University of Kentucky
Department of Landscape Architecture
Periodic Program Review Report
2022

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University of Kentucky
College of Agriculture, Food and Environment
Department of Landscape Architecture

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March 15, 2022

Department of Landscape Architecture
University of Kentucky
Period Program Review Team

Dear Program Review Team Members,

Thank you for sharing your time and effort conducting this review of the Department of Landscape Architecture. We are looking forward to our discussions and to the thoughts that you will share with us.

The Periodic Review process mandated by the University of Kentucky's Office of Strategic Planning and Institutional Effectiveness (OSPIE) is one of two major reviews that examine the effectiveness of the Department of Landscape Architecture. Programmatic re-accreditation review by the Landscape Architectural Accreditation Board (LAAB) is the other. Accreditation review takes a broad view of the department and its support of the professional program in landscape architecture, but it focuses more on the record of the previous six years than on the department's decisions about the future. In contrast, the Periodic Review has a greater opportunity to consider the future. For that reason, we are focusing this review on the goals of our current strategic plan and advice for the development of our next strategic plan. This is timely for the department because our current plan has a stated lifespan from 2017-2022. Additionally, my term as chair will end on August 14, 2022 and I do not intend to seek appointment to a third six-year term. The rotation of the chair position and the upcoming process to develop a new strategic plan make this an ideal time for you to comment on opportunities that the Department of Landscape Architecture should consider.

We are sharing a group of documents that will provide you with a good understanding of most aspects of the Department of Landscape Architecture. This includes our Strategic Plan, the Implementation Plan that resulted from our last Periodic Review along with our most recent progress report on that plan, The Self Evaluation Report (SER) prepared for the LAAB, the LAAB visiting team report, and supplemental information about the department not found in the other documents.

Tab One: 2017-2022 Department of Landscape Architecture Strategic Plan

The University of Kentucky does not require departments to have strategic plans. Landscape Architecture, however, takes an intentional approach to strategic planning and considers the plan our primary tool for focusing on future direction and improvement. The faculty and staff annually review progress on the strategic plan in its entirety in a group session. We additionally review specific aspects of the plan in more detail in other focused discussion sessions. Page 23 of the

SER describes the topics for these focused review sessions.

Tab Two: 2015 Implementation Plan and 2020 Progress Report

The department's 2015 Implementation Plan and our most recent progress report (September 2020) are included in the second tab of the binder. There are 10 recommendations/suggestions in the Implementation Plan. Seven of these resulted from the 2014-15 LAAB re-accreditation process. The 2015 program review committee concurred with the seven suggestions from the LAAB review and added three more recommendations of their own. The seven suggestions from the LAAB were not actionable in our reporting to LAAB and are, indeed, friendly suggestions. LAAB recommendations, in contrast, are actionable but the department received no recommendations in the 2014-15 review.

Tab Three: 2021 Self Evaluation Report for the Landscape Architectural Accreditation Board

The department expects to receive notice of re-accreditation from the Landscape Architectural Accreditation Board by mid-April. The re-accreditation process began early in 2021 with the preparation of a Self-Evaluation Report (SER). The SER includes eight sections – an introduction and a section for each of seven standards. The information in these sections provides a thorough background on subjects including the following:

- department mission and objectives
- planning and administrative processes in the department
- the BSLA curriculum
- student outcomes
- faculty and staff deployment and individual faculty member information
- outreach to stakeholders and communities
- department/university facilities

LAAB re-accreditation is essential to our mission because it has a direct bearing on the ability of our graduates to achieve licensure as Landscape Architects in the United States.

Tab Four: Landscape Architectural Accreditation Board Visiting Team Report and Board Action Letter

The department hosted the LAAB visiting team in September 2021. Based on their reading of the SER and their site visit, the visiting team prepared an assessment for the LAAB. LAAB board members reviewed and discussed the assessment on March 15 and then voted on re-accreditation of the professional degree program in landscape architecture. We will not know the outcome of that vote or their recommendations until we receive the action letter. We have a strong indication from the team visit and report that the board action will be to re-accredit the BSLA program for six years with one recommendation related to the department's vacant faculty position in geospatial analysis and representation and two recommendations related to the poor quality of physical facilities.

Tab Five: Supplemental Information for Periodic Program Review

Tab five includes collective information about the department's activities by year from 2015 to the present. This tabulation includes publications, funding for research and other scholarly work, community engagement in its many forms, and faculty and staff honors and awards.

I hope that these documents provide you with sufficient background information to lead to productive interviews and discussions while you are on campus for the Periodic Review. If there is anything else that you need, please let me know and I will do my best to provide it. I am looking forward to seeing you all on April 3. Once again, thank you.

My Best Regards,

Ned Crankshaw, FASLA
Professor and Chair
Department of Landscape Architecture

Department of Landscape Architecture
College of Agriculture, Food and Environment
University of Kentucky

Strategic Plan
2017 - 2022

Mission

The mission of the Landscape Architecture program is to provide a broad-based education that instills the ability to think critically, fosters creative problem solving, 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. (3/11/2010)

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. (8/25/2011)

Goals and their Achievement from the 2011 Strategic Plan

1. ***Diversify the composition of the faculty and diversify faculty effort.***
   The department substantially met this goal in terms of greater gender balance and more balanced assignments of faculty effort.

2. ***Redesign the undergraduate curriculum to promote coherence in its structure with the greatest value for students' investment of time and resources.***
   The department redesigned the undergraduate curriculum in 2012, with implementation in 2013. The program shifted from a five-year to a four-year program, with emphasis on engagement in the BSLA curriculum in the first year.

3. ***Enrich the undergraduate curriculum with a formalized program of travel, internships, and research experiences.***
   The department now requires international study and either a professional internship or formal research experience as a component of the BSLA degree.

4. ***Increase the quantity and diversity of undergraduate enrollment.***
   Student diversity and gender balance are improved, but growth in enrollment is a continuing effort.

5. ***Develop a design assistance center that will coordinate student-faculty teams with requests for design assistance from communities.***
   The department created and filled an extension faculty position in community design in 2012 and an extension program manager position in 2017. Along with other faculty/student community design engagement, the department is well-organized in design assistance.

6. ***Obtain additional physical space for instruction, research, and engagement efforts.***
   Studios have seen significant improvements in quality of furnishings and technical equipment. Space for research and community engagement efforts is still an issue for the department.

7. ***Strengthen ties to the professional landscape architecture community.***
   The department has developed effective new interactions with its professional community. Examples include collaboration on the state chapter ASLA annual meeting, frequent professional guest speakers in courses such as LA 105 and LA 490, the formal internship program, and faculty service. This service includes the state chapter ASLA, national ASLA, the Landscape Architecture Accreditation Board, and the Council of Educators in Landscape Architecture.

Purpose of this Plan

Progress on the 2011 Strategic Plan created substantive change in many aspects of the department. The current plan focuses on consolidating those improvements and making refinements to the curriculum and the work of students, staff, and faculty that will lead to higher levels of excellence. The 2017 plan also recognizes the substantive progress still needed in the area of undergraduate enrollment and department space needs.

Goal 1. Increase the quantity, quality, and diversity of undergraduate enrollment.

The department has had a long-standing target for enrollment of 25 students each year in the entering class of the Bachelor of Science in Landscape Architecture degree program. Because faculty assignments have shifted to greater proportions of research and service effort and the department is involved in courses that teach more non-landscape architecture majors, that number may be inappropriately high. The Landscape Architecture Accreditation Board's standard for student/faculty ratios in studios is 15:1, which the department has routinely justified exceeding through the participation of members of the professional community who assist in studios. This suggests that a target number of entering students each year of 20 may be more reasonable, with 25 as a cap.

Diversity in the student body has increased somewhat in recent years. From the 2012-13 academic year to the 2016-17 academic year, minority enrollment has grown from 10 to 16% of the student body and female enrollment has grown from 22 to 31% of the student body.

Objectives

1. Expand on-campus recruitment efforts aimed at exploratory students or those wishing to change majors.
    - Target increased enrollment opportunities in UK Core and unrestricted enrollment courses led by LA faculty such as LA 111 and LA 105. Model the positive qualities of landscape architecture education and career opportunities in those courses.
    - Increase informational contacts with advisors to exploratory students in our college and others as well as find other opportunities for reaching potential on-campus transfer students.

2. Expand off-campus recruitment efforts, particularly those aimed at high school students.
    - Capitalize on the opportunities of the Academic Common Market by recruiting in Tennessee and Alabama, and exploring opportunities in Delaware.
    - Explore and act on opportunities to present to high school student groups and encourage continued interaction.
    - Participate at events such as GSA, GSP, Counselor Conferences, GEAR UP, and other summer camps and conferences.
    - Target off-campus events and visits that have the potential to share landscape architecture educational and career opportunities with minority and female students.

3. Continue tracking the results of recruiting activities and linking them to decisions about future recruiting opportunities.
    - Refine target market areas through continued geospatial analyses of enrolled students' home locations.
    - Evaluate past recruiting venues based on associated follow-up contacts and enrollments.

4. Publicize and promote the undergraduate landscape architecture program as an attractive educational and career choice.
    - Maintain current and engaging content on the department website, Instagram, and other social media accounts, as appropriate. Connect with other accounts and sites related to landscape architecture.
    - Develop a strategy for informing potential LA student influencers about UKLA.
    - Promote student work and awards in order to drive interest in Landscape Architecture with prospective students and beyond.

Progress Indicators

- The department enrolls 20 new students each academic year, with at least 12 of those students coming directly from high school.
- Achieve 40% or greater female student enrollment in the program. Maintain or increase ethnic/racial minority enrollment.

- The department website, Instagram account, and other media platforms are widely accessed by non-current students.
- Enrollments in LA 111 are majority freshman and sophomore students and total course enrollment maintains at current levels or increases. Enrollment in LA 105 increases to approximately 30 students in its current course design or increases substantially with a revised course design. At least 10 students yearly transferring to landscape architecture that cite their exposure in LA 111 or LA 105 as contributing to their decision.
- The number of Academic Common Market applications maintains or increases.

Goal 2. Continually refine the undergraduate curriculum to promote student success.

The department's last strategic plan focused on the transition to a four-year program. The plan emphasized the re-arrangement of studio content and development of enrichment experiences that would cause the four-year curriculum to deliver as much or greater value as the five-year curriculum.

The department is graduating its last five-year cohort in May 2018, completing the transition to the four-year BSLA. With three years of course delivery since the beginning of the transition to the four-year program, areas of the curriculum that could use strengthening or adaptation are apparent. In addition, students' comprehension of the curriculum structure and good advising to help direct their course selections and involvement in enrichment opportunities have additional importance with the shortened time to completion.

Objectives

1. Ensure that the department offers students consistent and accurate advising.
   - Clarify learning outcomes for each course so that student experiences productively build on each other.
   - Reinforce academic roadmap/plan of study from LA 105 throughout the curriculum.
   - Make a re-useable presentation(s) that describes the curriculum and explains the BSLA program's design.
   - Investigate ways to enhance our advising system to be more proactive and consistent.
   - Become a National Association for Academic Advising (NACADA) member to learn more best advising practices for students while continually networking with UK advisors to learn about current practices.

2. Strengthen specific elements of the curriculum.
   - Prepare students for professional practice with strengthened learning in technical competence, regulatory requirements, and environmental ethics.
   - Continue design implementation course sequence redesign.
   - Consider topical studies changes to increase relevance for students and capitalize on faculty interests.

3. Serve non-majors through involvement in UK Core and other educational opportunities beyond the BSLA.
   - Consider additional opportunities for Landscape Architecture to contribute to UK Core and the CAFE exploratory major.
   - Continue existing cross-listing and explore additional ones as appropriate
   - Investigate ways to develop a certificate and/or minor.
   - Investigate feasibility of online and/or hybrid courses.

4. Continually evaluate and improve enrichment experiences.
   - Identify additional ways to prepare students for internships, employment, and/or for placement in graduate school.
   - Establish a "living directory" of past and potential internship opportunities. When available, include UKLA alumni contacts currently with or who had a past internship with the organization. Maintain the existing database for students interested in graduate school.
   - Establish a moving 3-year planning calendar for international experiences.
   - Strategically incorporate domestic travel learning opportunities in conjunction with studios/courses.

Progress Indicators

- Students consistently complete the curriculum in the planned sequence, benefitting from the intended connections between courses.
- Students are intellectually, ethically, and technically prepared for their next steps in academia or professional work.

- Landscape architecture courses and teaching reach an increased number of students at the University of Kentucky.
- Students enter the fourth year of the program having had a professional or research experience suited to their interests and goals.
- Students are able to make choices about international study experiences that match their interests and finances.

Goal 3. Increase quality and quantity of space for students, staff, and faculty.

The department has an adequate volume of instructional space in the ES Good Barn for the operation of studios, but challenges endure in the maintenance of the quality of that space. Leaks, heating and cooling issues, and insect infestations create a level of challenge that is manageable but requires vigilance. Furnishing the studios with basic working furniture and digital equipment has been largely the responsibility of the department. Resources for furnishing and equipment come largely from salary savings and other non-recurring financial sources.

Faculty and staff offices are in the Agriculture Science Center (ASC), where the volume and quality of space are both challenges. The Department of Landscape Architecture has added an extension program manager, extension project student employees, an academic coordinator, and a planned post-doctoral position without commensurate increases in the volume of space available.

Objectives

1. Improve quality of existing space in the Good Barn, including the following:
   - Rethink and repurpose use of the small spaces in the barn.
   - Improve aesthetics to barn stairwell and entry area in the barn. Create space upon entering as a gallery of rotating student work.
   - Create space for a student “lounge” for collaboration and study.
   - Reserve space for faculty use in each studio and/or in a concentrated location.

2. Improve the public appearance of Landscape Architecture’s outer office and the Horticulture conference room.
   - Post awards won by students and faculty/staff members and update wall art to better exemplify landscape architecture.
   - Make conference room improvements including paint, new blinds, artwork, and a general cleanup for meetings with student/parents, faculty in other departments, and potential community clients.

3. Acquire additional space or improve the organization of space for long-term use for faculty and staff.
   - Develop a plan for departmental space in the ASC and act on improvements identified in the plan.

Progress Indicators

- Studio furnishings are in new or sound condition by the beginning of the 2017-18 academic year.
- Student lounge and barn entry are complete by the end of the 2017-18 academic year.
- Faculty workspace in the Good Barn is available by the beginning of the 2018-19 academic year.
- A plan for improvements in the ASC is in place by the end of the 2017-18 academic year with continuing progress on the plan.

Goal 4. Strengthen networks that will aid landscape architecture students’ access to future academic and professional opportunities.

The Department of Landscape Architecture has a tradition of strong ties to its professional community. For many years, faculty members’ participation and leadership in the American Society of Landscape Architects (ASLA) primarily sustained this connection. More recently, the department and its students have collaborated with the state chapter of the ASLA to organize and attend its annual conference. The department tracks alumni activities and regional alumni frequent participate in studio reviews, host students for office and site visits, and speak to students in courses. As the department continues to mature, it should strengthen these networks to develop greater opportunities for students’ transitions into their future endeavors.

Objectives

1. Promote stronger student connections to the profession of landscape architecture throughout their education.
    - Continue the recent graduates regional speakers program and the office visits in LA 105 and expand to multiple speakers and firm visits throughout students' time at UK. SCASLA, KYASLA or another entity can organize firm visits, or they may occur as activities on field trips. Provide sequential interactions in different capacities throughout studio sequence so that each student has at least one firm visit each year and one guest LA lecturer each semester.
    - Continue to grow existing state chapter ASLA connections that have recently developed as mentorship opportunities, research collaborations, and student participation at the state ASLA conference.
- Find robust internships with wider geographically located firms, not just the national-level competition internships or the firms of regional alumni. Develop a range of internship types beyond private practice firms to include environmental advocacy, quality design-build practice, and other areas that broaden the field of opportunities for students with diverse interests.

2. Strengthen and promote connections to allied disciplines within the College of Agriculture, Food and Environment, the College of Design, and other colleges.
    - Continue collaborations with School of Interiors and TFISE and explore opportunities for engaging School of Architecture and Historic Preservation Program in future Design Week efforts.
    - Explore the possibility of a team-taught Plants course that combines aspects of design and horticulture.
    - Continue to develop multi-disciplinary teams to apply for Sustainability Challenge Grants (UK), Research Activity Awards (CAFE), and other intramural grant opportunities.
    - Facilitate informal, non-curriculum-based opportunities for students and faculty from different disciplines to gather and get to know each other.
    - Explore opportunities to partner with the College of Design on developing a lecture series and/or inviting individual speakers on a regular basis (annually; fall and spring semesters) that highlight cross-disciplinary design collaborations.
    - Pursue opportunities for LA students to utilize COD and CFA fabrication spaces (CNC, laser cutters and 3-d printers for model-making) and College of Engineering laboratory facilities (materials, construction, surveying and hydrological techniques and analyses)
    - Consider different options for creating cross-disciplinary learning opportunities that engage Architecture, Interiors, Historic Preservation, and possibly other majors that could include:
        - **Studios** – Consider working within current building and scheduling constraints by allowing students from different disciplines to work on common projects in their own studio spaces.
        - **Off-campus, in-state, regional learning opportunities** – Provide summer professional/research experiences with a multi-disciplinary summer program in different parts of the state. Explore possibility of integrating with Extension efforts and CAFE Research centers (Robinson Forest, Princeton).
        - **Off-campus, international study opportunities**: Satisfy international study requirement with summer programs that integrate students and faculty from LA, CoD, other UK programs, and other institutions. .

3. Promote Alumni and Student interactions
    - Augment the current program of educational speakers at the state chapter ASLA conference with a reinstated guest lecture series of aspirational and influential LAs from across the country. Offer a program with one to four major talks per year and invite regional professionals to attend.
    - Establish an Alumni Advisory Board to help faculty and students focus on emerging disciplinary issues and to support the department's networking efforts.
    - Establish an Alumni Fellow Award to bring in distinguished alumni to interact with students and exhibit the alumni's body of work.
    - Compile and coordinate a record of Alumni. This documentation would contain where alumni are currently working, any advanced degrees they have attained, have they accepted interns, and other notes of interest. This would help with the selection process of Alumni Fellows, placement for interns, and the establishment of the Alumni Advisory Board.

4. Educate students early about graduate school opportunities.
    - Clarify the value of graduate degrees for academic and practice careers. Additionally, illuminate the wide variety of graduate degrees that can accentuate the BSLA, along with the more traditional path of the MLA or closely related degrees. Trips to nearby graduate programs, visiting speakers from those

schools, teleconferences from more distant schools, visiting speakers from our program who have a graduate degree, and increased student participation at CELA, EDRA and similar conferences are all methods to increase exposure.

Progress Indicators

- Graduating students have had a steady course of experiences in which they learned from contact with professional landscape architects.
- Students are able to experience internships suited to their interests and to have those internships raise their aspirations.
- Students engage in a variety of professional experiences in Kentucky and other regions.
- Architecture and Historic Preservation units participate in future Design Week planning.
- Submit multi-disciplinary applications for intramural grant opportunities.
- Host joint movie-viewing at the Barn for students in LA, Architecture, and other programs. Pursue reciprocal event hosted by Architecture or other programs.
- Evaluate current PLS plants courses and approach Horticulture Department about interest in developing new course collaboratively.
- Engage in inter-departmental dialog to determine level of interest in partnering with allied disciplines on studios and special programs.
- Dependent upon above indicator, reach out to COD to establish liaison committee. Meet to discuss curriculum and lecture/guest speaker collaboration opportunities, and other areas for potential overlap.
- At least twice a year, students and professionals gather for invited lectures.
- An Alumni Advisory Board meets at least once annually to contribute to the mission of the department.
- The department annually names up to three Alumni Fellows via nomination and review process to be determined.
- Students understand the benefits of graduate school as well as they do professional practice following graduation and students with appropriate interests apply to graduate programs.
- Create and maintain Alumni documentation.

Goal 5. Increase the culture of achievement and professional enthusiasm in students of the BSLA program that leads to high professional expectations and recognition.

Students frequently submit entries to design awards at the state level in landscape architecture and planning and additionally participate in academic conferences and presentations. The department would like to encourage broader participation in competitive activities leading to recognition. In addition, raising the general level of expectation for student work is a goal of the department.

Objectives

1. Build shared student and faculty expectations for high quality student work.
   - Use collective exhibition, critique, and discussion as a way of evolving shared high standards.
   - Increase the emphasis on external professional evaluation of student work and communication of professional aspirations through guest critics from landscape architecture and related professions.
   - Regularly involve all faculty along with external reviewers in outcomes evaluation.

2. Develop faculty agreement on standards for studio culture and consistently communicate and model those standards.

3. Encourage competitive attitudes in students.
   - Encourage increased participation in design competitions, academic presentations, awards programs, honor societies, and scholarship programs.
   - Develop and/or organize a suite of departmental awards and scholarships and imbed them into celebrations of student achievement that also recognize students for becoming members of Sigma Lambda Alpha and other honorary groups.
   - Recognize faculty and staff achievement in conjunction with student recognition.
   - Acknowledge competitive achievement connected with department-wide collaborative projects.

Progress Indicators

- The department organizes shared end of term studio reviews each semester that includes all studios.
- External reviewers – academics and practitioners – attend end of semester or other significant reviews.

- Outcomes assessment includes external reviewers and the department considers their evaluations in curricular improvement strategies.
- Individual faculty members communicate shared standards in syllabi.
- Students regularly enter the ASLA student design awards and other competitions.
- Studios participate in competitions, as appropriate to each studio's educational objectives.
- The department annually nominates a LAF Olmsted Scholar and seeks other similar opportunities for students.
- The department hosts an annual awards program.

Goal 6. Raise the institutional and extramural stature of the LA faculty and staff by strengthening academic and professional accomplishments that gain regional and national recognition.

As faculty members' roles have broadened in the department beyond the concentrated teaching loads of 80%, external funding and peer-reviewed scholarly contributions have become increasingly important.

Objectives

1. Achieve a sustained level of peer-reviewed scholarly work by LA faculty.
   - Continue supporting a range of peer-reviewed scholarly work in journals, extension publications, exhibitions, books, and other venues.
   - Encourage LA faculty to seek and publicize various forms of recognition that will raise the stature of the faculty.
   - Initiate and continue widely distributed reporting of LA faculty work/outcomes/impacts.
   - Review statement of evidences to ensure that faculty evaluation captures the range of appropriate faculty contributions and their impact.

2. Achieve a sustained level of external funding/resources for the scholarly work of LA faculty, staff, and students in research, design, engagement and other forms of scholarship.
   - Continue applying for external funding and resources for scholarly work.
   - Seek collaborations with people and agencies with whom LA faculty have not previously worked.

3. Support faculty and staff recognition through nomination for competitive awards for projects and professional achievement.
   - The department faculty and staff seek competitive awards and nominate projects and professional achievements where relevant on a yearly basis.

