority of the requests for assistance that it receives. An opportunity exists to extend the impact and reputation of the Department by creating a formalized mechanism for community service.

**Objectives**
- Serve more Kentucky communities in more varied ways than can be reached by our traditional studio-based projects.
- Provide for mechanism to be able to take in requests and evaluate them on generalized criteria including lead-time and a variety of responses.
- Coordinate student groups that may be smaller than an entire studio for projects that are more appropriate for a smaller and more focused group. Collaborate with other departments on student teams or applied faculty and graduate student research projects that benefit communities.
- Collaborate with CEDIK and with other partners, both internal and external to the University.
- Extend the community benefit of projects through case studies, best practices guidelines, and communication with communities through Cooperative Extension publications and other venues.
- Fund design assistance projects primarily through fees paid by communities.

**Strategies**
- Document the service projects conducted by students and faculty in the Department of Landscape Architecture in the recent past.
- Investigate and describe models for landscape architecture design assistance in other universities.
- Develop a model for design assistance, possibly involving existing centers and identify resources for its support.

6. Obtain additional physical space for instruction, research, and engagement efforts.

Undergraduate instructional space is adequate for the Department’s current program to operate at 25 students per class maximum. Growth beyond that number, or the addition of a graduate program would create the need for additional instructional space. Faculty and research space are more pressing concerns in the period through 2014. The department’s two current research associates work in space carved out of storerooms. Students working on faculty-directed research projects work in instructional space in the Good Barn or in faculty members’ offices. Finally, there are no available spaces for new faculty, including the lecturer position that is to be filled in August, 2011.

**Objectives**
- Increase the quality of the Research Associate/Assistant current work spaces
- Growth in faculty size will require additional faculty offices.
- Additional space will be required for research associates/assistants particularly if faculty research assignments increase.
A proposed design assistance center would require an office space. The size of the space should be adequate for collaborative work by small groups.

**Strategies**
- Work with the College of Agriculture administration to identify additional space for offices.

7. **Strengthen ties to the professional landscape architecture community.**
   The Department of Landscape Architecture has a tradition of strong ties to its professional community. It has sustained this relationship primarily through faculty participation and leadership in the American Society of Landscape Architects (ASLA). The Department annually hosts a visiting lecturer’s series for the benefit of our students and the professional community. Faculty annually lead a Landscape Architecture Registration Exam review workshop to increase licensure within the professional community. Faculty members have taken a less active role as presenters of research or by providing technical short courses.

**Objectives**
- Attend and present, as appropriate, at ASLA national and state meetings.
- Provide formal mechanisms by which the Department regularly receives input from professional stakeholders.
- Provide technical short course opportunities to the state chapter.

**Strategies**
- Identify current ways in which the Department works with the profession of landscape architecture.
- Identify and act on other opportunities for strengthening ties with the profession.