4. Support and achieve a strategic distribution of licensure and certification in appropriate disciplines among both the faculty and staff.
   - The department encourages and supports licensure and certification of faculty and/or staff in appropriate disciplines through distribution of effort for professional development.

Progress Indicators

- The department creates a concise annual report highlighting activities, projects, and publications.
- The department posts the annual reports on the website with a news blast to alumni and state professionals, among other groups.
- External proposals and funding through UKRF is broad-based across the faculty, though levels may vary.
- The department regularly nominates faculty and staff for appropriate professional awards.
- Faculty and staff hold professional licensure and certification appropriate to their area of work.

UK Program Review Implementation Plan

*This **required** form is described as Appendix A in AR II-I.0.6.*

Template website:

College/Unit: Landscape Architecture **Date:** 7/20/15

Recommendation/ Suggestion	Source I/E/H*	Accept/ Reject**	Unit Response (resulting goal or objective)	Actions (including needed resources & approximate cost)	Time Line
1. Seek advice from other landscape architecture programs on the development of more specific written guidelines for promotion and tenure of landscape architecture faculty.	E LAAB	A	The department's statement of evidences should be compared with those obtained from departments of landscape architecture at benchmark schools with the intent of possibly revising the statement to ensure it adequately describes the appropriate range of faculty work in landscape architecture.	Review UKLA statement. Review exemplar statements from benchmark institutions. Possibly revise UKLA statement.	2015-16
2. Seek means to increase student access to a wider range of advanced technology and communication tools such as: 3-d visualization (e.g., Rhino), BIM (e.g., Revit), and digital fabrication (e.g., laser-cutters, 3-d printing, CNC modeling).	E LAAB	A	Access to visualization technology is more critical and is needed on a continual basis. Access to physical modeling technology is occasionally critical in landscape architecture, but on a periodic basis. See Recommendation/suggestion 7 for response on physical modeling.	Work with regional/national professionals to assess visualization technologies most needed. Enhance expertise in visualization technologies through professional development for existing faculty and consideration in new faculty hires. Ensure that adequate software licenses are available and that student-owned computers or college-owned computers are adequate for software use.	2015-2020
3. Ensure that students have sufficient opportunity to demonstrate individual work in their portfolios to ensure success in job placement.	E LAAB	A	Studio projects include ample individual work at present. This is a relatively minor suggestion that has been discussed by faculty and will be issued as a reminder to students.	Faculty observation and critique of portfolios relative to team projects.	2015-2020

4. Establish a formal departmental alumni/ae advisory board to harness their support for departmental priorities (such as recruiting students, special projects, etc.).	E LAAB	A	The Department of Landscape Architecture works effectively with its alumni, but will explore the feasibility of forming an alumni advisory board.	Discuss means of continued and improved alumni involvement with regional and national alumni. Consider development of a board as one of a range of potential actions.	2015-2017
5. With the college administration, explore strategies to secure space to support faculty and student research projects beyond what is currently available in the E.S. Good Barn.	E LAAB	A	Faculty in the Department of Landscape Architecture are provided extremely constrained research space. This is a priority for the department, but implementation is dependent on a cooperative solution involving the department and CAFE.	Discuss the need for research space with college administration. Seek equitable assignment of faculty work space, relative to college norms and expectations for faculty research.	2015-2017
6. With the college administration, explore opportunities to upgrade the existing college computer laboratories to provide 24/7 student access to a robust and diverse suite of tools so that landscape architecture faculty can more readily provide advanced instruction in computer visualization and geospatial modeling for the landscape architecture program, as well as other CAFE students.	E LAAB	A	Landscape Architecture students use a blend of personal computers, department-provided computers, CAFE labs and other facilities. More analysis of the gaps between technology needs and current facilities is needed before new investment is made in this area.	Evaluate specific software and hardware capabilities at personal, department, and CAFE levels. Continually ensure that student computer purchase requirements are appropriate. Continue to maintain limited departmental computer facilities that provide capabilities beyond the level of student computers. With CAFE, continually evaluate hardware and software capability in CAFE computer labs and ensure its applicability for educational needs. Evaluate and consider the expansion of open lab hours.	2015-2020
7. Explore ways, through a combination of internal and external support, to offer students regular access to advanced physical modeling technologies, with staff support, to ensure that they are prepared for the current standards of professional practice.	E LAAB	A	Periodic use of physical modeling technologies is needed for landscape architecture students. Given the expense of equipment purchase and maintenance, access is best arranged with other units on campus including the College of Design, UK Media Depot, or other units, rather than ownership and control of equipment by landscape	Explore opportunities for access to physical modeling technology with units on campus including the College of Design and the UK Media Depot. Evaluate opportunities and pursue those that offer the best access within the resource constraints of the Department of Landscape Architecture.	2015-2017

			architecture. Financial contribution to the expense of needed equipment may be a prerequisite to access.		
8. Develop funds to support desired student learning and program outcomes critical to the advancement of the department, its faculty and students.	E PPR	A	Continue to develop scholarship and enrichment funds through private fundraising. Advocate for continued CAFE support of international travel by students. Maintain adequate support for faculty travel for professional development.	Scholarship fundraising by the department is an ongoing activity that will continue through the review period.	2015-2020
9. Strengthen and expand marketing of the LA program to both potential students and the state.	E PPR	A	Increase quantity and quality of student enrollment in accordance with the goals of the department's recruiting plan.	Incorporate coordination of student recruiting into expanded DUS assignment. Maintain contact with high school counselors and students, using existing funding from CAFE. Continually review and revise program marketing materials, using existing funding from CAFE. Maintain website currency. Develop new high-value opportunities for interaction with prospective students.	2015-2020
10. Increase staffing to support administrative and other departmental functions.	E PPR	A	Staff support for faculty research is a priority. Staff support for administrative functions is not considered a priority at this time.	Create a post-doctoral scholar position with existing department funds to work with faculty research projects, contingent on space availability.	2015-16

* **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: _____ **Unit Chief Administrative Officer (CAO) Signature:** _____ **Date:** _____

PROGRAM REVIEW IMPLEMENTATION PLAN
PROGRESS REPORT
Department of Landscape Architecture
2019 - 2020

The goals below are derived from the department's spring 2015 program review, which followed the more intensive and outcomes-based fall 2014 Landscape Architecture Accreditation Board (LAAB) review. The LAAB made no recommendations (action required) and seven suggestions for improvement. The periodic program review team concurred with the seven LAAB suggestions and added three additional suggestions (goals 8-10).

1. Statements of Evidences

Recommendation/suggestion: Seek advice from other landscape architecture programs on the development of more specific written guidelines for promotion and tenure of landscape architecture faculty.

Unit response: The department's statement of evidences should be compared with those obtained from departments of landscape architecture at benchmark schools with the intent of possibly revising the statement to ensure it adequately describes the appropriate range of faculty work in landscape architecture.

Actions: Review UKLA statement. Review exemplar statements from benchmark institutions. Possibly revise UKLA statement.

Assessment method: Comparison on UK statement with those of other institutions for comprehensiveness, fairness, and rigor.

Results: UK Department of Landscape Architecture Statement of Evidences is essentially similar to comparative institutions. The UKLA statement, however, should be revised to incorporate extension activities, which have recently become part of the department's work.

Analysis of results and reflection: The department revised its statement.

Ongoing improvement actions: The department adopted a revised statement in 2018.

2. Student Access to Technology and Communication Tools

Recommendation/suggestion: Seek means to increase student access to a wider range of advanced technology and communication tools such as: 3-d visualization (e.g., Rhino), BIM (e.g., Revit), and digital fabrication (e.g., laser-cutters, 3-d printing, CNC modeling).

Unit response: Access to visualization technology is more critical and is needed on a continual basis. Access to physical modeling technology is occasionally critical in landscape architecture, but on a periodic basis. See Recommendation/suggestion 7 for response on physical modeling.

Actions: Work with regional/national professionals to assess visualization technologies most needed. Enhance expertise in visualization technologies through professional development for existing faculty and consideration in new faculty hires. Ensure that adequate software licenses are available and that student-owned computers or college-owned computers are adequate for software use.

Assessment method: Increased capability by students in the application of digital technology and communications tools to design process.

Results: Regional professionals met in an intensive workshop with faculty to discuss the capabilities needed by graduates. A curricular development plan resulted from that discussion. Faculty development is ongoing and a new faculty hire incorporated the ability to teach in this area.

Analysis of results and reflection: The curricular development and intellectual capacity is within the department's control, while most aspects of financing access to hardware is not.

Ongoing improvement actions: Curricular development is continuing with reliance on lower cost technologies.

3. Individual Work Evidence in Portfolios

Recommendation/suggestion: Ensure that students have sufficient opportunity to demonstrate individual work in their portfolios to ensure success in job placement.

Unit response: Studio projects include ample individual work at present. This is a relatively minor suggestion that has been discussed by faculty and will be issued as a reminder to students.

Actions: Faculty observation and critique of portfolios relative to team projects.

Assessment method: Annual review of portfolios demonstrates an appropriate balance of work.

Results: This has not been an ongoing issue.

Analysis of results and reflection: This may have been an anomaly of a cohort of students and a mix of current projects.

Ongoing improvement actions: No ongoing improvement actions are needed.

4. Advisory Board

Recommendation/suggestion: Establish a formal departmental alumni/ae advisory board to harness their support for departmental priorities (such as recruiting students, special projects, etc.).

Unit response: The Department of Landscape Architecture works effectively with its alumni, but will explore the feasibility of forming an alumni advisory board.

Actions: Discuss means of continued and improved alumni involvement with regional and national alumni. Consider development of a board as one of a range of potential actions.

Assessment method: Continued communication with alumni and support for department scholarships, educational programs, mentoring and hiring of graduates, and engagement with alumni relative to continual curricular improvement.

Results: The department continues to engage alumni in curricular development and advice, in fundraising opportunities for scholarships, in hiring of graduates, and in supporting the

department's educational activities through educational volunteerism. The department is currently developing a plan to create an advisory board.

Analysis of results and reflection: The department is planning to supplement its current alumni engagement activities with an advisory board.

Ongoing improvement actions: Continued positive engagement with alumni and appointment of an advisory board in 2020-21.

5. Faculty Research Space

Recommendation/suggestion: With the college administration, explore strategies to secure space to support faculty and student research projects beyond what is currently available in the E.S. Good Barn.

Unit response: Faculty in the Department of Landscape Architecture are provided extremely constrained research space. This is a priority for the department, but implementation is dependent on a cooperative solution involving the department and CAFE.

Actions: Discuss the need for research space with college administration. Seek equitable assignment of faculty work space, relative to college norms and expectations for faculty research.

Assessment method: That faculty have office space and additional secure, flexible space for research projects.

Results: The addition of department staff positions has further strained the space available for research in the department. With the relocation of a multi-department IT staff position office, the department gained a small additional space.

Analysis of results and reflection: Space for faculty research and engagement work is minimal in the department and continues to affect faculty work capability.

Ongoing improvement actions: This situation does not appear to have a solution in the near term, though the relocation of LA to the Reynolds Building may offer improvements in research space.

6. College Computer Lab Access and Capability

Recommendation/suggestion: With the college administration, explore opportunities to upgrade the existing college computer laboratories to provide 24/7 student access to a robust and diverse suite of tools so that landscape architecture faculty can more readily provide advanced instruction in computer visualization and geospatial modeling for the landscape architecture program, as well as other CAFE students.

Unit response: Landscape Architecture students use a blend of personal computers, department-provided computers, CAFE labs and other facilities. More analysis of the gaps between technology needs and current facilities is needed before new investment is made in this area.

Actions: Evaluate specific software and hardware capabilities at personal, department, and CAFE levels. Continually ensure that student computer purchase requirements are appropriate. Continue to maintain limited departmental computer facilities that provide

capabilities beyond the level of student computers. With CAFE, continually evaluate hardware and software capability in CAFE computer labs and ensure its applicability for educational needs. Evaluate and consider the expansion of open lab hours.

Assessment method: Access by students to appropriate hardware and software to meet curricular expectations, through a mix of personal computers, department- provided computers, CAFE labs, and other facilities.

Results: Because of the limited availability of college computer labs, department courses use university labs in other colleges or the WT Young library. A combination of university lab use, reliance on student computers and supplemental use of department computers appears to be meeting basic needs at this time.

Analysis of results and reflection: Because of budgetary constraints it is highly unlikely that significant upgrades in the technology in college computer labs will occur and it is not clear that there is student demand for late night access to labs.

Ongoing improvement actions: The department revised its student computer purchase policy so that students purchase a computer one semester earlier. The department has used its own funds to provide continuing upgrades to equipment in the Good Barn.

7. Physical Modeling Technologies

Recommendation/suggestion: Explore ways through a combination of internal and external support to offer students regular access to advanced physical modeling technologies, with staff support, to ensure that they are prepared for the current standards of professional practice.

Unit response: Periodic use of physical modeling technologies is needed for landscape architecture students. Given the expense of equipment purchase and maintenance, access is best arranged with other units on campus including the College of Design, UK Media Depot, or other units, rather than ownership and control of equipment by landscape architecture. Financial contribution to the expense of needed equipment may be a prerequisite to access.

Actions: Explore opportunities for access to physical modeling technology with units on campus including the College of Design and the UK Media Depot. Evaluate opportunities and pursue those that offer the best access within the resource constraints of the Department of Landscape Architecture.

Assessment method: Accessibility to physical modeling technologies that is sufficient to allow incorporating these technologies in portions of the studio curriculum.

Results: There is extremely limited access for landscape architecture students to physical modeling technologies beyond the manual cutting of materials in studio. The department arranged in spring 2017 and spring 2018 for students in an implementation class to use a laser cutter in Pence Hall.

Analysis of results and reflection: The department used its own funding to purchase a laser cutter in 2018 for use in the 2018-2019 academic year.

Ongoing improvement actions: The plan for LA to move to the Reynolds Building in 2022 will allow students expanded access to digital technologies.

8. Financial Support for Learning and Program Outcomes

Recommendation/suggestion: Develop funds to support desired student learning and program outcomes critical to the advancement of the department, its faculty, and students.

Unit response: Continue to develop scholarship and enrichment funds through private fundraising. Advocate for continued CAFE support of international travel by students. Maintain adequate support for faculty travel for professional development.

Actions: Scholarship fundraising by the department is an ongoing activity that will continue through the review period.

Assessment method: Enhanced ability to support enrichment activities for students.

Results: The College ended its financial support for education abroad programs in 2016, putting additional financial stress on departments and students to fund this essential educational experience. The department is working with a recently retired faculty member to establish a fund to support international study by students in the department. In addition, the department has worked to use salary savings and funding from existing endowments to support enrichment activities that directly benefit students, including travel programs, and to support faculty professional development.

Analysis of results and reflection: The department is making progress in this area with allocation of endowment funds to student enrichment, along with external organization sponsorship of student travel and other enrichment activities, but has been set back to an extent by the suspension of college support of international study programs for undergraduate students.

Ongoing improvement actions: Continued fundraising for endowments to support enrichment, shifting department current funds, as possible, to enrichment for students, and working with external partners to fund student travel and other programs.

9. Marketing and Recruitment

Recommendation/suggestion: Strengthen and expand marketing of the LA program to both potential students and the state.

Unit response: Increase quantity and quality of student enrollment in accordance with the goals of the department's recruiting plan.

Actions: Incorporate coordination of student recruiting into expanded DUS assignment. Maintain contact with high school counselors and students, using existing funding from CAFE. Continually review and revise program marketing materials, using existing funding from CAFE. Maintain website currency. Develop new high-value opportunities for interaction with prospective students.

Assessment method: Increased visibility for the program as evidenced through increases in enrollment and in the capability and diversity of entering students.

Results: The college is supporting a new academic coordinator position in the department with a focus on student recruiting. The position became active in mid-October 2016.

Freshmen enrollment was significantly higher for 2018, somewhat higher in 2019, and again significantly higher is 2020. Diversity and gender balance have significantly improved. The department is continually evaluating recruitment activities.

Analysis of results and reflection: College support was essential for this position. Close coordination and effort within the department is yielding positive results in enrollment and diversity.

Ongoing improvement actions: Continued development, implementation, and monitoring of student recruiting strategies.

10. Staffing

Recommendation/suggestion: Increase staffing to support administrative and other departmental functions.

Unit response: Staff support for faculty research is a priority. Staff support for administrative functions is not considered a priority at this time.

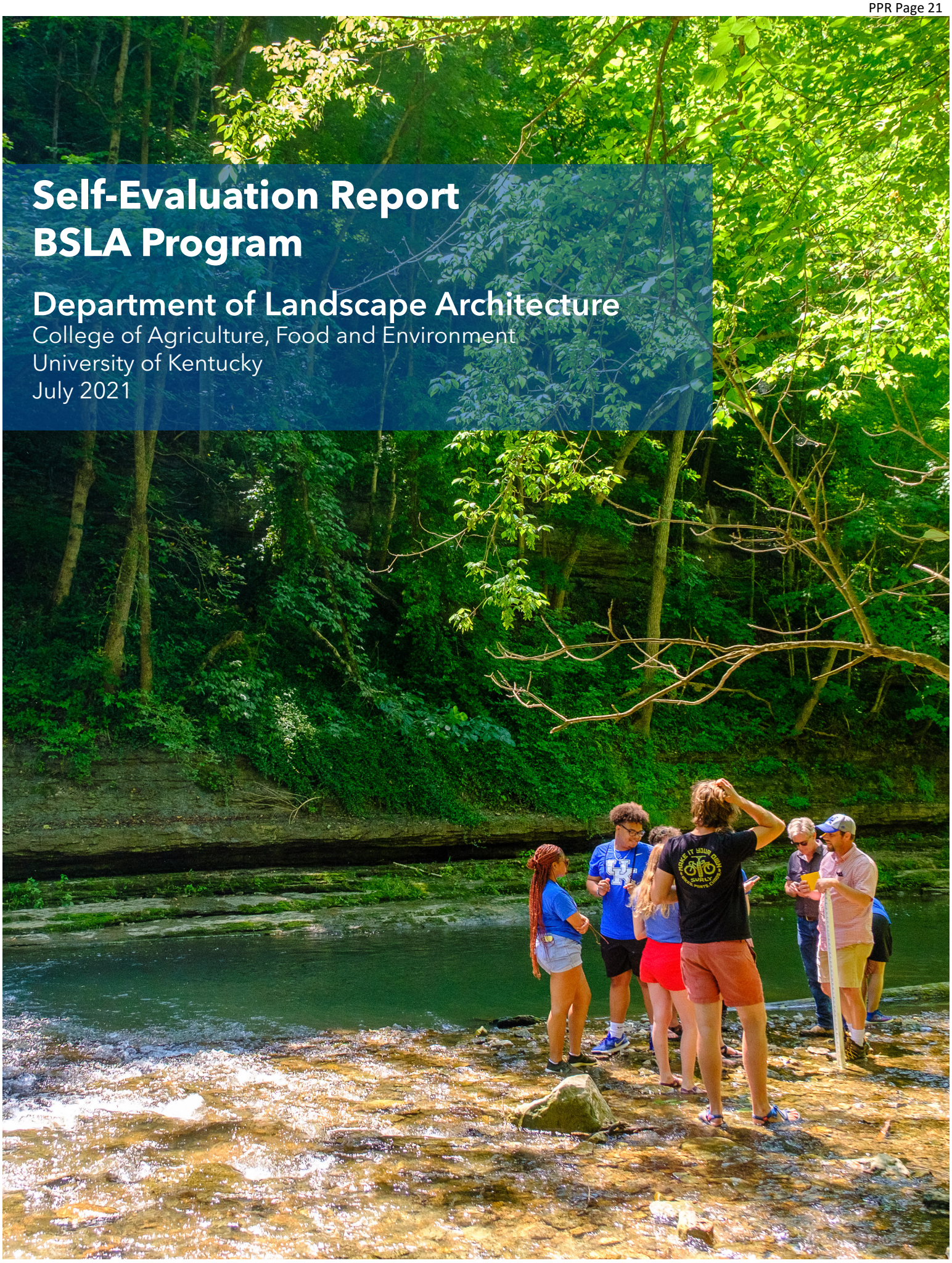
Actions: Create a post-doctoral scholar position with existing department funds to work with faculty research projects, contingent on space availability.

Assessment method: Success in this area will be assessed through increased faculty research productivity connected to the position.

Results: Because of the department need for recruiting capability, hiring an academic coordinator took precedence over this position. Federal grant funding also made it possible for the department to hire an extension specialist in landscape architecture in partnership with CEDIK and CAFE. The department filled this position in July 2017. The department was able to fill the post-doctoral scholar position in January 2018.

Analysis of results and reflection: With support from the college, staffing levels are improving department capability.

Ongoing improvement actions: Continue monitoring the effectiveness of positions.



Self-Evaluation Report
BSLA Program

Department of Landscape Architecture

College of Agriculture, Food and Environment
University of Kentucky
July 2021

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PROGRAM SELF-EVALUATION REPORT

For the Academic Year 2021-2022 Institution University of Kentucky

Program Undergraduate

Degree Title/Degree Length Bachelor of Science in Landscape Architecture
Four year program

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Report Submitted by Ned M. Crankshaw July 27, 2021
name *date*

MINIMUM REQUIREMENTS

For Achieving And Maintaining 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 equivalent to at least three academic years' duration.
4. Faculty instructional full-time equivalence (FTE) shall be as follows:
   a. An academic unit that offers a single first-professional degree program at the emerging or Initial Accreditation status 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 a first-professional degree program at both the bachelor's and master's levels at the emerging or Initial Accreditation status has at least six FTE instructional faculty, five of whom hold professional degrees in landscape architecture, at least two of whom are full-time.
   c. An academic unit that offers a single first-professional degree program at the continuing full Accreditation status has an FTE of at least five instructional faculty. At least four of these faculty members hold a professional degree in landscape architecture and at least three of them are full-time.
   d. An academic unit that offers first-professional degree programs at both the bachelor's and master's levels with continuing full Accreditation status has an FTE of at least seven instructional faculty, at least five of whom hold professional degrees in landscape architecture and are full-time
5. The parent institution is accredited by a recognized institutional accrediting agency.
6. There is a designated program administrator responsible for the leadership and management functions for the program under review.
7. The program provides a comprehensive public information disclosure about the program's status and performance within a single click link from the program's internet website homepage.
8. A program accredited by LAAB shall:
   a. Continuously comply with accreditation standards;
   b. Pay the annual sustaining and other fees as required; and
   c. Regularly file complete annual and other requested reports.

The program administrator shall inform LAAB if any of these factors fails to apply during an accreditation period.

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

Ned Crankshaw	Department Chair
Program Administrator Name	*Title*
	July 27, 2021
Program Administrator Signature	*Date*

INTRODUCTION

1. History of Program.

In chronological form provide a brief history of the program being reviewed, concentrating on events since the last review.

1969 The Department of Horticulture hired a full-time faculty member, landscape architect Horst Schach, to teach landscape design courses in response to growing interest in the profession of Landscape Architecture in Kentucky.

1972 The College of Agriculture made a formal proposal for a Bachelor of Science in Landscape Architecture (BSLA) degree program to be housed in the Department of Horticulture.

1975 The program received an evaluation visit from Professor Robert P. Nicholls, Chairman, ASLA Committee, on the guidance of new programs.

1976 The UK Board of Trustees approved the Landscape Architecture Program and designated the Department of Horticulture as the Department of Horticulture and Landscape Architecture. Horst Schach was appointed LA Program Chair.

1978 Initial LAAB accreditation visit resulted in initial two-year accreditation.

1980 Accreditation visit resulted in full accreditation.

1980 A selective admission policy was approved by the Faculty Senate.

1984 Accreditation visit resulted in five-year reaccreditation.

1989 Accreditation visit resulted in three-year provisional status. The visiting team cited inadequate facilities as a critical deficiency.

1990 Work began to implement a plan for new facilities.

1991 Construction began on the renovation of the E.S. Good Barn for LA studios.

1992 Studios moved to the E.S. Good Barn.

1993 The program received 20% of faculty FTE to teach courses in GIS.

1995 The program received full-time teaching position for introductory studio which previously had been the responsibility of the College of Architecture. The faculty now consisted of five full-time members: Boults, Cervelli, Crankshaw, Nieman, and Schach.

1997 Accreditation visit results in reaccreditation.

1999 The University granted LA status as an independent department, with one additional faculty position.

Jan Cervelli Schach left UK for another position.

Beth Diamond replaced Elizabeth Boults and Krista Schneider filled the new position.

Barry Kew joined the faculty.

The College appointed Horst Schach Department Chair.

UK Student Chapter ASLA hosts a successful LABASH.

An additional faculty position was added to the Department, although the 20% FTE for the GIS position was lost.

2001 University of Kentucky President Lee Todd initiated discussions of possible reorganization of the University. A Futures Committee was formed to report on academic unit restructuring. The Futures Committee recommended 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. The

Landscape Architecture faculty was evenly split on its response to the Futures Committee recommendation.

2002 A College of Design was formed consisting of Architecture, Interior Design and Historic Preservation. Landscape Architecture remained in the College of Agriculture.
Faculty members Diamond, and Schneider left UK for other positions.

2003 Landscape Architecture program reaccredited.
Brian Lee joined the faculty, bringing the faculty number back to five.

2004 The first student-initiated LA Career Day was held in February.

2006 Laurie Fields joined the faculty.

2007 Ned Crankshaw received an ASLA Professional Award in Analysis and Planning.
The E.S. Good Barn was equipped for wired and wireless Internet access and students were required to bring personal computers to studio. A Department computer lab was discontinued, though the Department continued to maintain scanning, printing, and plotting services.

2008 Landscape Architecture program received accreditation until 2014.
A UK student team received an ASLA Student Award in Community Service with Brian Lee as faculty advisor.
Barry Kew leaves UK and Ryan Hargrove joins the faculty.

2009 Ned Crankshaw first faculty member promoted from Associate Professor to Professor with tenure since creation of the LA Department.
Brian Lee first faculty member promoted from Assistant to Associate Professor with tenure since creation of the LA Department.
Brian Lee recognized as a Teaching Fellow by the North American Colleges and Teachers of Agriculture.

2010 Ned Crankshaw was appointed Department Chair with a six-year term.

2011 Carolina Segura joined the faculty, bringing the faculty size to seven.
International Study becomes required with entering class.
Credit bearing professional Internship becomes required for entering class.

2012 Horst Schach retired and became Emeritus Professor.
Jayoung Koo is the first faculty member appointed with an Extension appointment in addition to instructional responsibilities.
Design Week held with Design Workshop – Aspen, continuing with varied collaborations into the present.

2013 Christopher Sass hired as a faculty member with an emphasis in water resources.

2014 BSLA program transitioned from a 5-year to a 4-year undergraduate degree following changes to LA curriculum and a substantial reduction (15 credits) in UK's general education requirements.
Ryan Hargrove promoted from Assistant to Associate Professor with tenure.
Brian Lee recognized with the CELA Service-learning award for senior faculty.

2016 Tom Nieman retired and became Emeritus Professor.
LA hired an academic coordinator, Tasha Cotter, with responsibilities in student recruiting and advising.
The College reappointed Ned Crankshaw for a second six-year term as Chair.
The Department begins a three-year program of equipment replacement in the Good Barn including desks, chairs, and storage for students; plotters; and a laser cutter.

2017 Jordan Phemister hired as a faculty member with an emphasis in professional practice and site implementation.

Ryan Sandwick hired as Extension Program Manager to work in community design engagement with LA and the Community and Economic Development Initiative of Kentucky (CEDIK).

Carolina Segura promoted from Lecturer to Senior Lecturer.

Brian Lee promoted from Associate Professor to Professor.

Brian Lee began as Editor of *Landscape Journal*.

Adina Cox joined the Department as a post-doctoral scholar and editorial assistant.

2019 LA joined with the units in the College of Design (CoD) in planning for the renovation of the Reynolds Building with a goal of moving offices and studios by the Fall 2022 semester. Along with building programming, organizational and financing discussions continued throughout the year.

Jayoung Koo recognized with the CELA Service-learning award for junior faculty.

Chris Sass promoted from Assistant to Associate Professor with tenure.

Jayoung Koo promoted from Assistant to Associate Extension Professor with tenure.

Brian Lee appointed Associate Dean for Faculty Resources, Planning and Assessment in the College of Agriculture, Food and Environment, leaving full-time faculty responsibilities.

Brian Lee's term as Editor of *Landscape Journal* ended.

Tasha Cotter resigns as Academic Coordinator due to a family move.

Christina Wilson begins as Academic Coordinator.

Ryan Sandwick begins directing the Winchester Studio, a joint venture of the city of Winchester and the University of Kentucky.

2020 LA program successfully transitions to online course delivery for the second half of the spring semester due to the Covid pandemic.

CAFE and CoD complete an agreement for Landscape Architecture to remain administratively part of CAFE while sharing studio, classroom, and office space with CoD units in the Reynolds Building.

LA Faculty actively participate in the Building Committee for Reynolds.

2. Organizational Structure of the Program.
Provide a very brief description of the relationship of the degree program being reviewed to the organizational structure in which it is placed. Is the academic unit exclusively landscape architecture or does it also serve other disciplines (name them and show their relationship)? Is the degree program under review the only landscape architecture degree program or are there both undergraduate and graduate landscape architecture programs? (Organizational structure discussion will go into detail in Standard 2 Part A.)

The Bachelor of Science in Landscape Architecture program is the only degree program offered by the Department of Landscape Architecture.

3. Response to Previous LAAB Review.
*Describe the progress that has been made on the **Recommendations Affecting Accreditation** from the previous accreditation visit (not applicable to those seeking initial accreditation). List each prior Recommendation verbatim and provide an updated recap of responses made on annual interim reports. List each **Considerations for Improvement** and provide an update.*

The 2014 LAAB review resulted in no ***Recommendations Affecting Accreditation.***

The 2014 LAAB review resulted in seven ***Considerations for Improvement.***

1. *Seek advice from other landscape architecture programs on the development of more specific written guidelines for promotion and tenure of landscape architecture faculty (Standard 2).*

   The Department adopted a revised statement in 2018 that provided more specificity and reflected recent changes, including the addition of an Extension faculty position.

2. *Seek means to provide students access to a wider range of advanced communication tools such as: 3-d visualization (e.g., Rhino), BIM (e.g., Revit), and digital fabrication (e.g., laser-cutters, 3-d printing, CNC modeling) (Standard 3).*

   With resource constraints in mind, the Department assessed priorities for student access to communication and representation tools. Access to visualization technology is more critical and needed on a continual basis. Access to physical modeling technology is important, but less continually critical to student and professional success in landscape architecture. See Recommendation/Suggestion 7 for a response on physical modeling.

   Regional professionals met in 2016 for an intensive workshop with faculty to discuss visualization capabilities needed by graduates. A curricular development plan resulted from that discussion that focused on the skills most needed by students entering the profession with an undergraduate degree in landscape architecture. The curricular development and intellectual capacity is within the Department's control, while most aspects of financing access to hardware is not. Curricular development is continuing with reliance on lower cost technologies that allow students to develop competencies important for professional practice.

3. *Ensure that students have sufficient opportunity to demonstrate individual work in their portfolios to ensure success in job placement (Standard 3).*

   This may have been an anomaly of a cohort of students and a mix of current projects at the time of the 2014 accreditation review. Annual reviews of portfolios in subsequent years demonstrate an appropriate balance of work. The Department determined there were should be no ongoing actions regarding this consideration.

4. *Establish a formal departmental alumni/ae advisory board to harness their support for departmental priorities (such as recruiting students, special projects, etc.) (Standard 6).*

   The Department of Landscape Architecture works effectively with its alumni, including in areas of scholarship support, mentoring of interns, hiring of graduates, participating in curricular discussions, guest lectures and studio critics, learning outcomes assessment, joint participation between students and professionals in the ASLA Kentucky Chapter conference, and professionals serving as part-time Studio Associates. The Department is expanding on this tradition with the formation of a Department advisory board. The Department developed a board description with draft bylaws and is in the process of naming an initial cohort of board members. This work has been appreciably slowed by the Covid pandemic.

5. *Strategize with the College administration in order to secure space to support faculty and student research projects beyond what is currently available in the E.S. Good Barn (Standard 7).*

   Space for faculty research and engagement work has continued to be constrained in the Department and affects faculty work. The addition of Department staff positions has further strained the space available for research. Ryan Sandwick's move to the Winchester Studio has alleviated some of that strain. The move to the Reynolds Building will ease additional space constraints by housing student research assistants in the same building as faculty offices.

6. *Upgrade the existing computer laboratories, in collaboration with the College, to provide 24/7 student access to a robust and diverse suite of tools so that landscape architecture faculty can more readily provide advanced instruction in computer visualization and geospatial modeling for the landscape architecture program as well as other CAFE students (Standard 7).*

   Landscape Architecture students use a blend of personal computers, Department-provided computers, and CAFE/University labs. The Department has continued to evaluate specific software and hardware capabilities at personal, Department, and College levels. The Department's goal is to ensure that student computer purchase requirements are appropriate and that the Department continues to maintain limited departmental computer facilities that provide capabilities beyond the level of student computers. Because of the limited availability of College computer labs, Department courses use University labs located

in other colleges or the WT Young library. A combination of University lab use, reliance on student computers and supplemental use of Department computers appears to be meeting basic needs at this time. Because of budgetary constraints, it is highly unlikely that significant upgrades in the technology in College computer labs will occur and it is not clear that there is student demand for late night access to labs. The Department has used its own funds to provide continuing upgrades to equipment in the Good Barn. The Reynolds Building will provide access to a computer teaching space in close proximity to the studios.

7. *Offer students, through a combination of internal and external support, regular access to advanced physical modeling technologies, with staff support, to ensure that they are prepared for the current standards of professional practice (Standard 7).*

   Given the expense of equipment purchase and maintenance, sole ownership and control of a suite of equipment by the Department is financially prohibitive. The Department has arranged for limited access to physical modeling technology with the College of Design for specific projects. The Department used its own funding to purchase a laser cutter in 2018. Shared access to modeling and fabrication equipment will be one of the advantages of the move to the Reynolds Building.

4. Describe current strengths and opportunities.

Standard 1: Program Mission and Objectives

- The Department engages ongoing planning processes with an actively monitored strategic plan that is used to set Department priorities.
- Aspects of the curriculum including graphic technology, plants and planting design, and professional practice have been assessed for improvement in recent years by external stakeholders, faculty, and students.
- Student learning outcomes are assessed annually and reported on to the University in a process that involves all faculty along with external reviewers.
- A robust program of community engagement in the BSLA program and in the work of Department faculty and staff embodies the land grant mission of public service.
- The Department contributes to reduce the cost to students of co-curricular opportunities, including travel, attendance at the KY ASLA conference, and many other enrichment opportunities.
- Efforts of the Department faculty combine with the curricular structure to develop yearly student cohorts within the program, reinforcing the sense of a ‘student home’ within the program.

Standard 2: Program Autonomy, Governance, and Administration

- Department faculty and staff share a cohesive vision for the program and collaborate effectively to ensure that curricular goals are met to the students' benefit.
- Faculty and staff performance review and promotion processes are well-organized and fair.
- The College of Agriculture, Food and Environment provides a stable administrative and budgetary foundation for the Department with well-organized business and administrative processes.
- The Department's endowment funds are able to support student travel, lectures, attendance at the Kentucky Chapter ASLA conference and other enrichment activities.
- The Department's academic coordinator position allows the Department to devote attention to student recruitment, advising, and retention.

Standard 3: Professional Curriculum

- The program's curriculum has a strong generalist orientation, equipping students for a variety of careers or advanced study options in landscape architecture and other disciplines.
- Courses in the curriculum are well-sequenced to create ties between design studios and other courses, and allow each design studio to build on those that preceded.
- Domestic travel, internships, and required study abroad expose students to enriching off-campus experiences.
- Practitioners supplement faculty in design studios, reducing the student-faculty ratio while creating connections to professional practice.

Standard 4: Student and Program Outcomes

- The program approaches community engagement with a balanced approach focused on community goals and attention to student learning outcomes in individual courses.
- Design Week and similar interdisciplinary efforts allow students to collaborate creatively with students in other design programs on challenging community projects.
- Students consistently win design and other awards at the university and state levels.
- The program has made substantive progress on gender balance and diversity in the student body.
- Students are successful after graduation as documented by attainment of professional positions and graduate school placement.

Standard 5: Faculty

- Faculty members' skills and interests match well with their deployment in the curriculum.
- Faculty members have distinct areas of specialization, but also a clear overlap of interests that serve the cohesiveness of the BSLA program.

- Faculty members actively interact with peers across the University in administrative service, research, community service, and instructional collaboration.
- The Department budget includes adequate funding to support faculty travel and attendance at professional meetings.
- The Department's Extension position provides an opportunity to communicate the benefits of landscape architectural planning and design to communities statewide.
- Faculty research and external engagement actively contribute to regional communities, the profession, and the academic discipline.

Standard 6: Outreach to the Institution, Communities, Alumni, and Practitioners

- The Department has a robust relationship with the Kentucky Chapter ASLA and the chapter's annual conference is a hallmark of the synergy between the two entities.
- The Department has strong connections to alumni. These connections include robust participation in the Kentucky Chapter ASLA, sponsorship of the Kentucky ASLA conference and contributions to its organization. Alumni participate in project reviews, speak to students in courses, serve as reviewers in portfolio reviews, represent their firms in career fairs, host office visits, receive and respond to communications directly from the Department, and support student scholarships.
- The Department is taking a deliberate approach to augmenting its relationship with alumni and professionals by forming a professional advisory board.
- The Cooperative Extension faculty position, along with the Community Economic Development Initiative of Kentucky (CEDIK) and its program manager position in LA, create organized avenues for community engagement by students and faculty.
- Extension publications and training sessions rely partially on case studies derived from Department projects to communicate the community benefits of landscape architecture.
- The Governor's School for the Arts, high school visits, and other interactions with students, teachers, and counselors place the program in contact with prospective students.

Standard 7: Facilities, Equipment, and Technology

- Departmental students, faculty, and staff will move to a newly renovated building with the other design disciplines beginning in the Fall 2022 semester.
- The Department is able to provide basic technological needs of students with a limited amount of funding.

5. Describe current weaknesses and challenges.

Standard 1: Program Mission and Objectives

Standard 2: Program Autonomy, Governance, and Administration

- Communication within the Department about achievements and activities with collaborators outside of the department is limited at times.

Standard 3: Professional Curriculum

- Limited choices for students in the program's Topical Studies courses because of the number of courses that can be offered at appropriate enrollments.
- Specific connections across courses in the same semester related to project topics are not always robust.
- Incorporation of technology in courses is limited to current needs and is not advancing students beyond the current expectations of professional firms.

Standard 4: Student and Program Outcomes

- Student recruitment and initial enrollment is a steady challenge for the program.
- Participation by students in internships has fluctuated because of administrative and financial challenges, which the Department is addressing at present to increase participation.
- While students frequently are honored at the local and regional levels, national ASLA awards and other similar honors are infrequent.

Standard 5: Faculty

- The Department's geospatial faculty position is vacant due to an administrative hire of a faculty member by the College. A budget cut imposed on the Department currently prevents filling the vacancy.

Standard 6: Outreach to the Institution, Communities, Alumni, and Practitioners

- Department external communication through its website and other means was poor at the beginning of the review period, but substantially improved with Academic Coordinator Christina Wilson's leadership.

Standard 7: Facilities, Equipment, and Technology

- Studios are in an aging facility with chronic mechanical issues that hamper student success along with limited ability to house technological needs, such as fabrication equipment, that serve students.
- Faculty and staff inhabit poor quality office facilities in a cramped building in which laboratory equipment and storage clutters the hallways.
- There is extremely limited outreach and research space for Department faculty.

6. Describe any substantial changes in the program since the last accreditation review.

The program has made no substantial changes, as defined by LAAB, in this review period.

7. Describe who participated (faculty, administrators, students, alumni, outside professionals, etc.) in preparing this self-evaluation and briefly state their roles. The LAAB recommends involving as many people as possible in preparing the SER, as the process of self-evaluation can be one of the greatest benefits of accreditation.

Ned Crankshaw coordinated the self-evaluation report preparation. Ned Crankshaw, Ryan Hargrove, Jayoung Koo, and Chris Sass wrote the draft report in 2021. Karen Goodlet and the four authors compiled appendices in May. A nearly final draft of the SER was available for review by all faculty and staff in July. The Department shared the final SER with students and the leadership of the Kentucky Chapter ASLA in late July.

***Note**: Begin a new page for each standard. Insert a tab here and between all other standards.*

1. PROGRAM MISSION and OBJECTIVES

STANDARD 1: The program shall have a clearly defined mission supported by goals and objectives appropriate to the profession of landscape architecture and shall demonstrate progress towards their attainment.

INTENT: Using a clear concise mission statement, each landscape architecture program should define its core values and fundamental purpose for faculty, students, prospective students, and the institution. The mission statement summarizes why the program exists and the needs that it seeks to fulfill. It also provides a benchmark for assessing how well the program is meeting the stated objectives.

A. Program Mission

1. **State the current program mission and date adopted.**

The mission of the Department of Landscape Architecture is to provide a broad-based education that instills the ability to think critically, fosters creative problem solving, 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.

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. (8/25/2011)

2. **Describe how the mission statement reflects the purpose and values of the program and how it relates to the institution's mission statement.**

The BSLA program and the Department nest within an institutional framework, and our mission is well-connected to the College and University ethos of student success, diversity and inclusion, excellence and impact in scholarship, and community engagement that carries out the land grant ideal. Our primary focus on an accredited undergraduate degree program in landscape architecture fulfills the land grant mission by providing a pathway for students to assume

meaningful careers in landscape architecture and related fields. Our community design engagement work educates students to become capable allies for diverse communities and instills an awareness of the transformational power of design to underserved places. Our creative scholarship applies new knowledge to help solve environmental problems that affect the Commonwealth and places beyond its borders. This framework for the Department and the BSLA program ties closely to the missions of the University of Kentucky and the College of Agriculture, Food and Environment.

UK Mission

The University of Kentucky is a public, land grant university dedicated to improving people's lives through excellence in education, research and creative work, service and health care. As Kentucky's flagship institution, the University plays a critical leadership role by promoting diversity, inclusion, economic development, and human well-being.

The University of Kentucky:

- Facilitates learning, informed by scholarship and research;
- Expands knowledge through research, scholarship and creative activity; and
- Serves a global community by disseminating, sharing and applying knowledge.

The University contributes to the economic development and quality of life within Kentucky's borders and beyond, nurturing a diverse community characterized by fairness and equal opportunity.

Five strategic objectives with strategies and metrics are the vehicles for implementing the University's mission in the current strategic plan period:

- **Undergraduate Student Success -** To be the university of choice for aspiring undergraduate students, within the Commonwealth and beyond, seeking a transformational education that promotes self-discovery, experiential learning, and life-long achievement.
- **Graduate Education -** Strengthen the quality and distinctiveness of our graduate programs to transform our students into accomplished scholars and professionals who contribute to the Commonwealth, the nation, and the world through their research and discovery, creative endeavors, teaching, and service.
- **Diversity and Inclusivity -** Enhance the diversity and inclusivity of our University community through recruitment, promotion, and retention of an increasingly diverse population of faculty, administrators, staff, and students, and by implementing initiatives that provide rich diversity-related experiences for all, to help ensure their success in an interconnected world.
- **Research and Scholarship -** Expand our scholarship, creative endeavors, and research across the full range of disciplines to focus on the most important challenges of the Commonwealth, our nation, and the world.
- **Community Engagement -** Leverage leading-edge technology, scholarship, and research in innovative ways to advance the public good and to foster the development of citizen-scholars.

College of Agriculture, Food and Environment (CAFÉ) Mission

The College of Agriculture, Food and Environment ***serves the people*** of the Commonwealth and across the world through education, outreach, service, and research by finding solutions to improve lives today and creating a sustainable future.

We do this by:

- Educating current and future leaders
- Producing and disseminating knowledge through creative research and discovery
- Promoting lifelong learning and strengthening Kentucky communities through applied knowledge

CAFE Strategic Plan Goals

1. Prepare highly motivated and culturally adaptive graduates who are competitive in a global economy and support societal values.

2. Build and nurture relationships with the people of the Commonwealth and across the world.

3. Recruit, develop, and retain exceptional faculty and staff who are leaders in expanding knowledge to improve the quality of life and sustainability of the human and physical environments.

4. Show CAFÉ's commitment to diversity and inclusion to attract and retain students, staff, and faculty, and provide a culturally aware environment for successful engagement in a global society.

5. Produce innovative solutions through multidisciplinary collaborations.

6. Build state-of-the-art facilities equipped with cutting-edge technology.

B. Educational Goals

1. State the academic goals of the program.

The Department expresses the academic goals of the Bachelor of Science in Landscape Architecture program as program learning outcomes, which is a university-wide practice at the University of Kentucky (https://www.uky.edu/oua/outcomes-assessment-program-level). The six learning outcomes below are the result of an update of the program's Outcomes Assessment Plan that the Department completed in June 2020.

1. **Design Process and Execution.** Develop and apply critical processes and creative thinking to site design and landscape planning projects. Evidence that resulting products employ knowledge of compositional design principles, site planning standards, and human behavioral concerns.

2. **Project Analysis.** Evaluate project contexts and existing conditions relative to project programs and incorporate analysis into the design process and the development of design solutions.

3. **Design Communication.** Apply a range of documentation and communication strategies including graphic, oral, and written, to interact with interest groups, to describe and assess project contexts, and to convey design processes and design proposals, in a manner appropriate to the project situation.

4. **Design Implementation.** Demonstrate the ability to implement landscape architectural design by applying the principles of site grading, development of site infrastructure, and the appropriate use of materials to execute the proposed design.

5. **Discipline-Specific Locus.** Contextualize landscape architecture as a design discipline within a theoretical framework of social, cultural, and environmental change.

2. Describe how the academic goals relate to the program's mission.

The BSLA program's learning outcomes are a direct outgrowth and expression of the portion of the Department's mission statement focused on undergraduate education: 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.

3. Describe how the program regularly evaluates its progress in meeting its goals.

The Department evaluates achievement of program-wide learning outcomes on an annual basis as part of a continual cycle of evaluation, reflection, action, and reporting. The University mandates a framework for this process while creating space for individual academic units to develop specific processes related to the nature of their program. The Department of Landscape Architecture relies on a variety of direct and indirect evaluation methods. The most important direct evaluation centers on an end-of-year student work assessment. This assessment process involves Department faculty, landscape architecture practitioners, and faculty from other programs.

Indirect assessments include several activities that occur throughout the academic year:

- Feedback from professionals, Department faculty, and visiting faculty after project reviews
- Mid-year and end-of-year combined studio galleries and discussions with students
- ASLA KY Chapter portfolio review feedback to students and faculty
- ASLA Student Chapter Career Fair feedback from visiting firms

C. Educational Objectives

1. List the educational objectives of the program.

The Department maps educational goals to program courses with a specification of introductory, intermediate, or degree-level student learning outcome expectations. The specific educational objectives (expressed as learning outcomes) for each course reside in the courses' syllabi. The syllabi are available for review along with the digital exhibit of student work, allowing the accreditation team to see the finer grain educational objectives of the BSLA program. The following page of the SER includes the curriculum map with courses and learning outcomes.

2. Describe how educational objectives fulfill the educational and mission goals.

There is a direct parsing relationship from the Department's mission for the BSLA program, the program-wide learning outcomes, and the course-specific learning outcomes expressed in each syllabus. Along with the formal processes, such as student learning outcomes assessment that allow the Department as a body to evaluate the connection through these three levels of expression of intent, the Department faculty members work closely and informally in ways that maintain awareness of individual courses and their role in the curriculum. Our bi-weekly Department meetings often deal with curricular and course topics. Our studios operate in an open floor plan, which encourages movement between studios to observe the work of the different classes. Our faculty culture is collegial and encourages one-on-one and group discussion of course content, changes, and student performance.

Bachelor of Science in Landscape Architecture Curriculum Map

- Required courses in the Bachelor of Science in Landscape Architecture
- Program student learning outcomes

		Outcome 1 Design process and execution	Outcome 2 Project analysis	Outcome 3 Design comunication	Outcome 4 Design implementation	Outcome 5 Discipline-specific locus
Program year 1	LA 105 Introduction					
	LA 121 Design Studio I					
	LA 161 Graphics I					
	LA 162 Digital Representation I					
Program year 2	LA 205 History of Landscape Architecture					
	LA 222 Design Studio II					
	LA 223 Design Studio III					
	LA 271 Design Implementation I					
Program year 3	LA 324 Design Studio IV					
	LA 372 Design Implementation II					
	LA 373 Design Implementation III					
	LA 390 International Study					
	LA 398 Professional Development I					
Program year 4	LA 425 Design Studio V					
	LA 400 Professional Development II					
	LA 426 Design Studio VI					

D. Long Range Planning Process

1. What is the program's long-range planning process?

The Department of Landscape Architecture engages a periodic process of strategic planning with plan periods of five+ years. Our current plan encompasses 2017-2022, while our last plan ran from 2011-16. The planning process to create the 2011 plan involved multiple outside stakeholders from ASLA KY and other organizations, along with LA students, selected faculty members from other departments, and the LA faculty and staff members. This larger group was important to the process because the plan was the first in many years that did not simply adapt the boilerplate of the University of Kentucky's strategic plan to the Department's situation. That particular generic process was mandated at the time by University policy. The 2011 plan developed a new model of strategic planning that identified issues and opportunities facing the Department and followed that with seven goals along with attendant objectives and strategies for achievement. Work on the current plan, in 2017, followed a similar departmental-specific plan structure, but was developed by an internal group of Department faculty and staff.

In approximately 2014, the University of Kentucky ceased mandating strategic plans by academic departments and the vast majority of units halted this activity. The Department of Landscape Architecture has continued with strategic planning as a process of self-direction, evaluation, and improvement because it allows us to point our efforts to the specific issues of our academic program, along with our research and service missions. The strategic plan's purpose is to identify goals, along with objectives for meeting them, that will allow the Department to meet current challenges and more fully achieve its mission.

2. Does the long-range plan describe how the program mission and objectives will be met and document the review and evaluation process.

The strategic plan identifies specific challenges to the Department's successful achievement of its mission for the undergraduate landscape architecture program, scholarship, and community engagement. The plan's six goals address these challenges, and for each goal a series of objectives describe a roadmap for achievement with strategies for implementation, and indicators of success.

The 2017-22 strategic plan's six goals are listed below. For the sake of brevity, the objectives, strategies, and indicators are not included in this SER, but the entire plan is viewable at https://ukla.ca.uky.edu/files/la_2017_strategic_plan_fall_2020_revisions_complete.pdf.

Goal 1. Increase the quantity, quality, and diversity of undergraduate enrollment.

The Department has had a long-standing target for enrollment of 25 students each year in the entering class of the Bachelor of Science in Landscape Architecture degree program. Because faculty assignments have shifted to greater proportions of research and service effort and the Department is involved in courses that teach more non-landscape architecture majors, that enrollment number may be inappropriately high. The Landscape Architecture Accreditation

Board's standard for the student-faculty ratio in studios is 15:1, which the Department has routinely justified exceeding through the participation of members of the professional community who assist in studios. This suggests that a target number of entering students each year of 20 may be more reasonable, with 25 as a cap.

Diversity in the student body has increased somewhat in recent years. From the 2012-13 academic year to the 2016-17 academic year, minority enrollment has grown from 10 to 16% of the student body (28% in 2000) and female enrollment has grown from 22 to 31% of the student body (50% in 2000).

Goal 2. Continually refine the undergraduate curriculum to promote student success.

The Department's last strategic plan focused on the transition to a four-year program. The plan emphasized the re-arrangement of studio content and development of enrichment experiences that would cause the four-year curriculum to deliver as much or greater value as the five-year curriculum.

The Department graduated its last five-year cohort in May 2018, completing the transition to the four-year BSLA. With three years of course delivery since the beginning of the transition to the four-year program, areas of the curriculum that could use strengthening or adaptation are now apparent. In addition, students' comprehension of the curriculum structure and good advising to help direct their course selections and involvement in enrichment opportunities have additional importance with the shortened time to completion.

Goal 3. Increase quality and quantity of space for students, staff, and faculty.

The Department has an adequate volume of instructional space in the ES Good Barn for the operation of studios, but challenges endure in the maintenance of the quality of that space. Leaks, heating and cooling issues, and insect infestations create a level of challenge that is manageable but requires vigilance. Furnishing the studios with basic working furniture and digital equipment has been the responsibility of the Department. Resources for furnishing and equipment come largely from salary savings and other non-recurring financial sources.

Faculty and staff offices are in the Agriculture Science Center (ASC), where the volume and quality of space are both challenges. The Department of Landscape Architecture has added an Extension program manager, Extension project student employees, an academic coordinator, and a post-doctoral position without commensurate increases in the volume of space available.

Goal 4. Strengthen networks that will aid landscape architecture students' access to future academic and professional opportunities.

The Department of Landscape Architecture has a tradition of strong ties to its professional community. For many years, faculty members' participation and leadership in the American Society of Landscape Architects (ASLA) primarily sustained this connection. More recently, the Department and its students have collaborated with the Kentucky Chapter ASLA to organize

and attend its annual conference. The Department tracks alumni activities and regional alumni frequently participate in studio reviews, host students for office and site visits, and speak to students in courses. As the Department continues to mature, it should strengthen these networks to develop greater opportunities for students' transitions into their future endeavors.

Goal 5. Increase the culture of achievement and professional enthusiasm in students of the BSLA program that leads to high professional expectations and recognition.

Students frequently submit entries to design awards at the state level in landscape architecture and planning and additionally participate in academic conferences and presentations. The Department would like to encourage broader participation in competitive activities leading to recognition. In addition, raising the general level of expectation for student work is a goal of the Department.

Goal 6. Raise the institutional and extramural stature of the LA faculty and staff by strengthening academic and professional accomplishments that gain regional and national recognition.

As faculty members' roles have broadened in the Department beyond the concentrated teaching loads of 80%, external funding and peer-reviewed scholarly contributions have become increasingly important.

3. **Describe how the long-range plan is reviewed and revised periodically and how it presents realistic and attainable methods for advancing the academic mission.**

The Department's strategic plan identifies specific indicators of success in meeting its objectives. The Department, as a group, annually assesses progress on the plan using the indicators as measures. During these evaluation sessions, we also reprioritize objectives and their indicators according to current opportunities and challenges. We usually schedule strategic plan evaluation during the summer break, typically in early June. Our process generally leads to categorizing specific actions or measures as accomplished, in progress, or needs reprioritizing – higher or lower depending on the level of urgency and our ability to take action.

Over the winter break, the Department typically tackles a more specific curricular or planning issue. In this accreditation cycle, we have assessed our approach and made plans related to several different curricular improvements:

- May 2016: graphic technology and professional practice
- Dec 2017: plants and planting design knowledge in the curriculum
- Jan 2018: studio curriculum: topics, values, site typologies, skills
- Dec 2018: program review implementation plan, considerations for improvement in LAAB action letter
- Dec 2019: program strengths and weaknesses
- Dec 2020: curricular clarity, course sequences, curricular connections to other programs

4. **Describe how the program has responded to recommendations and considerations for improvement from the previous accreditation review. Report on efforts to rectify identified weaknesses.**

At the University of Kentucky, all departments, even those with external accreditation, undergo periodic reviews on a six-year cycle. For the Department of Landscape Architecture, the University has aligned the schedule for departmental review so that it follows a semester behind the LAAB accreditation review. This allows the University's review of the Department to focus on those aspects of the Department's work and processes that are not normally a focus of accreditation reviews. University periodic reviews result in Unit Implementation Plans. The process of producing an implementation plan considers recommendations by the review team, evaluates how they fit into college and department priorities, and results in a series of actions.

The Department of Landscape Architecture's Fall 2014 LAAB accreditation review ended with no recommendations and with seven considerations for improvement. The periodic review that followed in Spring 2015 added three items to the LAAB's original seven considerations. The Department incorporated those ten items into its Unit Implementation Plan. Each year, the Department reports to the College in an Annual Progress Report.

The Department's response to the seven considerations for improvement identified in the LAAB action letter from the 2014 accreditation review is detailed in the Introduction, Section 3 of this document. The complete Unit Implementation Plan and Annual Progress Reports that include the LAAB considerations and the three additional recommendations from the University periodic review reside on the college website at http://administration.ca.uky.edu/ipreports

E. Program Disclosure

1. **Describe how program information is disseminated to the public.**
   Provide a link to material on the internet and copies of other materials to the visiting team. Articulate how program literature and promotional media accurately describe the program's mission, objectives, educational experiences, accreditation status, student achievement, program costs for a full-time student for one academic year, estimated housing costs per year, average costs of books and materials per year, student retention and graduation rates, number of degrees per year, percentage of students with timely graduation (master's students graduating within 4 years and/or bachelor's students graduating within 6 years).

The Department website includes the mandated disclosures to the public on the home page.
https://ukla.ca.uky.edu/

The Department website also includes extensive information for current and prospective students on the curriculum, plan of study, course descriptions, and helpful university services for students.
https://ukla.ca.uky.edu/student-resources

Terrain, the annual publication of the Kentucky Chapter ASLA, includes information on UK's Landscape Architecture Program.
https://www.aslakentucky.org/terrain-vol-v

The Department of Landscape Architecture's Instagram account includes frequent updates on student activities and community engagement.
https://www.instagram.com/uky_landscapearchitecture/?hl=en

The University of Kentucky Student Chapter ASLA posts on their own Instagram account with photos and news of interest to students and the public.
https://www.instagram.com/uklastudentchapter/?hl=en

2. PROGRAM AUTONOMY, GOVERNANCE & ADMINISTRATION

STANDARD 2: The program shall have the authority and resources to achieve its mission, goals and objectives.

INTENT: Landscape architecture should be recognized as a discrete professional program with sufficient financial and institutional support and authority to enable achievement of the stated program mission, goals and objectives.

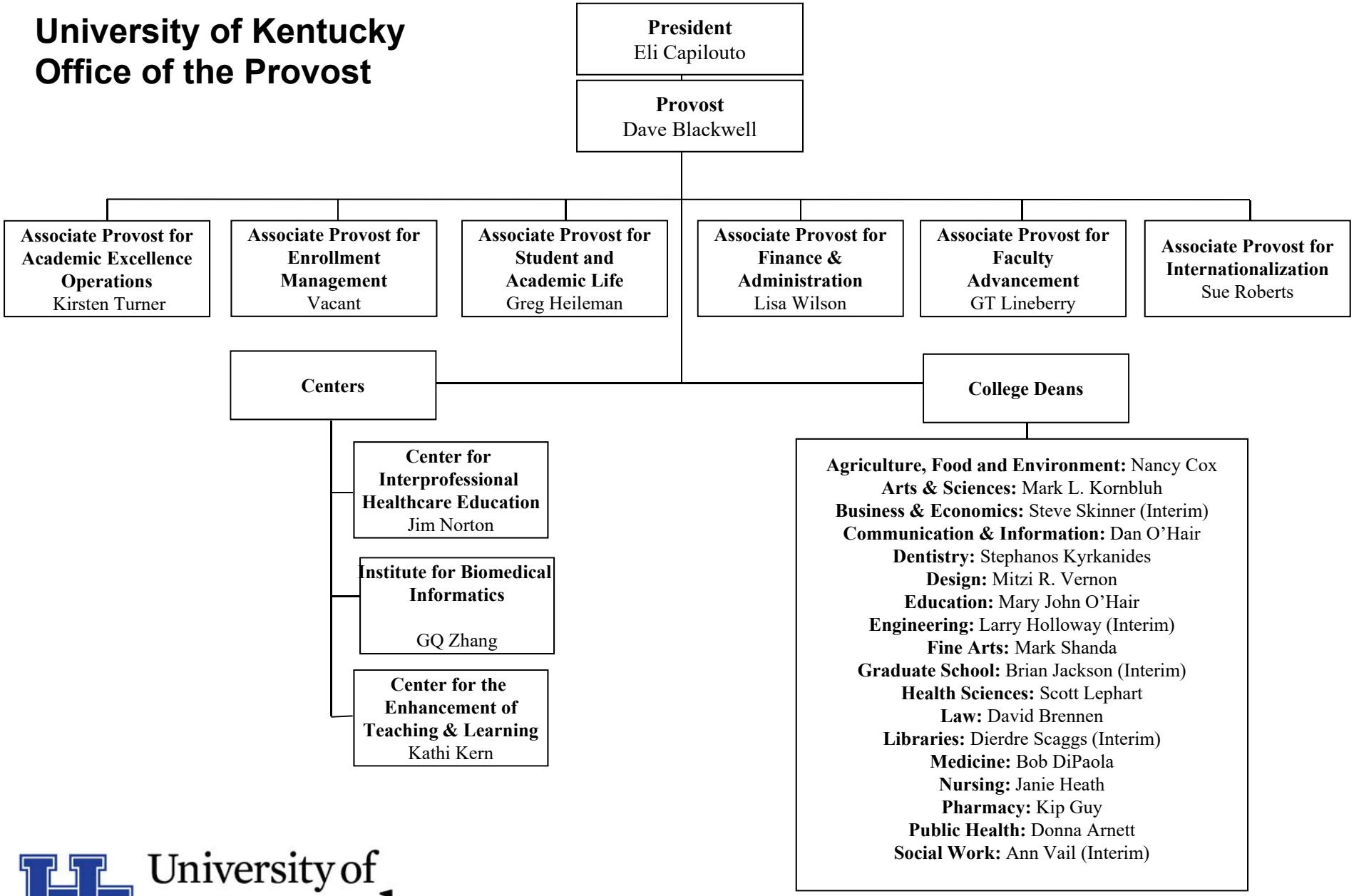
A. Program Administration

1. Is the program seen as a discrete and identifiable program within the institution?

The Bachelor of Science in Landscape Architecture is a degree program offered by the Department of Landscape Architecture. Historically and culturally, departments at the University of Kentucky have significant autonomy with regard to formation and revision of curriculum for their academic programs, budget control, and hiring and retention of faculty. The Department of Landscape Architecture is one of fourteen departments (not including non-academic units) in the College of Agriculture, Food and Environment (CAFE). The Chair reports directly to the College Dean. We have a long-standing culture of shared governance at the department level, while working within the framework of a well-organized college.

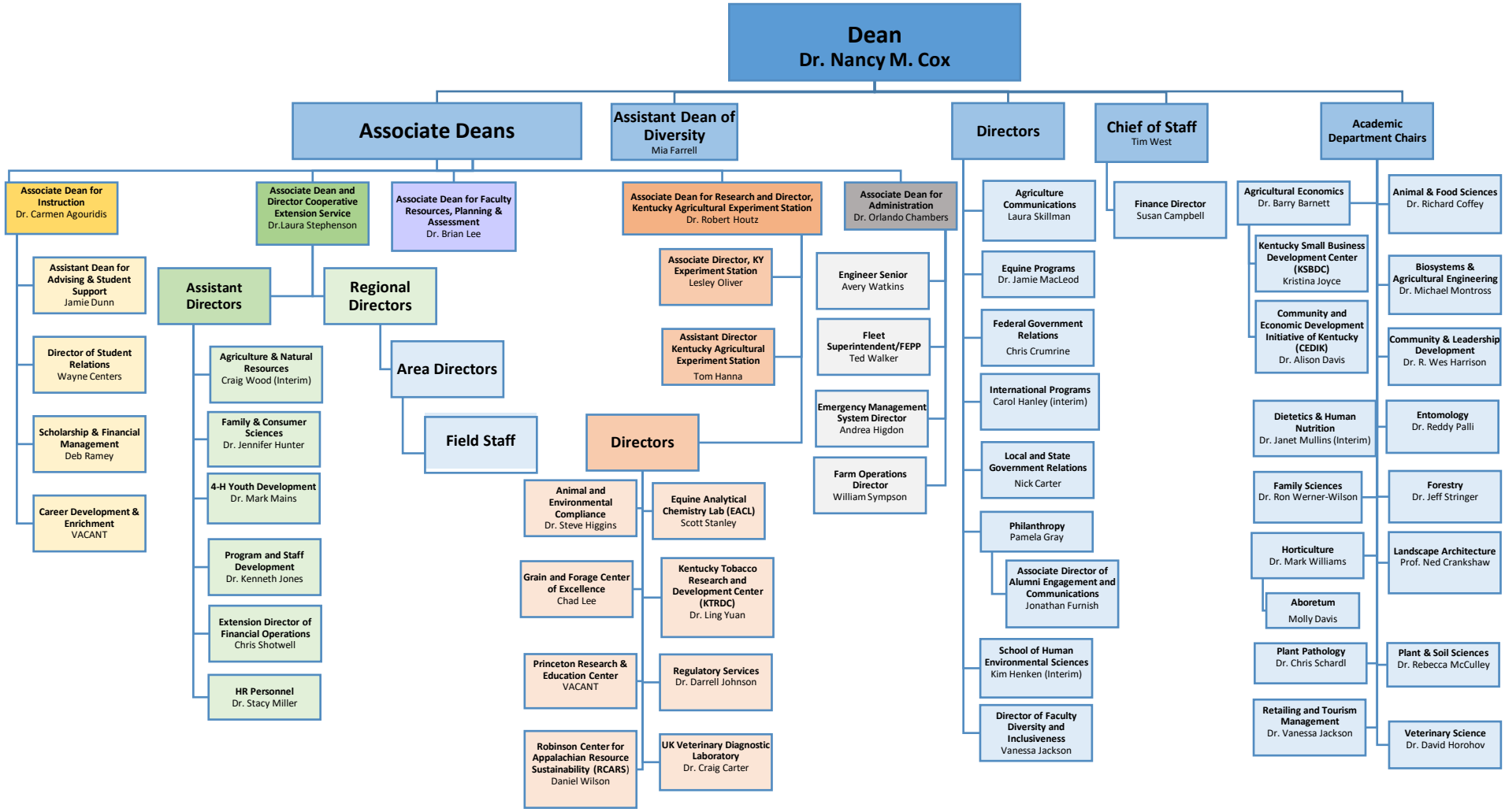
See University/College Organizational Charts on next two pages

University of Kentucky
Office of the Provost



University of Kentucky

January 2018



College of Agriculture, Food and Environment Organization Chart

2. **Does the program administrator hold a faculty appointment in landscape architecture? If not, where is he/she appointed?**

Ned Crankshaw, Professor and Chair in the Department of Landscape Architecture, is the academic administrator of the Bachelor of Science in Landscape Architecture. Christopher Sass, who is the BSLA program's Director of Undergraduate Studies, also holds a faculty appointment in the Department of Landscape Architecture.

3. **How does the program administrator exercise the leadership and management functions of the program? Describe the primary responsibilities and authority of the administrator.**

Professor Ned Crankshaw holds the title of Chair. With that title, he is responsible for the operations of the Department and program in a collaborative manner while following the Rules of Procedure within the Department, College, and University. We have a departmental Strategic Plan developed by all faculty members and for which the Chair leads the faculty in implementation. We have regularly scheduled faculty meetings each term and have other meetings as needed. The faculty, led by the Chair, participate in annual reviews of progress on the strategic plan at the end of the spring semester. The Chair additionally organizes specific topical reviews of curricular or other issues each academic year, typically during the winter break. Critical decisions are made as a faculty during faculty meetings following University of Kentucky policies and procedures. The Chair leads the faculty in fulfilling the University's requirements of a department, including promotion and tenure processes, performance reviews, program and course changes, and development of co-curricular opportunities. The Chair is also primarily responsible for allocation of departmental operational budget and endowment funds, while individual faculty control award/grant budgets.

There is a collaborative ethic in the Department to address issues or new ideas that will advance the program. The Department faculty, staff, and Chair feel free to talk informally at all times and there is continual communication between faculty members and with the Chair.

B. Institutional Support

1. **Is funding available to assist faculty and other instructional personnel with continued professional development including support in developing funded grants, attendance at conferences, computers and appropriate software, other types of equipment, and technical support?**

In the period from 2015 to Spring 2020, the Department was able to provide appropriate financial support for faculty development expenses including conference attendance, equipment and software, and other support, as needed. The financial atmosphere following the COVID-19 pandemic has challenged support in the Department for faculty and staff work. Support for faculty professional activities is partially through operating expenses provided through the college budget and partially from careful management of salary savings resulting from retirements during the review period.

When Brian Lee left the Department for an Associate Dean position in the College, the Department retained his salary and embarked on a faculty search. The search was cancelled in Spring 2020 in response to the financial stress of the pandemic. Beginning in July 2020, the Department lost $97,000 from its budget – equivalent to a majority of the position's existing budget. The Department was able to pay the salary for a post-doctoral scholar through June 2021 out of a combination of operating expense funds and older salary savings that had been paying for student desks, chairs, and other computer equipment in the Good Barn, along with support for faculty advancement.

2. **What are student-faculty ratios in studios? How are student-faculty ratios influenced by the program? What is considered normal/typical within the institutional culture or practices?**

Studio Enrollment

Studio	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021
LA 121	12*	22		20		12		12		24		10		17
LA 222			20		18		13		12		19		10	
LA 223	9	10*		18		17		12		12		15		12
LA 324	5		9		18		18		11		11		15	
LA 373		21		9		15		21		11		10		15
LA 425			4		9		15		19		11		11	
LA 426	13			5		8		14		21		10		10

*LA 397 - transitional studio

The Landscape Architecture program allows studio class sizes as large as 25 students. The Department has been able to manage these sizes and meet LAAB accreditation requirements through a long-existing program of utilizing adjunct-like, temporary professionals to assist full-time faculty in the studios. These Studio Associates (described by UK HR as temporary technical paraprofessionals, which is a highly inadequate description of their valuable role), are local and regional professionals in landscape architecture and, occasionally, other design professions. The Studio Associates supplement full-time faculty, allowing the program to meet LAAB student-faculty ratios but, more importantly, bring their lived experience of current work in their firms into the studios. During the current review period, studio student-faculty ratios have mostly been within the LAAB specified norm of 1:15. We continue to use Studio Associates as an important component in the high quality educational experience the program provides for its students.

4. Is funding adequate for student support, i.e., scholarships, work-study, etc.?

Students receive financial aid and scholarships at the University, College, and Department levels in addition to private scholarships.

University scholarships are available to students automatically upon application to the University of Kentucky. Amounts range from $2,500 per year to full tuition and a housing stipend. Information on University scholarships is available at https://www.uky.edu/financialaid/scholarships.

The College has a particularly strong college-level scholarship program that includes non-major-specific scholarships and major-specific awards. Of the LA major-specific awards in the College, the James Stephens Scholarship is the largest endowment. It is evenly divided between horticulture and landscape architecture students and typically awards 11 scholarships to landscape architecture students annually.

Students in the Department of Landscape Architecture benefit from several scholarship endowments attached to the Department. The College administers these departmental scholarships with selection input from the Department faculty. Information on departmental scholarships resides at https://ukla.ca.uky.edu/student-resources.

The Tom and Jan Nieman travel endowment provides support for students participating in faculty-led international study programs in the Department of Landscape Architecture. The Department also is typically able to contribute funds from the Department's student enrichment endowment to support international study programs. Funding is not in the form of scholarships but is applied as a cost reduction for all students participating in faculty-led programs.

Faculty members in the Department regularly hire students to work on research and community engagement projects. These paid positions also frequently qualify as credit-bearing internships for students who complete an internship contract and report on their experiences in the same manner as students who have internships that are external to the University.

Students additionally work as Undergraduate Instructional Assistants (UIAs) in Department courses including the graphics course sequence (LA 161, 162, and 262) and the implementation courses (LA 271 and 372). LA 111, *Living on the Right Side of the Brain,* has three or four UIAs each time it is taught, depending on the number of course sections.

In recent years, the Department has been able to cooperate with The Arboretum, State Botanical Garden of Kentucky, to fund summer student positions that have a work and academic learning component, thus also serving as internships.

5. Are adequate support personnel available to accomplish program mission and goals?

The Department of Landscape Architecture supports students, along with other aspects of the program's mission and goals, with a variety of departmental staff member roles.

Administrative Support Associate: Karen Goodlet

The Department has a full-time Administrative Support Associate. This position has responsibility for management of financial controls, budget management, and record keeping. Additional roles include support for individual faculty members with management of contracts and grants, document editing and production, and travel expense management. The administrative associate is also involved with student record keeping. This includes troubleshooting issues with curricular information, maintaining course substitution records, and other work connected to students' programs of study. Finally, the administrative associate maintains an office presence for current and prospective students, visitors to the program, and others who encounter the offices of the Department of Landscape Architecture.

Academic Coordinator: Christina Wilson

The Department created an Academic Coordinator (AC) position in late 2016. The AC works in student recruiting, advising, communications, and other activities related to undergraduate learning and success. The recruiting role for the AC includes informational contacts with schools, teachers, and advisors through meetings and other direct individual communications and by broadly sharing information about the program. The AC also visits schools and college recruiting events in Kentucky and other states to share information and promote the BSLA program at UK.

The AC coordinates the program's academic advising and is primarily responsible for advising all first and second-year students. In the coordination role, the AC shares up-to-date advising information with the faculty, troubleshoots curricular issues, and maintains the currency of program advising information for students.

The AC plays a major role in Department communications. The coordinator largely created the Department's current website. The AC continues to maintain the website, regularly shares information with alumni and friends of the Department, and shares information with students through a weekly email newsletter.

Finally the AC maintains currency in teaching and supports the mission of CAFE by teaching a section of the GEN 100 course taken by most first year students in the College.

Community Design Program Manager: Ryan Sandwick

The Department, along with the Community and Economic Development Initiative of Kentucky (CEDIK), established the Community Design Program Manager position in 2017. The Program Manager coordinates and implements a variety of programs connected to design in mainly smaller cities and towns. Ryan Sandwick manages an outreach design studio in Winchester, Kentucky. This studio involves students in various programs in partnering on projects with the City of Winchester and Ryan also coordinates with Winchester on a number of other initiatives including downtown development, enhancing pedestrian mobility, housing and homelessness issues, and others. Ryan additionally manages community design projects with student interns

from LA and other programs in numerous communities, largely in the Appalachian Regional Commission counties of eastern Kentucky. In addition to these more project-oriented efforts, he works with capacity building training, occasional design assistance for Main Street managers and citizens involved in community design, and collaboration with Extension Associate Professor Jayoung Koo.

IT Support: Shelby Jones
The Department of Landscape Architecture shares an IT support person with two other departments: Horticulture and the Gluck Equine Research Center. IT support extends to faculty and staff computers, peripheral equipment in LA studios and four department-maintained desktop computers in the studios. College-wide IT staff maintain a computer laboratory in the Barnhart Building that LA uses for GIS classes, along with College ethernet and wireless equipment and other infrastructure.

C. Commitment To Diversity

1. How does the program demonstrate its commitment to diversity in the recruitment and retention of students, faculty and staff?

The University of Kentucky, as an institution, is deeply committed to improving diversity, equity, and inclusion on campus and in the University's reach beyond the campus. Traditional expression of this commitment has been in the University's administrative regulations that deal with hiring and promotion, student evaluation and other issues that relate to demographics and personal advancement. More recently, the Diversity, Equity and Inclusion (DEI) focus at the University of Kentucky has grown to encompass cultural change to a much greater degree. The University's *Diversity, Equity and Inclusion Implementation Plan* includes six areas: Talent - Faculty and Staff; Talent - Students; Culture, Policies and Programming; Facilities and Finances; Research; and Community Outreach. A description of the plan can be found at the following link: https://www.uky.edu/president/diversity-equity-and-inclusion.

The Department of Landscape Architecture has made significant progress in the diversity of students, faculty, and staff during this review period. Both strategic plans in the review period have had goals tied to diversity and we are meeting our goals in significant measures.

The Department follows University and College policies for recruiting and hiring faculty and staff members. These include efforts intended to attract diverse candidate pools, fair evaluation of candidates, active recruitment of candidates to open positions, and thoughtful introspection and discussion about potential biases. The Department of Landscape has embraced an approach to diversity in hiring with the intention of creating a welcoming culture and actively seeking out diverse candidates. Our recruitment efforts include communication with departmental leaders in landscape architecture throughout the United States to discover candidates and encourage applications. We also directly communicate with potential candidates to describe positions and answer questions.

We recognize that change in a department's faculty composition is typically slow, but the Department of Landscape Architecture has made significant progress. In 2010, the Department's

faculty included five white men and one white woman. In 2021, the Department's faculty includes three women (one Asian, one Hispanic, one non-Hispanic white), three white men, and an additional white woman post-doctoral scholar who is teaching full time in the BSLA program. This is significant improvement, but incomplete. A continuing challenge is the unequal gender balance in faculty ranks with men more highly represented in tenured positions.

The Department of Landscape Architecture has made significant investment into student recruiting, especially after hiring an Academic Coordinator with recruiting responsibilities in 2016. The Department uses a range of recruiting strategies on a spectrum from extensive to intensive contacts. We have also specifically targeted locations not traditionally reached by CAFE's more rural connections. While our overall enrollment has recovered from a trough in 2014, the increase in diversity and gender balance has been much more significant.

In the Fall of 2010:

- 10% of UKLA students were underrepresented minorities
- 14% of UKLA students were female
- 11% of UKLA students were first-generation

In the Fall of 2020:

- 28% of UKLA students were underrepresented minorities
- 50.0% of UKLA students were female
- 38% of UKLA students were first-generation

Complete student data is in the Student Demographics Appendix.

The Department of Landscape Architecture began a process in 2020 to examine how well we are encompassing not only diversity, but also equity and inclusion. We formed a committee of students, staff, and faculty to lead the Department in this process. The DEI committee began in the early summer with a letter to all students describing our intent and was accompanied by a survey gauging their attitudes and concerns. Committee members in the fall participated in LAAB town halls, the ASLA Committee on Education sessions, University of Kentucky workshops, and individual exploration of other schools' approaches. This background work was concurrent with discussions that led to the organization of a series of DEI workshops with BSLA program students in the spring semester. The workshops have a combined purpose of finding out what is important to students, raising awareness of DEI issues and ideas, and forming a plan for continued work. One of our faculty members, Jayoung Koo, is a member of the CAFE DEI committee, which allows departmental coordination with their work.

D. Faculty Participation

1. Does the faculty make recommendations on the allocation of resources and do they have the responsibility to develop, implement, evaluate, and modify the program's curriculum and operating practices?

The faculty of the Department have responsibility over the curriculum in cooperation with the Chair and the Director of Undergraduate Studies. All curricular proposals advanced from the Department to the College and University have been subject to extensive discussion and a vote of support by the Department faculty members. A College curriculum committee additionally reviews curriculum proposals before advancing to the University Senate. Minor changes in courses that do not need higher-level approval are also discussed by the faculty as a group.

Faculty members participate in program-wide learning outcomes assessments that the Department annually reports to the University. Faculty members also participate in University-mandated periodic program reviews, in addition to LAAB accreditation.

The Department's Rules of Procedure govern the operating practices of the program, and these procedures articulate the responsibilities of faculty members and of the Chair. https://www.uky.edu/universitysenate/sites/www.uky.edu.universitysenate/files/Rules/2018-19/Landscape%20Arch%20Rules%20of%20Procedure%202018.pdf

Budget management is the purview of the Chair, but with the advice of the faculty. In the Department of Landscape Architecture, there are essentially two types of departmental funds not committed to salaries of full-time staff and faculty. The first is the Department's operating funds, which pay for student assistants and part-time studio associates, equipment and studio furnishings, faculty and staff travel, and office expenses. The other is funding from the Department's endowments, which pay for student enrichment activities such as guest lectures, workshops and travel support. The Chair shares the status of these funds with the faculty as a whole at the beginning of the budget year and the group discusses parameters around spending. Other discussions about expenditures happen throughout the year, either as a group or with individual faculty members.

Typically, faculty meetings occur every two weeks depending on need and schedule, with agendas sent in advance that outline major topics for discussion. Along with formal ways for faculty members to have input as described/mandated by policy and procedures, there is a general sense that issues can be brought up as needed inside or outside of a regularly scheduled meeting with the whole group or individually with the Chair.

2. **Does the faculty participate, in accordance with institutional guidelines, in developing criteria and procedures for annual evaluation, promotion and tenure of faculty?**

The Department Chair and faculty members rewrote and adopted in 2018 the *Evidences of Scholarly Activity Applicable to Faculty Appointments, Merit Evaluation, Reappointments, and Promotions* that describes the evidences of progress related to faculty performance evaluation and promotion and tenure at the Department level. The evidence statement provides criteria for assessing faculty work and integrates with the University's evaluation and promotion processes. Link to *Evidences of Scholarly Activity*:
http://administration.ca.uky.edu/files/la_statement_of_evidences.pdf

Faculty members from all academic departments are involved in a peer review process for promotion and tenure at both the College and University levels. The University of Kentucky administration develops procedures for annual evaluation and for promotion in consultation with the Faculty Senate.

The complete University of Kentucky process for faculty appointment, reappointment, promotion and the granting of tenure is at the following link:
https://www.uky.edu/regs/sites/www.uky.edu.regs/files/files/ar/ar2-1-2.pdf

The College of Agriculture, Food and Environment process for annual faculty performance review is at the following link:
https://administration.ca.uky.edu/files/2020_faculty_apr_dean_memo_updated_links.pdf

3. **Does the program or institution adequately communicate and mentor faculty regarding policies, expectations and procedures for annual evaluations, and for tenure and promotion to all ranks?**

Mentoring occurs within the Department by the Chair and more senior faculty members who share areas of interest with more junior faculty members. Faculty members who are in progress toward promotion to Associate Professor with tenure or promotion to Senior Lecturer also make annual presentations to all faculty members to share current work and progress.

Non-tenured faculty submit materials for annual review in the fall and tenured faculty submit materials every other year. The office of the Associate Dean for Faculty Resources, Planning and Assessment provides an informative Annual Performance Review site that outlines the College/University process:
http://administration.ca.uky.edu/content/two-and-four-year-reviews

All academic departments at the University of Kentucky conduct two and four-year progress toward promotion reviews for tenure-track faculty members. These reviews take place largely within the department with a letter sent to the Dean of the College. Faculty members undergoing review submit dossiers. Tenured members of the faculty review dossiers and share written comments with the Department Chair. The Chair prepares a summative letter to the candidate, also sharing the letter with the Dean of the College.

Departments may consider Lecturer series faculty for promotion to Senior Lecturer after five years of service. Faculty members undergoing review submit dossiers. The tenured faculty members offer written comments to the Department Chair. The Chair prepares a recommendation to the Dean of the College, who may then recommend the promotion, after also receiving the recommendation of the college-level faculty review committee. The Dean's recommendation goes to the Provost, who has final approval over promotions to Senior Lecturer.
https://administration.ca.uky.edu/files/p_t_2013_senior_lecturer_promotion_process.pdf

There is also an annual Promotion and Tenure Workshop hosted by the College's Faculty Council. This is a two-hour workshop held each year and faculty are encouraged to attend annually because the speaker line-up changes in order to focus on different perspectives of the promotion and tenure process. During this review period, two faculty members (Koo and Sass) gained promotion to Associate Professor with tenure, one faculty member (Lee) gained promotion to Full Professor, and one member (Segura) gained promotion to Senior Lecturer.

4. **Does the faculty participate, in accordance with institutional guidelines, in developing and applying criteria and procedure for the appointment and assessment of program and academic unit leadership?**

Department faculty and staff members annually provide assessment of the Department Chair and other college administrators through an anonymous survey instrument. The survey questions are relatively in-depth and there are many opportunities for comments. The College Dean develops a summary of Department scores and comments and shares this with the Chair, to protect individual anonymity.

Department Chair appointments and reappointments involve multiple levels of consultation within the College, including open presentations by candidates, interviews with Department faculty and staff, and meetings with other Departments' Chairs and College administration. The College Dean solicits the written opinions of Department faculty members on the appointment or reappointment of a Chair. The process for Chair appointments is in the following link:
http://administration.ca.uky.edu/chairapts

E. Faculty Numbers

1. **Describe the faculty resources (as either full-time positions dedicated to the program, full-time positions split between programs with a percentage committed to the landscape architecture program or part-time positions within the program). Describe how the program meets the appropriate standards:**

    a. An academic unit that offers a single first-professional degree program at the emerging or Initial Accreditation status 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 a first-professional degree program at both the bachelor's and master's levels at the emerging or Initial Accreditation status has at least six FTE instructional faculty, five of whom hold professional degrees in landscape architecture, at least two of whom are full-time.

c. An academic unit that offers a single first-professional degree program at the continuing full Accreditation status has an FTE of at least five instructional faculty. At least four of these faculty members hold a professional degree in landscape architecture and at least three of them are full-time.

d. An academic unit that offers first-professional degree programs at both the bachelor's and master's levels with continuing full Accreditation status has an FTE of at least seven instructional faculty, at least five of whom hold professional degrees in landscape architecture and are full-time.

The Department of Landscape Architecture currently includes **six** full-time instructional faculty members, all but one of whom hold professional degrees in Landscape Architecture [Carolina Segura Bell is from Argentina and has a BArch and MCP degrees with a Certificate in Landscape Planning.] Throughout the review period, until 2020, that number was **seven** full-time instructional faculty members (including Brian Lee), all but one of whom held professional degrees in Landscape Architecture. All faculty members have instructional responsibilities within the BSLA program. Several local landscape architecture professionals assist in the program as part-time Instructors or Studio Associates contributing in the program's design studios.

2. Are student-faculty ratios in studios typically not greater than 15:1?

Most studio courses in the BSLA program are within the 15:1 ratio, counting only full-time faculty members. With the addition of professional Studio Associates who function in an adjunct-like capacity in studios, no studio course exceeds the 15:1 ratio, as described in Standard 2.B.2.

3. Does the strategic plan or long range plan include action item(s) for addressing the adequacy of the number of faculty?

The Department's strategic plan during this accreditation cycle has addressed faculty diversity and the extramural stature of faculty. Faculty number, as a condition of accreditation, has not been an issue for the BSLA program during this review cycle and so the current strategic plan did not identify the number of faculty as an issue. The loss of a faculty member, Brian Lee, to College administration in late 2019, and the inability to hire a new faculty member due to a subsequent $97,000 cut to the Department's budget in 2020, has affected the Department's ability to teach in the geospatial/geographic information systems area. This affects the BSLA program along with other programs whose students normally take the GIS courses taught by an LA faculty member. Regaining funding for the position is a high priority for the Department of Landscape Architecture as the lack of a faculty member in the geospatial area is a significant impediment to the competitiveness of our students.

4. Is the number of faculty adequate to achieve the program's mission and goals and individual faculty development?

The number of faculty members in the Department was adequate to meet the needs of both the BSLA program mission and goals of individual faculty development in this review period until 2019. When Brian Lee left the Department for College administration, we filled the teaching void by increasing teaching duties associated with a short-term post-doctoral scholar position held by Adina Cox. Brian Lee's position as editor of *Landscape Journal* had provided a substantial portion of the post-doctoral position's salary. The Department was able to use the salary savings from Brian Lee's position to fund the post-doctoral position while searching for a new faculty member. The position search was cancelled in Spring 2020 due to the Covid pandemic shutdown. The Department was able to piece together carryover funding for the post-doctoral position for the 2020-21 academic year, but the loss of $97,000 from the budget makes it impossible to continue that into the 2021-22 academic year. It is critical to the BSLA program, and to the balance of faculty effort, to hire a new faculty member in a position similar to Brian Lee's former faculty post.

3. PROFESSIONAL CURRICULUM

STANDARD 3: The first professional-degree curriculum shall include the core knowledge skills and applications of landscape architecture.

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, and social sciences, as well as opportunities for students to develop other areas of interest.

Relevant

b. In addition to the professional curriculum, a first professional degree at the master's level shall provide instruction in and application of research and or/scholarly methods.

Not Relevant

c. A first professional degree at the master's level that does not require all students to have an undergraduate degree before receiving the MLA shall meet the requirements for both a and b.

Not Relevant

INTENT: The purpose of the curriculum is to achieve the learning goals stated in the mission and objectives. Curriculum objectives should relate to the program's mission and specific learning objectives. The program's curriculum should encompass coursework and other opportunities intended to develop students' knowledge, skills, and abilities in landscape architecture.

State whether paragraphs a, b, or c (above) are relevant to this review.

A. Curricular Expression of the Mission and Objectives

1. How does the curriculum address the program's mission, goals, and objectives?

The program has a 43-year record of accredited BSLA education. From initial student contact through professional placement assistance, close attention is paid to student orientation, retention, mastery of professional skills and broad intellectual development. The faculty and staff are committed to an undergraduate BSLA curriculum that offers a well-rounded education in landscape architecture as well as for those students who make alternative career choices. Pursuant to our program mission, the undergraduate curriculum is oriented toward broad landscape architectural practice so that program graduates are prepared to become productive and creative practitioners in a wide variety of private, public, and not-for-profit offices, or

continue academic work in landscape architecture and related fields. The primary educational goal is to orient each student to the wide range of the profession and to the specialties that best suit their individual interests.

The program is structured to develop both breadth of viewpoint and technical ability in a range of activities encompassed by the profession. Some general aspects of such an education include:

- An understanding of the basic natural resource constraints that bear on land-use and design decisions and activities;
- An awareness of the cultural determinants of human behavior and the social, political, economic, and legal frameworks that influence land-use and design decisions;
- A working knowledge of these skills -- the tools, practices, processes, and techniques of analysis, synthesis, implementation, and evaluation used in the design profession;
- A sense of ethical and professional responsibility that frames and guides the use of these skills.

The University of Kentucky's BSLA Four-Year Program is sequenced as follows:

The first year is structured to enable students to acquire the basic University level coursework needed in communication, creativity (LA 111 – Living on the Right Side of the Brain), and quantitative foundations as part of the University of Kentucky's Core – General Education (UK Core). Additionally, we have changed our sequence to include more hours of Landscape Architecture courses in the first year such as an introduction of landscape architecture (LA 105), studio I (LA 121), history (LA 205), and graphics (LA 161). During this period, students focus on abstract design thinking as well as building knowledge and skills needed for landscape architectural design studios and technical courses. Students also typically enroll in Plant ID (PLS 220) in the fall of their first year. Taking these courses together provides incoming LA students with a sense of community and belonging early in the curriculum. An LA student now generally takes 21 of their first 30-hours with their cohort during the first year, compared to approximately 9-hours of their first 30 in the previous five-year program. During the spring semester students have their first studio experience (LA 121); this is also when internal/external transfer students typically join the program.

See "Fall Semester Start - Typical Semester Schedule" and "Spring Semester Start - Typical Semester Schedule" on the following two pages or via this link:
http://ukla.ca.uky.edu/files/bslafouryearschedule_jan2021.pdf

BACHELOR OF SCIENCE IN LANDSCAPE ARCHITECTURE

UNIVERSITY OF KENTUCKY

Suggested 4 Year Schedule - Fall Semester Start

Fall
Spring

Year One

LA 105 Intro to Landscape Architecture (3)
LA 111 Living on the Right Side of the Brain (3)
PLS 220 Plant ID (3)
CIS/WRD 110 (3)
Core (3)
LA 121 Design Studio I (6)
LA 161 Graphics I (3)
LA 205 History of Landscape Architecture (3)
CIS/WRD 111 (3)

30 Hours

Year Two

LA 222 Design Studio II (6)
LA 162 Digital I (3)
PLS 366 Soil Science (4)
Core (3)
LA 223 Design Studio III (6)
LA 271 Design Implementation I (4)
Topical Studies (3, LA 262 recommended)
Core (3)

32 Hours

Year Three

LA 324 Design Studio IV (6)
LA 372 Design Implementation II (4)
PLS 320 Woody Horticultural Plants (4)
Core (3)
LA 373 Design Implementation III (6)
LA 398 Professional Development I (1)
Topical Studies (3)
Topical Studies (2)
Core (3)

32 Hours

Year Four

LA 425 Design Studio V (6)
LA 400 Professional Development II (1)
Topical Studies (3)
Specialty Support (3)
Core (3)
LA 426 Design Studio VI (6)
Specialty Support (3)
Core (3)
Elective (3)

31 Hours

Summer

LA 390 International Study (3)

128 Total Hours

BACHELOR OF SCIENCE IN LANDSCAPE ARCHITECTURE

UNIVERSITY OF KENTUCKY

Suggested 4 Year Schedule - Spring Semester Start

Fall
Spring

Year One

Core (3)
Core (3)
Core (3)
Core (3)
CIS/WRD 110 (3)
LA 121 Design Studio I (6)
LA 161 Graphics I (3)
LA 205 History of Landscape Architecture (3)
CIS/WRD 111 (3)

30 Hours

Year Two

LA 222 Design Studio II (6)
LA 162 Digital I (3)
LA 105 Intro to Landscape Architecture (3)
PLS 220 Plant ID (3)
LA 223 Design Studio III (6)
LA 271 Design Implementation I (4)
Topical Studies (3, LA 262 recommended)
PLS 366 Soil Science (4)

32 Hours

Year Three

LA 324 Design Studio IV (6)
LA 372 Design Implementation II (4)
PLS 320 Woody Horticultural Plants (4)
LA 111 Living on the Right Side of the Brain (3)
LA 373 Design Implementation III (6)
LA 398 Professional Development I (1)
Topical Studies (3)
Topical Studies (2)
Specialty Support (3)

32 Hours

Year Four

LA 425 Design Studio V (6)
LA 400 Professional Development II (1)
Topical Studies (3)
Core (3)
Core (3)
LA 426 Design Studio VI (6)
Specialty Support (3)
Core (3)
Elective (3)

31 Hours

Summer

LA 390 International Study (3)

128 Total Hours

The second year introduces essential ways to address landscape architectural problems, with an emphasis on the basic principles of design processes - analysis, programming, and design at the site scale (LA 222 & 223). Methods of analyzing landscapes and human behavior further provide the student with a logical basis for design decisions, while the use of computers for design, modeling, and presenting (orally/graphically) design ideas is emphasized. Additional required coursework includes grading and drainage (LA 271). Students fill out their schedule with UK Core, Topical Studies, Specialty Support, or Elective courses as needed/desired. Completing the second year, a student is equipped with enough rudimentary knowledge, skills, and abilities to take on a range of landscape architectural problems.

The third year is structured to take advantage of the foundational courses while expanding a student's capability and knowledge set. The fall studio is centered around community outreach and development (LA 324), and focuses on sustainability issues that can be implemented at the community scale. At the same time, students enroll in LA 372 - Design Implementation II (methods & materials). The spring studio is the last of three courses dedicated to construction implementation culminating in the synthesis of detailed design development and construction documentation (LA 373 - Design Implementation III). By the end of the term, students have individually developed and revised a set of construction drawings which include design, grading, drainage, layout, lighting/irrigation, and planting plans.

Our professional development series begins in this semester with LA 398 – Professional Development I. This course is designed to prepare students for an internship and continues the development of a sense of professional ethics introduced in previous courses. Additionally, students take UK Core, Topical Studies, Specialty Support, or Elective courses as appropriate.

The fourth year is considered a capstone year in the program. In the fall, students enroll in the urban design studio (LA 425), along with Topical Studies, Specialty Support, and any needed UK Core courses. The spring is the capstone of the design sequence with the Advanced Landscape Architecture Studio (LA 426). In the capstone studio, students should demonstrate the proficient use of previously practiced design processes and strategies for analysis, ideation, and formal design development. They should apply artistic, social, economic, ethical, and ecological reference frames and be able to articulate those frames in their work. Students should exercise leadership roles as individuals, team members, and leaders. Finally, students should demonstrate the capacity to present their work in graphic, written and oral communication forms.

Professional Development II (LA 400), provides the capstone to a student's professional development and career preparation for employment. Students also complete any UK Core, Topical Studies, Specialty Support, or Elective courses still needed.

2. How does the program identify the knowledge, skills, abilities and values it expects students to possess at graduation?

The Department uses multiple sources to identify the knowledge, skills and abilities required of students for entry into the profession. The topics listed in Standard 3 - Section B of this report generally reflect the core components of this BSLA program. Many of these areas are aligned with the Landscape Architecture Body of Knowledge study (LaBOK) (Orland et al., 2004), describing core knowledge, skills, abilities and values that a variety of practitioners and faculty have determined students need to possess at graduation. These two components are integrated with and modified by faculty expertise and capacity as they investigate and teach about changing ecological, social, technological, and professional landscape architectural conditions.

The Department engages emerging and experienced professionals from varied practices to assist in each studio. These professionals are selected by the studio faculty member based on studio content and are utilized at least weekly throughout the semester. The intended benefit of these experts is to enrich student understanding with contemporary best practices, standards, and techniques. These professionals provide the added benefit of influencing the broader curriculum through formal and informal discussions with faculty members. From a student perspective, they bring the world of practice to the studio. In addition, we frequently engage professionals not directly associated with the studios for incremental and final reviews of studio work.

During the early part of this review period, we required a professional Internship or Research Experience (LA 399/395) for each student. This requirement was changed because of a summer tuition requirement by the University, and we now strongly encourage these experiences but do not require the experience for credit. It is through informal and formal communication channels during and after internships that we hear from practitioners who mentor our students regarding the knowledge, skills, and abilities possessed by the student. We also ask students to showcase and reflect on their experience(s) during a departmental public presentation each fall where they exhibit what they learned during their internship experience.

We frequently engage professionals in reviews of student work directly in the studios. In addition, we support and help organize a Portfolio Review Day each spring for all LA majors. The event usually begins with a keynote speaker addressing portfolio development and presentation, with the remaining time spent in a round robin sequencing of students meeting in small groups with different professionals. Each student has their portfolio reviewed by three or four professionals each year. Typically, the day ends with a panel discussion about the strengths and weaknesses the professionals observed in the portfolios. For many years, Portfolio Day has been integrated with the Kentucky Chapter ASLA's annual conference, from which we receive curriculum feedback. As with many things in 2020 and 2021, COVID-19 restrictions changed Portfolio Day to a virtual platform.

Students, faculty, and alumni advisors together identify the knowledge, skills, abilities, and values program graduates should have. Their views are based on many things including LAAB Standard 3, general trends in professional practice; faculty conferences at CELA and ASLA; professional and academic publications; student encounters with potential employers; and alumni observations and recommendations. The program's context in the College of Agriculture,

Food and Environment within a land-grant, research-extension University also influences specific treatment of basic content areas. As described in Standard 1.D.3., the Department faculty and staff convene at regular intervals to evaluate aspects of the curriculum and to plan improvements.

B. Program Curriculum

1. How is the program curriculum guided by coverage of:

History, theory, philosophy, principles and values
design history; design theory; criticism; sustainability, resiliency, stewardship; health, safety, welfare

Design processes and methodology
critical thinking; analysis; ideation; synthesis; site program; iterative design development; design communication

Systems and processes – natural and cultural (related to design, planning and management)
plants and ecosystems sciences; built environment and infrastructure; human factors and social & community systems; human health and well-being

Communication and documentation
written communication; oral communication; visual and graphic communication; design and construction documents; numeracy, quantitative problem-solving and communication; community and/or client engagement

Implementation
construction technology and site engineering; site materials; use and management of plants and vegetation; policies and regulation

Computer applications and advanced technologies
visualization, and modeling; communication (conceptual and construction drawings); geospatial analysis

Assessment and evaluation
site assessment; pre-design analysis; landscape performance; post-occupancy evaluation; visual and scenic assessment

Professional practice
values; ethics; practice; construction administration

Research and/or scholarly methods (for masters' level degree programs)
quantitative & qualitative methods; framing research questions; literature/precedent review; research integrity and protection of human subjects; communication of research

All topics listed above are addressed in individual or in multiple courses/studios with varying levels of inquiry depth. Some topics are addressed as part of the UK Core and reinforced/used in major courses while other topics are part of the major courses directly. Depending on subject area, students will have been exposed to the listed subject matter from one to multiple times in different ways and by different faculty by the time of their graduation as illustrated in the following chart.

Category	Course Number and Title	
	Primary	**Elective**
History, Theory, Philosophy, Principles and Values: *design history; design theory; criticism; sustainability; resiliency; stewardship; health, safety, welfare*	LA 111 Thinking/Right Side of the Brain LA 105 Intro to Landscape Architecture LA 205 History of Landscape Architecture LA 390 International Study Humanities Core Social Science Core Community/Culture Core Global Dynamics Core	LA 307 Cultural Landscape Preservation
Design Processes and Methodology: *critical thinking; analysis; ideation; synthesis; site program; iterative design development; design communication*	LA 121 Design Studio I LA 222 Design Studio II LA 223 Design Studio III LA 324 Design Studio IV LA 373 Design Implementation III LA 425 Design Studio V LA 426 Design Studio VI LA 111 Thinking/Right Side of the Brain	
Systems and Processes - Natural and Cultural (related to design, planning and management): *plants and ecosystems sciences; built environment and infrastructure; human factors and social & community systems; human health & well-being*	LA 105 Intro to Landscape Architecture LA 222 Design Studio II LA 324 Design Studio IV LA 425 Design Studio V PLS 220 Intro to Plant Identification PLS 320 Woody Horticultural Plants PLS 366 Fundamentals of Soil Science Ecology Selections Social Science Core Natural/Physical Science Core	LA 345 Design with Plants LA 531 Water in Urbanizing Landscapes
Communication and Documentation: *written communication; oral communication; visual & graphic communication; design & construction documents; numeracy, quantitative problem solving & communication; community and/or client engagement*	LA 161 Graphics I LA 162 Digital Representation I LA 398 Professional Development I LA 400 Professional Development II LA 121 Design Studio I LA 222 Design Studio II LA 223 Design Studio III LA 324 Design Studio IV LA 373 Design Implementation III LA 425 Design Studio V LA 426 Design Studio VI CIS 110 Composition & Communication I CIS 111 Composition & Communication II Quantitative Foundations Core Statistical Inferential Reasoning Core	LA 262 Graphics II LA 462 Digital Representation II

Implementation: *construction technology & site engineering; site materials; use & management of plants & vegetation; policies & regulations*	LA 271 Design Implementation I LA 372 Design Implementation II LA 373 Design Implementation III LA 398 Professional Development I LA 400 Professional Development II PLS 220 Intro to Plant Identification PLS 320 Woody Horticultural Plants	LA 345 Design with Plants
Computer Applications and Advanced Technologies: *visualization & modeling; graphic communication (conceptual & construction drawings); geospatial analysis*	LA 162 Digital Representation I LA 121 Design Studio I LA 222 Design Studio II LA 223 Design Studio III LA 324 Design Studio IV LA 373 Design Implementation III LA 425 Design Studio V LA 426 Design Studio VI	LA 262 Graphics II LA 355 Intro Geospatial Applications for Land Analysis LA 462 Digital Representation II LA 556 Contemporary Geospatial Applications for Land Analysis
Assessment and Evaluation: *site assessment; pre-design analysis; landscape performance; post-occupancy evaluation; visual & scenic assessment*	LA 105 Intro to Landscape Architecture LA 222 Design Studio II LA 223 Design Studio III LA 324 Design Studio IV LA 425 Design Studio V LA 426 Design Studio VI	LA 307 Cultural Landscape Preservation LA 531 Water in Urbanizing Landscapes LA 355 Intro Geospatial Applications for Land Analysis
Professional Practice: *values; ethics; practice; professionalism; construction administration*	LA 398 Professional Development I LA 400 Professional Development II LA 373 Design Implementation III	

2. How does the curriculum address the designated subject matter in a sequence that supports its goals and objectives?

The following pages contain the Major Program sheet and official Course Descriptions that represent the BSLA degree requirements. Typical plans of study are shown earlier in this document in Standard 3.A.1., along with a description of the developmental sequence of the program from the beginning of year one to the conclusion of year four.

University of Kentucky

Landscape Architecture

College of Agriculture, Food and Environment

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 four-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, Food and Environment 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 128 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 UK Core 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.

UK Core Requirements

See the *UK Core* section of the *2020-2021 Undergraduate Bulletin* for the complete UK Core requirements. The courses listed below are (a) recommended by the college, or (b) required courses that also fulfill UK Core areas. Students should work closely with their advisor to complete the UK Core requirements.

I. Intellectual Inquiry in Arts and Creativity
LA 111 Living on the Right Side of the Brain 3

II. Intellectual Inquiry in the Humanities
Choose one course from approved list 3

III. Intellectual Inquiry in the Social Sciences
Choose one course from approved list 3

IV. Intellectual Inquiry in the Natural, Physical, and Mathematical Sciences
Choose one course from approved list 3

V. Composition and Communication I
CIS/WRD 110 Composition and Communication I 3

VI. Composition and Communication II
CIS/WRD 111 Composition and Communication II 3

VII. Quantitative Foundations
Choose one course from approved list 3

VIII. Statistical Inferential Reasoning
STA 210 Making Sense of Uncertainty: An Introduction to Statistical Reasoning 3

IX. Community, Culture and Citizenship in the USA
Choose one course from approved list 3

X. Global Dynamics
Choose one course from approved list 3

UK Core hours 30

Graduation Composition and Communication Requirement (GCCR)

LA 222 Landscape Architecture Design Studio II 6
LA 223 Landscape Architecture Design Studio III 6

Graduation Composition and Communication Requirement hours (GCCR) 12

Premajor Requirements — Hours

Premajor requirements met by UK Core courses:
LA 111 Living on the Right Side of the Brain 3

Subtotal: Premajor hours 3

Departmental Professional Requirements

LA 105 Introduction to Landscape Architecture 3
LA 121 Landscape Architecture Design Studio I 6
LA 161 Graphics I 3
LA 162 Digital Representation I 3
LA 205 History of Landscape Architecture 3

– CONTINUED –

University of Kentucky is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate, baccalaureate, masters, and doctorate degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097, call 404-679-4500, or online at *www.sacscoc.org* for questions about the accreditation of University of Kentucky.

Landscape Architecture • 2

LA 222 Landscape Architecture Design Studio II 6
LA 223 Landscape Architecture Design Studio III 6
LA 271 Design Implementation I 4
LA 324 Landscape Architecture Design Studio IV 6
LA 372 Design Implementation II 4
LA 373 Design Implementation III 6
LA 390 International Study 3
LA 398 Professional Development I 1
LA 400 Professional Development II 1
LA 425 Landscape Architecture Design Studio V 6
LA 426 Landscape Architecture Design Studio VI 6

Students must complete 11 hours from the following list of Topical Studies courses:

LA 262 Graphics II 3
LA 305 Design Theories in Landscape Architecture 3
LA 307 Cultural Landscape Preservation 3
LA 308 Regional Land Use Planning Systems 3
LA 345 Design with Plants 3
LA 355 Introductory Geospatial Applications for Land Analysis 3
LA 395 Independent Study in Landscape Architecture 1-6
LA 397 Special Topics in Landscape Architecture (Subtitle required) 3
LA 399 Internship in Landscape Architecture 2
LA 457 Contemporary Regional Land Use Planning Applications 3
LA 462 Digital Representation II 3
LA 531 Water in Urbanizing Landscapes 3
LA 556 Contemporary Geospatial Applications for Land Analysis 3

Subtotal: Major hours 78

Specialty Support Requirements

PLS 220 Introduction to Plant Identification 3
PLS 320 Woody Horticultural Plants 4
PLS 366 Fundamentals of Soil Science 4

One course in ecology from the following or other ecology-focused courses approved by Director of Undergraduate Studies:

FOR 340 Forest Ecology 4
FOR 435 Conservation Biology 3
FOR 540 Urban Ecology 3
GEO 530 Biogeography and Conservation 3
FOR/GEO 570 Landscape Ecology for Natural Resources 3
SOC 360 Environmental Sociology 3

Select **one** additional course from the 300-500 series with advisor assistance 3

Subtotal: Specialty Support ..... minimum of 17

Electives

Electives should be selected by the student to lead to the minimum total of 128 hours required for graduation. Electives may be chosen from the Landscape Architecture Topical Studies or other university courses at any level.

Subtotal: Electives ..... minimum of 3

TOTAL HOURS: 128

BACHELOR OF SCIENCE IN LANDSCAPE ARCHITECTURE
UNIVERSITY OF KENTUCKY

COURSE DESCRIPTIONS

Updated October 2020

REQUIRED COURSES OFFERED BY DEPARTMENT OF LANDSCAPE ARCHITECTURE

LA 105 Introduction to Landscape Architecture (3)
A survey of landscape architecture examining how the profession responds to societal needs in providing services to various public and private clients. Students will become aware of the potential for landscape architecture to transform the environment in which humans live, work, and play. Contemporary landscape architectural issues, practitioners and work are presented. Lecture, three hours per week.

Typically Offered: Fall Semester

LA 111 Living on the Right Side of the Brain (3)
Students in this course will gain an understanding and awareness of creative strategies that may be used in future problem solving. These strategies will help encourage creative thinking that will lead to more innovative and novel solutions. Students will practice a metacognitive approach by reflecting on their own thinking in an effort to enhance self-regulation and ultimately realize creative potential. Fulfills UK Core Inquiry in Arts and Creativity.

LA 121 Landscape Architecture Design Studio I (6)
Introduction to the fundamental elements and principles of design. Emphasis is on the application of design thinking and creative process to a variety of design problems. Observation, communication, and critique are stressed as components of process. Field trips may be required. Lecture, three hours; studio, nine hours per week.

Prereq: Student must be accepted in the Landscape Architecture Program and enrolled in LA 161 (or previous completion of equivalent graphics course).

Offered: Spring Semester

LA 161 Graphics I (3)
A study of landscape architecture graphics including freehand sketching, plan, section, and perspective drawing. Rendering techniques in both black and white and color will be explored with a variety of media including pencils and markers. Lecture, two hours; studio, two hours per week.

Prereq: Non-LA majors must have permission of the instructor.

Typically Offered: Spring Semester

LA 162 Digital Representation I (3)
This course provides students with a basic knowledge of computer-aided methodologies applied to site design and design articulation. It focuses on utilizing computer-aided drafting/design as a tool for producing the sequence of drawing commonly used in professional design offices. The interface of computer-aided drafting/design software with various other digital applications to produce representations of site information is also emphasized. Lecture, 2 hours; laboratory, 2 hours per week.

Prereq: LA 161.

Typically Offered: Fall Semester

LA 205 History of Landscape Architecture (3)
A study of landscape design through past civilizations and how these have influenced our present approach to dealing with our landscape.

Prereq: CIS/WRD 110 or consent of instructor.

Typically Offered: Spring Semester

LA 222 Landscape Architecture Design Studio II (6)
LA 222 continues the core emphasis on process and design vocabulary from LA 121. The course is focused on the connections between landscape architectural design, place, and regional landscapes, along with the continued development of graphic, written, and oral communication skills. Field trips may be required. Lecture, three hours; studio, nine hours per week.

Prereq: LA 121 with a minimum grade of "C" and enrollment in LA 162 (or previous completion of equivalent CAD course). This course is a Graduate Composition and Communication Requirement (GCCR) course in certain programs, and hence is not likely to be eligible for automatic transfer credit to UK.

Offered: Fall Semester

LA 223 Landscape Architecture Design Studio III (6)
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, landscape topology, and landscape ecology. Low impact site development practices are stressed. Field trips may be required. Lecture, three hours; studio, nine hours per week.

Prereq: LA 222 with a minimum grade of "C", PLS 366 or concurrent enrollment in PLS 366, or consent of the instructor. This course is a Graduation Composition and Communication Requirement (GCCR) course in certain programs, and hence not likely to be eligible for automatic transfer credit to UK.

Offered: Spring Semester

LA 271 Design Implementation I (4)
This course develops competency in solving problems relating to site grading, drainage systems, road alignment, and other aspects of site engineering and stormwater management. Field trips may be required. Lecture, two hours; studio, six hours per week.

Prereq: LA 162 or permission of the instructor.

Offered: Spring Semester

LA 324 Landscape Architecture Design Studio IV (6)
Studio design course emphasizing site selection and programmatic analysis in landscape master planning for complex site programs. Field trips may be required. Lecture, three hours; studio, nine hours per week.

Prereq: LA 223 with a minimum grade of "C", PLS 366, and concurrent enrollment in PLS 320.

Offered: Fall Semester

LA 372 Design Implementation II (4)
A continuation of landscape architecture design implementation; construction materials, including wood, paving, and walls, along with their applications: preparation of working drawings and materials specifications. Field trips may be required. Lecture, two hours; studio, six hours per week.

Prereq: LA 271 with a minimum grade of "C".

Offered: Fall Semester

LA 373 Design Implementation III (6)
Advanced instruction and practicum in the development of design implementation drawings. Students will produce a comprehensive set of schematic design and construction drawings that apply the principles and techniques commonly used in the landscape architecture profession. Field trips may be required. Lecture, three hours; studio, nine hours per week.

Prereq: LA 372 with a minimum grade of "C", PLS 320, or permission of the instructor.

Offered: Spring Semester

LA 390 International Study (3)
International study program led by faculty in Landscape Architecture. Program locations vary from year to year. Other international study experiences may be accepted as equivalent for graduation requirements with permission of the Department Chair. This course may be repeated once with additional credits applied as an elective.

LA 398 Professional Development I (1)
This courses focuses on formally documenting and communicating competency relative to the knowledge, skills, and abilities developed in the landscape architecture major. The course will help students prepare for professional work experience opportunities as well as learn more about additional educational opportunities in graduate school. Private, government, and non-profit sectors are discussed. Field trips(s) may be required.

Prereq: LA 105 and LA 324.

Typically Offered: Spring Semester

LA 400 Professional Development II (1)
This course utilizes the products and experiences from LA 398 to further develop the student for opportunities beyond this university. This course will further prepare students for landscape architecture professional practice. Topics will include licensure and certification, professional design performance rating systems, ethics, business structure(s), job offer evaluation and negotiation, career financial planning, and regulatory requirements. Field trip(s) may be required.

Prereq: LA 398.

Offered: Spring Semester

LA 425 Landscape Architecture Design Studio V (6)
Studio design course with emphasis on urban design and development, and associated public spaces. Field trips may be required. Lecture, three hours; studio, nine hours per week.

Prereq: LA 324 with a minimum grade of "C".

Offered: Fall Semester

LA 426 Landscape Architecture Design Studio VI (6)
Application of landscape architecture design process to address issues at a variety of scales with emphases on form generation, community engagement, and communication. Field trips may be required. Lecture, three hours; studio, nine hours per week.

Prereq: LA 425 with a minimum grade of "C".

Offered: Spring Semester

LA 490 Capstone and Professional Practice Seminar (2)
A capstone course in which students will formally document their competency relative to knowledge, skills, and abilities developed in the landscape architecture major. This course will help students prepare to become practicing landscape architects and/or pursue additional formal education. Seminar, three hours per week; field trip(s) may be required. Prereq: LA 425.

***LA 490 has been replaced by LA 398 and LA 400.

REQUIRED COURSES OFFERED BY DEPARTMENT OF PLANT SCIENCES

PLS 220 Introduction to Plant Identification (3)
An Introduction to the techniques used for plant identification based on over one hundred plants encountered in everyday life. Lecture, one hour; laboratory, four hours per week.

Typically Offered: Fall Semester

PLS 320 Woody Horticultural Plants (4)
A detailed study of evergreen and deciduous trees, shrubs, vines, and ground covers occurring in the landscape; their systematic identification, hardiness, form, growth habit, size, culture, adaptation to environmental conditions, uses, and outstanding horticultural characteristics. Lecture, three hours; laboratory, three hours.

Prereq: PLS 220.

Typically Offered: Fall Semester

PLS 366 Fundamentals of Soil Science (4)
Study of the physical, chemical and biological properties of soils and how these properties relate to plant nutrient availability and plant growth, land-use planning and management issues, and soil and water quality issues. Lecture, three hours; laboratory, three hours.

Prereq: CHE 105.

Typically Offered: Fall and Spring Semesters

TOPICAL STUDIES COURSES OFFERED BY DEPARMENT OF LANDSCAPE ARCHITECTURE

11 HOURS REQUIRED

LA 262 Graphics II (3)
Study and application of graphic communication methods with emphasis on integration of analog and digital multiple media and technologies. Lecture, two hours; laboratory, two hours per week.

Prereq: LA 162.

Offered: Spring Semester

LA 305 Design Theories in Landscape Architecture (3)
This course will address a variety of viewpoints in design thinking as related to landscape architecture. Theoretical and philosophical foundations for environmental interventions will be explored and the process of design criticism as a form of inquiry will be emphasized.

Prereq: LA 205 or permission of instructor.

LA 307 Cultural Landscape Preservation (3)
An introduction to cultural landscape preservation activities as design strategies. Exploration of regional landscape preservation case studies and applications of preservation methods to landscape preservation issues with an emphasis on research and process. Lecture, two hours; studio, two hours per week.

LA 308 Regional Land Use Planning Systems (3)
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.

LA 345 Design with Plants (3)
The application of design principles to the functional and aesthetic use of plant materials in the landscape. Lecture, two hours; studio, two hours per week.

Prereq: LA 161 and PLS 220, or permission of the instructor.

Typically Offered: Fall Semester

LA 355 Introductory Geospatial Applications for Land Analysis (3)
An introduction to the concepts and methods of compilation, management, analysis, and display of spatially-referenced and tabular data utilizing vector and raster data models. Lecture will be complemented with computer based laboratory exercises. Lecture, two hours; laboratory, four hours per week.

Prereq: Third year or above LA major, junior/senior NRES major, or permission of instructor. (Same as NRE 355.)

Typically Offered: Fall and Spring Semester

LA 395 Independent Study in Landscape Architecture (1-6)
Topical Studies in landscape architecture allowing for individual research or design experience coordinated with academic pursuits and faculty mentorship and oversight. May be repeated with additional credits applied as an elective.

Prereq: Completed Independent Study Contract and permission of faculty.

LA 397 Special Topics in Landscape Architecture (subtitle required) (1-6)
Topical seminars on current issues of significance to landscape architecture. May be repeated to a maximum of six credits under different subtitles.

LA 399 Internship in Landscape Architecture (2)
This is a self-directed course providing academic credit for a pre-approved internship relating to the practice of landscape architecture. An internship involves working a minimum of 320 hours (e.g. eight weeks at 40 hrs./week) in a private or public landscape architecture office or in another professional experience associated with landscape architecture. Other experiences could include conservation work, research projects, or community engagement work. While engaged in the internship it is also required that a Practice Portfolio and a journal of professional engagement be kept along with a presentation/exhibit be produced at a minimum. Individualized learning contracts must be completed before the experience starts.

Prereq: LA 223 and completed UK Internship Program Learning Contract prior to starting the internship.

LA 457 Contemporary Regional Land Use Planning Applications (3)
This course builds on the systems learned in LA 308 and applies them, through GIS technology, to real world situations. In this course we will deal with rural development, decision making, and comprehensive land use within the context of the physical environment. Lecture, two hours; studio, three hours per week.

Prereq: LA 308 or LA 355, or permission of instructor.

Typically Offered: Fall Semester

LA 462 Digital Representation II (3)
This course focuses on the representation of essential elements of the landscape (structures, landform, water, vegetation, and atmosphere) in three dimensions utilizing a variety of software packages. Students learn about 3D modeling tools that will prepare them in the course to experiment with a variety of visualization methods. Students will test the appropriateness of visualization methods in search of a balance between realistic representations and software limitations. Lecture, 2 hours; studio, 2 hours.

Prereq: LA 262 or consent of instructor.

LA 531 Water in Urbanizing Landscapes (3)
This course is an introductory overview to water processes and water management in a watershed. An emphasis will be placed on hydrological landscape processes, best management practices and classifications of streams, as well as storm water and water management in urban and suburban settings. Data collection, analysis, and fieldwork will be a required portion of the class during the lab section. Lecture, 2 hours; laboratory, 2 hours per week.

Prereq: PLS 366 or consent of instructor.

Typically Offered: Spring Semester

LA 556 Contemporary Geospatial Applications for Land Analysis (3)
This course focuses on contemporary concepts of land analysis, model development, and ancillary functions in geospatial applications. We attempt to apply concepts from the literature in this course through geospatial technologies to real world situations through individual projects that embraces place. In this course, we will address primarily landscape scale analyses such as watersheds and hydrologic characteristics, viewsheds, least cost path analysis, and enhanced land evaluation and site assessment approaches that have specific relevance to you.

Prereq: LA 355/NRE 355 or permission of instructor. (Same as NRE 556.)

Typically Offered: Fall Semester

LA 597 Special Topics in Landscape Architecture (subtitle required) (1-6)
Topical seminars at an advanced level on current issues of significance to landscape architecture majors and graduate students. May be repeated to a maximum of six credits under different subtitles.

Prereq: see specific prerequisites listed for each Special Topics subtitle course.

SPECIALTY SUPPORT

ONE FROM THE FOLLOWING OR ONE APPROVED BY DUS; ONE ADDITIONAL 300-500 SERIES CHOSEN WITH ADVISOR

FOR 340 Forest Ecology (4)
The study of the forest as a biological community, covering ecosystem concepts such as energy flow, forest nutrition, nutrient cycling, and decomposition. Interrelationships between trees and other organisms comprising the community is also examined through concepts of disturbance, succession, population dynamics, biological and ecosystem diversity, ecosystem management, and ecosystem services.

Prereq: BIO 103 or BIO 150

Typically Offered: Fall Semester

FOR 435 Conservation Biology (3)
Review the ethical foundations of conservation biology, discuss the scientific evidence that illustrates recent rapid loss of biological diversity at multiple spatial and temporal scales, identify and elaborate on the causative factors of biodiversity loss, discuss various strategies for conserving biodiversity, and discuss ways that various human cultures and associated resource use influence non-human life and the human societies that depend on them. Conservation biology is multidisciplinary in scope and discussion topics include wildlife management, restoration ecology, economics, ethics, geology, evolution, philosophy, phylogeny, taxonomy, genetics, behavioral ecology, population ecology, disease, sociology, sustainable living, and human dimensions. Conservation topics will be global in scope, with well-studied case examples used to support class activities.

Prereq: Introductory biology course or consent of the instructor.

Typically Offered: Spring Semester

FOR 540 Urban Ecology (3)
Discussion-based course focused on describing urban ecosystems, the processes determining patterns of abundance and distribution of organisms in urban ecosystems, the interactions among organisms in the urban environment, the interactions between humans (and societies) and nature in urban environments, and some aspects of urban planning and urban forestry as it relates to ecology and the environment.

Prereq: Upper level course in biology, ecology, environmental policy or consent of the instructor.

GEO 530 Biogeography and Conservation (3)
An introduction to the geographic patterning of biological diversity, exploring its origins, dynamics, and present trends. Examines the interplay among physical conditions, ecological interactions, evolutionary processes, and the historical movements of organisms and land masses as they have combined to affect the distribution of species, with particular attention to the application of biogeographic knowledge to current problems of species loss and conservation.

Prereq: Two semesters of introductory biology or physical geography, or consent of the instructor. (Same as BIO 530.)

FOR/GEO 570 Landscape Ecology for Natural Resources (3)
Principles of landscape ecology and their applications to contemporary ecological issues. Students will learn and apply the tool of geographic information systems (GIS) and spatial analysis to problems in natural resource ecology, management, and conservation. Course covers the following topics: principles of landscape ecology (e.g., patch, mosaic, and scale), quantification of landscape patterns, formation and dynamics of landscape patterns, role of disturbance, landscape models and their applications.

Prereq: any upper level course in GIS or consent of instructor.

Typically Offered: Fall Semester

SOC 360 Environmental Sociology (3)
A sociological study of the inter-relationship between human societies and the natural environment. Topics may include population growth; food systems; energy; climate change; risk perception; disasters; sustainability; social movements; and environmental justice.

Prereq: SOC 101 or CLD 102. (Same as CLD 360.)

Typically Offered: Fall and Spring Semesters

3. **How do student work and other accomplishments demonstrate that the curriculum is providing students with the appropriate content to enter the profession?**

The curriculum is intended to address the professional and technical content required by the profession and by LAAB, as well as the intellectual, ethical, and capacity for creative thought and judgment required by our larger social and environmental obligations. Individual course objectives within each of the disciplinary sequences (as described above—history, design, systems, etc.) are expected to be cumulative and to synthesize appropriate professional knowledge. Faculty, students, alumni and professionals who interact with our students and program assess the demonstration of this collectively and continuously, and it is the subject of on-going curricular debate with adjustments at the assignment through the program scale as needed.

Student classwork, extra-curricular pursuits, service-learning, awards, honors, publications, reputation of the program, and professional placement all suggest that the BSLA curriculum is meeting both professional and intellectual expectations. Particularly in the design sequence and professional sequence, students are exposed to a variety of practitioners, individually and with their class cohort. Students (and faculty) receive feedback at portfolio reviews, open studios, mock interviews, and office visits on the quality and direction of their work. Students (and faculty) are regularly given opportunities to hear from professionals acting as visiting critics, lecturers, etc., on the quality of student work. Local ASLA chapter members visit the program periodically for events at which students present their work and serve as jury members each year for the annual ASLA Honor/Merit Student Award program.

Finally, the Department assesses student learning outcomes for annual reporting as described in Standard 1.B.1.

Professional placement and demand for our students is perhaps the most substantial measure of the value and content of the curriculum to our students' future. We know from our efforts to track graduates at six-months after graduation that approximately 83% of our graduates during the review period were employed in the field or in graduate school.

We also continue to track admissions and matriculation into graduate programs as an indicator of graduate readiness. Although not related to direct entry to the profession, we are quite proud of the fact that during the review period some of our graduates have gone on to graduate school with 100% completing advanced degrees at City College NYC, Kansas State University, North Carolina State University, and University of Texas-Austin.

4. **How do the curriculum and other program opportunities enable students to pursue academic interests consistent with institutional requirements and entry into the profession?**

Our BSLA program is a structured and sequenced professional curriculum. All students are required to take 30-hours from an array of general education courses (UK Core) and 67 hours of Major courses, along with four Topical Studies courses (11 credit hours) and five Specialty Support courses (17 credit hours). In addition, students can choose the type and location of their International Study course within established guidelines and guidance by the Department Chair and Director of Undergraduate Studies. Students may also choose a professional Internship/Research Experience to count toward the Topical Studies requirement. Independent studies have been used to fulfill the Topical Studies requirement as well and provide each student completing the course the opportunity to pursue their interests with specific faculty. In most cases, there is course choice within a group of courses (UK Core, Topical Studies, Specialty Support) for students to pursue their individual interests. There are three credit hours of Free Electives for students to pursue additional interests.

Any student can elect to take more than the required number of credit hours (128-credit hours) and many students do. We often have transfer students and students seeking a second undergraduate degree, as well as students completing academic minors and certificates.

C. Syllabi

1. **How do syllabi include educational objectives, course content, and the criteria and methods that will be used to evaluate student performance?**

Each syllabus is expected to follow the guidelines developed by the University Senate. There is room for each faculty member to express course and professional expectations depending on considerations such as content, pedagogical course timing, instructional setting, and so on. There is a general expectation that a syllabus will explain the who, what, why, where, when, and how of the course. In 2013, the entire University went through the Southern Association of Colleges and Schools Commission on Colleges (SACSCOG) review process for university accreditation. As part of this process, syllabi were examined by the central administration to make sure all required elements were included with each syllabus before they were placed on file for the accrediting team. This process aided in syllabi development within the Department. More information about syllabus guidelines can be found at:
https://www.uky.edu/universitysenate/course-syllabi

2. **How do syllabi identify the various levels of accomplishment students shall achieve to successfully complete the course and advance in the curriculum?**

In delivery of professional courses and curricula, individual course syllabi are considered the primary mechanism between faculty and students governing the procedures and responsibilities expected of all participants in the class. Faculty members are responsible for the development of their own course syllabi.

Faculty are guided in the "best practices" of syllabus development in several ways:

- Syllabi developed by faculty are openly shared amongst faculty as needed.
- The Center for Excellence in Learning and Teaching (CELT) will review syllabi on request by faculty as well as assist with assignment / course design.
- Student feedback gathered through the Teacher / Course Evaluation mechanism explicitly asks for feedback on course syllabi.

D. Curriculum Evaluation

1. How does the program evaluate how effectively the curriculum is helping students achieve the program's learning objectives in a timely way at the course and curriculum levels?

At the most basic level, course instructors have the responsibility to evaluate projects and other course work in an organized and timely way to ensure that students are meeting course objectives and intended learning outcomes as each semester unfolds. Project reviews and visiting critics, along with Studio Associates' interactions with students provide additional assessment at the course level of the achievement of course and curriculum learning outcomes. The University requires submission of mid-term grades, based on substantial assignment evaluations. Faculty members contact academic advisors for students who have unexpectedly low mid-term grades as part of an academic alert system so that advisors and students can discuss issues that might be causing academic problems. Faculty members in individual courses also typically engage in these discussions.

The program requires the attainment of a 'C' or higher grade in studios and implementation courses to continue in the course sequence. With grades of 'C-' or lower, the program requires students to repeat the course before continuing in the sequence.

In the capstone studio (LA 426), students work with two or more consultants/mentors who advise them on their individual project work and may also help with career advice at this important jumping-off point in students' careers. The consultants are able to informally share their observations about student preparedness with program faculty and the Chair. ASLA chapter members who serve on the ASLA Honor and Merit awards jury additionally share their observations.

Finally, the program annually evaluates and reports on student achievement of the program's student learning outcomes (PSLO). This process in most years involves program faculty and regional professionals. It occasionally involves faculty from other institutions. The PSLO evaluation process is a substantive evaluation of year-end design portfolios and representative projects from a variety of courses.

2. How does the program demonstrate and document ways of:

a. assessing students' achievements of course and program objectives in the length of time to graduation stated by the program?
b. reviewing and improving the effectiveness of instructional methods in curriculum delivery?
c. maintaining currency with evolving technologies, methodologies, theories and values of the profession?

a. Assessing students' achievements of course and program objectives in the length of time to graduation stated by the program?

Several measures are in place to evaluate how well the curriculum helps students achieve learning objectives. The primary evaluation of student performance is the responsibility of individual faculty members in their respective courses. The University and College require a 2.00 minimum GPA for "good standing" and continued enrollment. The Department has a prerequisite of a minimum "C" grade in the studio and implementation sequence courses in order to move to the next course.

Students who enter the BSLA program as freshmen predominantly graduate at the end of four years. Annually, the department compiles and shares information on *time to graduation* in the LAAB required public information disclosure. The first year of study emphasizes general education and foundations of landscape architecture, while the remaining three years focus on Landscape Architecture Major, Topical Study, and Specialty Support courses.

Students who transfer into the program from a design-related program typically graduate in three years if their previous coursework includes an introductory design studio, while those entering from a non-design program require seven semesters after transferring due to the studio and implementation sequences.

Very few students need an extra semester/year to complete their degree requirements; these instances usually result from health or academic issues. There is a process for students that involves Academic Probation, Suspension, and Dismissal when they do not meet College or University standards of academic progress. There is also a process for students to return to the University after dismissal for academic reasons.

The Department annually displays on its website the six-year graduation rates for cohorts of students who entered the program six years earlier. This information is part of the program's required public information disclosure: https://ukla.ca.uky.edu/files/2020_la-pip_data_sheet.pdf

The following table displays the time to graduation for students in each graduating class for the period under review.

Graduation Rate		Number of Years to Graduate and Per Centage							
Academic Year	Number of Graduates	3 yrs	%	4 yrs	%	5 yrs	%	6+ yrs	%
2014-15	15	1	7	11	73	3	20		
2015-16	5			5	100				
2016-17	9			8	89			1	11
2017-18	11			9	82	2	18		
2018-19	17			11	65	4	23	2	12
2019-20	14	1	7	10	71	2	14	1	7
2020-21	10			9	90	1	10		

b. Reviewing and improving the effectiveness of instructional methods in curriculum delivery?

The use of reflective learning portfolios provides individual faculty members an opportunity to better understand the course's impact on learning in qualitative ways. Many faculty members use the formative observation and feedback service provided by the Center of Excellence in Learning and Teaching (CELT). Typically, a CELT instructional designer will talk with a faculty member prior to a class to gather background information; the instructional designer will observe a class session, and then have an opportunity to talk with students without the faculty member present in order to gather anonymous feedback. Within a couple of days, the faculty member and the instructional designer have a debrief meeting and written feedback is provided by the CELT staff member.

Students are encouraged to discuss issues of performance, strengths, weaknesses, and options for addressing deficiencies in skill or knowledge areas with any faculty member or other University resource as needed. Student course evaluations and faculty members' teaching portfolios are an important aspect of the faculty Annual Performance Review process, which includes a constructive dialog about course outcomes and teaching methods.

In addition to this LAAB review, the Department will go through an internal University review (Periodic Program Review) this coming spring and will use this SER as a base along with additional information http://administration.ca.uky.edu/files/la_ip_2020.pdf. The Periodic Program Review is coordinated through the Assistant Dean for Academic Affairs' office according to university requirements. Both of these reviews will be helpful in reviewing and improving instructional effectiveness.

c. Maintaining currency with evolving technologies, methodologies, theories and values of the profession?

Faculty members in the Department are well involved professionally and academically through research and community engagement projects, professional organization service, conference attendance and presentations, consulting in partnership with firms, and connections with alumni and regional practitioners. These multiple layers of professional and academic connections allow the program and its faculty to maintain currency, and in many instances, lead the development of technologies, methods, theoretical knowledge, and values in landscape architecture.

Faculty members' research and engagement focus areas lead clearly into their teaching assignments in the program. These topical area – course relationships include the following:

- Urban forestry and green infrastructure research feeds into the site analysis studio, topical studies courses in water management and planting design, and courses in the urban and community forestry certificate.
- Research in design thinking and creative thinking connects to the introductory studio and the creativity course.
- Cultural landscape research connects with the Cultural Landscapes course and the intro course.
- Community design research and engagement connects directly with the community design studio.
- Professional practice project experience along with ties to the practice community strengthens teaching in the implementation capstone course, the professional development capstone course, and the intro course.

Department of Landscape Architecture faculty members involve themselves in CELA, EDRA, ASLA, and the Kentucky ASLA state chapter, along with more specialized organizations in ways that maintain their currency and leadership in contemporary issues in landscape architecture. Department and University evaluation procedures recognize the value of faculty involvement and service in professional organizations as essential to the well-being of the discipline and to the reputation of the faculty member, but especially for the value it brings to our students.

We have a well-connected communication network to the professional community beyond professional organizations. Many of our students participate in professional internships even though they are not currently required by the curriculum. Theses internships are helpful in learning from students as well as internship supervisors about the strengths and weaknesses of the program. The Portfolio Review Day, mock interviews in the professional development courses, office visits in courses and on field study tours, guest lectures by practitioners, guest critics at reviews, and many other connections with the practitioner community provide mechanisms that we use to receive feedback on the development of our students. The Department additionally formally and informally consults with practitioners on their needs for technological proficiency in particular types of software or methods for producing work in their firms.

3. **How do students participate in evaluation of the program, courses, and curriculum?**

Students participate in course evaluation through the Teacher / Course Evaluation mechanism for courses they are enrolled in each term across the University. During this review period, the process has gone from a paper form to being completely online.
More information can be found at https://www.uky.edu/eval

The numeric results are summarized and sent to the instructor along with student comments. From these reports, the instructor can evaluate their performance while the Department/College is able to gain a perspective on the quality of the course and faculty instruction. When the paper form was used, results could take a semester or longer to be received by the instructor. The more recent online approach has sped up the reporting process while not changing the questions. Students also tend to provide more comments with increased depth and suggestions in the online evaluations.

The Chair has met with the entire student body or groups of students whenever the students or the Chair has felt it necessary for communication any time during the semester. All faculty feel there is an open door for communication with that door open to students as individuals, groups, classes, and through the ASLA student chapter.

E. Augmentation of Formal Educational Experience

1. **How does the program provide opportunities for students to participate in co-curricular activities, internships, off campus studies, research assistantships, or practicum experiences?**

We required a professional internship or research experience at the beginning of this review period and then changed that requirement to optional. At the time, we felt this change was necessary to alleviate financial stresses on the students during the internship due to tuition requirements. For the internship or research experience, students submit a learning contract for approval prior to starting the experience. Our Department makes every effort to identify and publicize internship opportunities. Students have also taken advantage of working directly with faculty members either on research or community design assistance projects over the years that can count toward the internship credit.

The program curriculum requires an international student experience. Most students gain their international study experience by participating in programs organized and led by faculty members in the Department of Landscape Architecture. These programs are typically 14-16 days in duration and usually occur in May, very soon after the end of the spring semester. This timing is intended to allow students to participate in a travel program and an internship/professional position in the same summer. Department programs incorporate preparatory seminars and meetings in advance of the travel. The group creates a presentation after the travel to share the experience with other students during the following fall semester. Students on faculty-led programs enroll in LA 390 for three credit hours and EAP 599 for one credit. Students are charged tuition for the one credit, but not for LA 390.

Landscape Architecture students may take part in other programs to complete the degree requirement for international study in landscape architecture. These other programs may or may not offer course credits depending on the organization. In either case, the Department typically waives the requirement for LA 390 and credits from the international study program appear as electives in the transcript. Below are examples of programs in which students may participate and complete the international study requirement.

- Other faculty-led programs at UK offered under the umbrella of UK Education Abroad https://international.uky.edu/ea
- International study programs offered for credit by other universities.
- Semester abroad programs at universities or international study institutions in other countries. Students participating in these programs often find that the fall semester of their final year is the best time to go abroad for a semester because the number of LA courses in that semester is lower. The Danish Institute for International Studies is an example of this kind of program.
- Students may arrange independent travel with an itinerary agreed upon with a faculty advisor and approved by the department chair. Students who travel independently need to meet the general parameters of faculty-led programs, including duration, attention to educational experiences and observations, and a presentation to other students upon return.
- Finally, students may participate in an internship that takes place completely or partially internationally.

International students enrolled in the landscape architecture program are not required to participate in an international study program because they have essentially met that requirement by travelling to the United States for their education.

Studios and other courses use field trips to augment the learning experience. Field trips occur from the first semester (LA 105) through the final studio (LA 426) and can be as short as a class period or as long as a week. Field experiences are directly related to course content. For example, an early studio such as LA 222, that is focused on the landscape's biophysical aspects might take a multi-day transect trip over the Appalachian Mountains to help students understand regional landscape change. LA 372, Implementation II – methods and materials, will usually have a design build project as well as visits to local material suppliers/manufacturers and projects. Extended domestic travel is valued by the faculty and incorporated typically into the spring semester studios and coordinated to leave during the same time period, thus reducing other course disruptions. There is also recognition that for some students an extended period away from campus could create a hardship (financial and/or logistical). We constantly look for ways to address how to effectively integrate these experiences into the curriculum while keeping costs for students and the Department as low as possible. Firms and the ASLA State Chapter have sponsored travel programs in partnership with department funding.

2. **How does the program identify the objectives and evaluate the effectiveness of these opportunities?**

A learning contract and syllabus are used to identify personal and programmatic objectives of the Internship/Research Experience, with a required student presentation during the semester following the experience. There is a formal evaluation through students' and sponsors' written evaluations. Objectives for domestic travel are closely tied to course objectives and their evaluation is part of the evaluation of each course by students and discussion by faculty.

3. **Do students report on these experiences to their peers? If so, how?**

Most of the International Study and Internships/Research Experiences occur during the summer months. Therefore, each fall there is a Department-wide series of student presentations detailing the internship and the student's role/responsibilities, along with a question and answer period. For the International Study courses, students typically create and present a descriptive/reflective experience poster and presentation to share with students and faculty.

COVID-19 created serious concerns for travel during the summer of 2020, and this continued through 2021. Students needing to fulfill the International Study requirement for graduation have been offered the option to substitute an elective course that supports their professional goals in place of the International Study course. Approved courses include, but are not limited to business, sculpture, international inquiry, and writing. Thus, no experiential reporting has occurred during this timeframe.

F. Coursework: (Bachelor's Level, if responding to Standard 3a or 3c, above)

1. **Do students take courses in the humanities, natural sciences, social sciences or other disciplines?**

Required coursework outside of the professional component is dictated through the UK Core program (http://www.uky.edu/ukcore/Overview). Students select 30 credit hours from pre-identified courses meeting 10 area requirements. Under the UK Core requirements for the BSLA degree, a student is free to choose any of the courses in the pre-identified lists except in the Arts and Creativity area where our program requires LA 111: Living on the Right Side of the Brain. There are also choices available for students within the Specialty Support (11 credit hours) and Elective courses (3 credit hours) that are part of the BSLA degree.

G. Areas of Interest: (Bachelor's Level, if responding to Standard 3a or 3c, above)

1. How does the program provide opportunities for students to pursue independent projects, focused electives, optional studios, certificates, minors, etc.?

- Students can develop an independent study with a faculty member as a regular credit bearing course.
- Students are required to choose four Topical Studies courses (11 credit hours) from a larger list that are regularly offered. For example, a student could focus on computer applications by taking Graphics II and Digital II and then Introduction to Geospatial Applications for Land Analysis and Contemporary Applications for Land Analysis as their four Topical Studies courses.
- Faculty provide students additional projects, often as paid interns, as they occur from grant activity and research interests.
- Officially recognized certificates are relatively new to the University of Kentucky and students are free to pursue a certificate program. Academic Minors are encouraged especially when a student has advanced standing due to academic history (AP Credit, Transfer, Second Degree, etc.) These opportunities are typically discussed during academic advising appointments and informally, as appropriate.

2. How does student work incorporate academic experiences reflecting a variety of pursuits beyond the basic curriculum?

General education courses provide a broad foundation for professional studies, followed by deliberate development of experience with basic principles of design, implementation, and multi-modes of communication. The later years of the program involve more advanced and integrative design problems. Academic experience outside the basic curriculum is encouraged and accommodated. Further, many students explore special areas of interest through professional internships, such as with different types or scale of practice, public agencies, or not-for-profit organizations.

In most cases, except the design studios and implementation sequences, students can choose from a list of courses in a core area. For example, we require 11 credit hours (four courses) of Topical Studies that a student selects from a larger list of offerings. The Specialty Support requirements also have some choices available. Student advising by faculty members is important in helping students identify specific experience linkages. For example in LA 105, about a third of the course is spent on helping students to understand how landscape architecture is involved with the design, planning, construction and management of the built and natural environments through multiple exercises.

Faculty advisors can help students choose classes that expand a student's knowledge of one or more of those areas. As a student gains more experience, studios and other courses expect the student to draw upon previous coursework and pull in new resources either from outside courses or from the primary literature. Intermittently, individual studios have collaborated on design projects and usually on an annual basis the whole Department has been involved in

vertical studio design projects. We have also included Interior Design, Civil Engineering, and Urban and Environmental Design in the Department's annual Design Week charrette.

H. Research/Scholarly Methods: (*Master's Level,* if responding to Standard 3b or 3c, above)

1. How does the curriculum provide an introduction to research and scholarly methods and their relation to the profession of landscape architecture?

Not Applicable

2. How does the program demonstrate that theses or terminal projects exhibit creative and independent thinking and contain a significant research/scholarly component?

Not Applicable

4. STUDENT and PROGRAM OUTCOMES

STANDARD 4: The program shall prepare students to pursue careers in landscape architecture.

INTENT: Students should be prepared – through educational programs, advising, and other academic and professional opportunities – to pursue a career in landscape architecture upon graduation. Students should have demonstrated knowledge and skills in creative problem solving, critical thinking, communications, design, and organization to allow them to enter the profession of landscape architecture.

A. Student Learning Outcomes

Upon completion of the program, students are qualified to pursue a career in landscape architecture.

1. Does student work demonstrate the competency required for entry-level positions in the profession of landscape architecture?

The curriculum was organized to ensure students are equipped with the critical knowledge and skill sets needed for professional competency. Student work is based on projects developed by individual studio instructors that are designed to address specific learning objectives and course outcomes. The program's skill-building sequences – design studio, design communication, planning, and technical – are organized such that the initial course in each sequence is a pre-requisite for the next course in the sequence. In this way, students first establish a baseline competency that is augmented as they progress through the program. Later courses develop more advanced competencies and allow for the exploration of independent design thinking and skill development. Students graduate with solid preparation for entry into the profession of landscape architecture.

Approximately 73% of our graduates during this review period were employed in the profession (or related fields). Of these, over 96% work in the private sector, including landscape architecture firms, design/build firms, and multidisciplinary firms. The remainder work in the public sector, typically for state or local agencies.

2. How does the program assess student work and how it demonstrates students are competent to obtain entry-level positions in the profession?

The faculty of individual courses are responsible for evaluating a student's work and assessing their readiness for an entry-level position as the student progresses through the program. We also participate in a University assessment process each year for program learning outcomes. Typically, in this assessment a group of faculty and professionals spend an entire day reviewing

work examples from the studios and other courses, along with student portfolios, to assess the courses and the outcomes. Informally, the departmental Portfolio Review Day allows for additional assessment as a snapshot of the perceptions of what students and professionals see as important and quality work examples. In addition, each year our best academically performing and professionally/community-minded students participate in the ASLA Honor/Merit Student Award review conducted by state chapter professionals and informal feedback is provided to the Chair and faculty from this review.

3. **How do students demonstrate their achievement of the program's learning objectives, including critical and creative thinking and their ability to understand, apply and communicate the subject matter of the professional curriculum as evidenced through project definition, problem identification, information collection, analysis, synthesis, conceptualization and implementation?**

Depending on the course/studio topic, faculty members design the experiences to focus their teaching upon different aspects of landscape architecture. At different points in the sequence, a student will focus on parts of the progression identified above. The intent of the final implementation and design studios is to have a student demonstrate his or her knowledge and skills to pursue a traditional design process, including different communications strategies that a young professional would likely be expected to contribute to in a professional setting, including design process and formal representation, technical drawings, oral/visual design presentations, and written/illustrated reports/proposals. Although different aspects of a student's progress can be seen in different assignments across the curriculum, the most conclusive examples can be seen in the Design Implementation III (LA 373) and Design Studio VI (LA 426) courses. Visiting critics and formal project reviews provide a wide range of professional assessment of student work throughout the curriculum.

4. **How does the program assess the preparation of students in the above areas?**

Studio faculty provide desk critiques, conduct pin-ups, and organize review juries as appropriate. The review panels may include course instructor(s), other faculty from inside the Department, faculty from other University units, guest lecturers, practitioners, affiliates with specialized expertise, and an occasional graduate student. The evaluation of student performance is the responsibility of individual faculty members in their respective courses. Department oversight of student performance occurs by monitoring grade point averages, with intervention where necessary, and requiring students to achieve a minimum of a "C" grade in design studios and implementation courses in order to proceed in the sequence.

B. Student Advising

The program provides students with effective advising and mentoring throughout their educational careers.

1. How does the student academic advising and career mentoring function?

The Department's Academic Coordinator, Christina Wilson, handles all student advising for course planning and registration for the first two years of the program. In the spring semester of the second year of study, the Department assigns each student to a faculty member who will advise them for the remainder of their academic career.

In the Landscape Architecture program, student advising involves three primary functions: (1) helping students efficiently and successfully complete all of the degree requirements; (2) mentoring students as they identify their strengths and interests within landscape architecture and pursue certificates, minors, elective choices, or other academic options that will advance their interests in these areas; and (3) assisting students as they plan their post-graduation futures. Faculty members and the Academic Coordinator share these responsibilities.

Christina Wilson takes the lead in contacting prospective students and then welcoming and orienting them to the Department and BSLA curriculum. If students have an unusual or complicated curriculum-related issue, Christina is able to assist faculty advisors and students with resolutions. Christina, through weekly emails, alerts students to new courses, available internships, outside related activities, employment opportunities, competitions, and other volunteer projects where they may become involved.

In addition, the College and Department have a number of resources and policies in place to aid students in taking charge of their own academic programs and preparing to enter the profession:

- Before students can register for courses for an upcoming semester, they are required to meet with their academic advisor to discuss their schedules before they can access the registration process. This process helps us identify and resolve potential problems in course sequencing.

- Students and advisors can track progress towards degree completion online with the University's Advising Hub and GPS registration system. Advisors must log onto this system and lift a student's registration hold before students are able to sign up for classes. In addition, advisors can use the Advisor Notes on the Advising Hub to create a written summary of what is discussed at each meeting with a particular student.

- Program-wide Portfolio Reviews with regional professionals, the UKLA Career Fair, and student participation in the Kentucky Chapter ASLA annual conference provide opportunities for students to recognize their strengths and options in the profession. Firm representatives, many of whom are program alumni, highlight their recent projects and talk with students about what the profession has to offer. Students who are graduating or seeking internships

often interview with firms, and beginning students have the opportunity to acquaint themselves with the diversity of work in the profession.

Coursework throughout the program includes discussion of career opportunities and of the links between topics in the curriculum and opportunities in landscape architecture and related professional fields. This discussion begins in the first semester for most students in LA 105, continues through office visits connected with field trips, is linked with many studio projects and then is the main focus of the professional development courses – LA 398 and LA 400.

2. **How does the program assess the effectiveness of the student advising and mentoring program?**

   The program's primary mechanism for evaluating advising is evidenced by the students' orderly progress through the curriculum and monitoring of issues by the Academic Coordinator, Director of Undergraduate Studies and Department Chair. Our department faculty and staff meet formally twice a month and curricular, advising, and other related topics are nearly always discussed as part of those meetings. This allows everyone involved with student advising and teaching to share information and monitor situations with advising and curricular progress.

3. **Are students effectively advised and mentored regarding academic and career development?**

   The organized academic advising process described above and the multiple feedback loops on advising provide an effective system for academic advising.

   The career mentoring process begins in LA 105 and continues through the Professional Development (LA 398 & LA 400) courses. In addition to these courses and their primary focus on understanding the diversity of individual roles within the profession, career advising is viewed as a fundamental part of being a faculty member in the Department of Landscape Architecture. As students come to know each of us, they tend to seek those faculty with whom they share interests to advise them on courses that may promote a particular career path as well as opportunities in practice to advance those interests. The many opportunities that the program creates for interaction between students and professionals provides multiple avenues every academic term for students to gain their own perspective on the profession and to develop as an emerging professional.

4. **Are students aware of professional opportunities, licensure, professional development, advanced educational opportunities and continuing education requirements associated with professional practice?**

   Students are constantly building awareness of all aspects and opportunities offered by the profession as described above. In addition, we often take advantage of or create opportunities in this area. For example, each year the entire Department participates in the Kentucky Chapter ASLA annual conference. The Department provides transportation to and from the conference venues, negotiates a minimal registration fee for students,

and helps financially support the conference. This involvement also involved changing the traditional time of the conference from June to March so students could attend.

The Department maintains a distribution list so that professional opportunities can be passed on to students in a timely manner. Periodically, we hold discussion sessions concerning graduate school opportunities for interested students either over lunch or after studio. In LA 105, at least one of the many guest speakers discusses graduate school opportunities at his/her institution. In addition, the other professional landscape architects who visit with LA 105 students often discuss how their firm operate and the work they do. The intent is to bring in a range of professionals as well as a state chapter representative in order to showcase the depth and breadth of the profession. There is an intentional bias to invite relatively recent program graduates who represent professional practice variety. When studio cohorts travel, it is common for the group to visit graduate programs and professional offices. In addition, students are able to participate in the Creative Study Tour which travels to a different location each year and features visits with various professional offices to discuss aspects of creativity, design and practice. Students in the LA 373 Design Implementation III course participate in a series of site visits with local and regional professionals. These visits provide an overview of professional projects and workflow. LA 398 and 400 focus on preparation first for internships and second for entry into the profession as a graduate. These courses provide focused discussion of licensure, professional ethics, continuing education, and other aspects of the professional role of a landscape architect.

5. How satisfied are students with academic experiences and their preparation for the landscape architecture profession?

We track as many of our graduates as possible through social media, such as Facebook, Instagram and LinkedIn, as well as stay in contact with individual students through personal connections. A number of students often return to take the L.A.R.E. preparation session usually conducted in the spring. Our Administrative Staff often has contact with former students and passes on information about how and what graduates are doing. Our impression in general is that our graduates are very supportive of the program.

Current students are encouraged to talk directly with faculty or the Chair about his/her academic experiences. It is our impression that most students are satisfied with the changes and the direction of the program for the future. It is fairly well understood that when students have an issue or concern they are welcome to bring it up through a number of different communication channels, including directly with the Chair. Student Chapter ASLA representatives often attend parts of or entire faculty meetings.

C. Participation in Extra Curricular Activities

1. What opportunities do students have to participate in institutional/college organizations, community initiatives, or other activities? How do students take advantage of these opportunities?

Students have regular contact with professionals and community members from their first semester at UK and throughout their academic career. The curricular contacts are complemented by office tours/visits, field trips, visiting lecturers, and ASLA chapter activities (Lunch and Learn). Attendance at chapter events encourages interaction with the practice community in the state, and several programs over the years, including portfolio and graphics workshops, have been held depending on student and professional interest. The activities and student engagement vary from year to year as interest and time ebbs and flows.

Students are free to participate in an array of campus activities primarily through the Office of Student Life (https://www.uky.edu/see/studentlife). For example, current students are serving as Ag Ambassadors, members of the Horticulture Club, UK marching band, the 4-Paws for Ability dog training program, and many others. It is also quite common for students to participate in Greek life, the Intramural Sports program or other clubs on campus.

2. To what degree do students participate in events such as LaBash, ASLA Annual Meetings, local ASLA chapter events, and the activities of other professional societies or special interest groups?

These activities are encouraged and at times logistically and/or financially supported by the faculty and Department. Our students have organized trips to participate in several LaBash events. We have a tight integration with the Kentucky Chapter ASLA and its annual meeting. The Student Chapter ASLA and the Kentucky Chapter ASLA also frequently collaborate during Parking Day. We hold the Portfolio Review Day in conjunction with that meeting and require students to attend the conference. In years past, faculty have facilitated student trips to attend the national ASLA meeting; however, the feedback we received year after year was that the meeting was very expensive and did not explicitly involve student participation. In addition, it is common for students to attend the annual CELA conference to present work they completed with faculty members during the previous academic year.

5. FACULTY

STANDARD 5: The qualifications, academic position, and professional activities and individual development of faculty and instructional personnel shall promote and enhance the academic mission and objectives of the program.

INTENT: The program should have qualified experienced faculty and other instructional personnel to instill the knowledge, skills, and abilities that students will need to pursue a career in landscape architecture. Faculty workloads, compensation, and overall support received for career development contribute to the success of the program.

A. Credentials

1. Is the faculty's balance of professional practice and academic experience appropriate to the program mission?

Yes, our faculty is a diverse community of productive and dedicated educators, and recognized for teaching excellence, creative work, service, and scholarly research. Each member of the Department is expected to contribute to the research, teaching, and service missions. Depending on the faculty position, he/she may provide professional consulting services in addition to their regular faculty activities.

Our faculty contributes to our mission in the following ways: 1) their ability to conduct scholarly work and to introduce this specialized information into the undergraduate curriculum, 2) the extent of their professional design experience and/or creative work in innovative studio teaching and professional practice, and 3) their expertise in service-learning and community engagement. While each faculty member has distinct areas of expertise, they all contribute in some capacity to the three areas of our program's mission.

2. Are faculty assignments appropriate to the course content and program mission?

Yes. In fact, the most recent faculty addition (2017) was made to provide expertise in the technical sequence (grading and drainage & working drawings). We identified this as an essential component for successful professional practice. The new faculty member complements existing faculty capabilities in the areas of digital visualization, community design/engagement, urban water resources, cultural landscapes, planning, design implementation, creativity, landscape ecology, and geospatial analysis. [Note: With the departure of Dr. Brian Lee to College administration, the area of geospatial analysis is now lacking in the curriculum.] Each faculty member is associated with a particular studio and the conceptualization of the program is partially influenced by the expertise and interest of each of the faculty members.

3. How are adjunct and/or part-time faculty integrated into the program's administration and curriculum evaluation/development in a coordinated and organized manner?

Each studio includes a practicing professional Studio Associate, serving in an adjunct-like capacity, who works along with a standing faculty member. The Department values their input to the program because they bring specialized professional practice experience into the studios. These professionals also participate in faculty searches. Some of the professional Studio Associates have been involved with the program longer than some of the standing faculty. In addition, the Director of the UK Arboretum is a graduate of the program and serves as an Adjunct Faculty member with our Department. All of these professionals have input with the faculty in refining and improving the studios they are associated with.

Name	Degree	Advanced Degree	Registered LA	Employment
Adjunct Faculty				
Davis, Molly	BSLA		Yes	Univ KY/Director The UK-LFUCG Arboretum
Temporary Instructor - Spring 2017				
Menke, Justin	BSLA	MBA	Yes	MKSK
Studio Associates (temporary technical paraprofessionals)				
Castro, Samantha	BA	MLA	No / Certified Planner	Sr Planner / Lex Fayette Co Govt
DiCarlantonio, Amy	BA	MSc City Planning	No / Certified Planner	Principal / WSP USA
Dreckman, Maureen	BSLA		No	Geospatial Tech / Univ KY
Hale, Jason	BSLA		Yes	LA / Carman
Hardwick, Ted	BSLA		No	Private Practice
Hathaway, Erin	BSLA	M Prof Studies / Business Art/Design	Yes	Project Manager / Gresham Smith
Heering, Drew	BSLA	MUD	Unknown	Urban Designer / Living Stone
Kaelin, Jared	BSLA	MLA	Yes	LA / Gresham Smith
Klondike, Travis	BSLA	MLA	No	Asst Research Prof / Coastal Dynamics Lab/NC State
Maloney, Meg	BSLA		No	Artist - self employed
Motsch, Billie	BSLA		Yes	Designer / Element
Sabol, Christian	BA	MHP	No	Prog Review Coord / Kentucky Heritage Council
Sebastian, Jordan	BSLA	MLA	Yes	Associate / Lord Aeck Sargent
Svec, Joey	BSLA		Yes	Barrett Partners

B. Faculty Development

1. How are faculty activities – such as scholarly inquiry, research, professional practice and service to the profession, university and community – documented and disseminated through appropriate media, such as journals, professional magazines, community, college and university media?

Faculty members have annual Distribution of Effort (DOE) assignments. The percentages can vary from year to year based on activities of the faculty member and needs of the Department, College and University. The typical DOE allows faculty to fulfill scholarly and Extension missions as outlined in the Department's strategic plan. In addition, having all faculty lines filled until 2019-20 has allowed for more flexibly in taking on additional scholarly projects and service endeavors for the Department/College/University and professional community. A recent faculty departure to a position as a College Associate Dean has opened one of these faculty lines and it currently remains unfilled, thus placing a greater teaching load on remaining faculty members.

Our faculty conducts research and delivers the results to the profession and the public. The faculty is active in local, national, and international organizations, serving as jurors/referees for competitions and journals, serving on governing boards of professional associations, and delivering original papers at annual conferences and symposia; three members of the current and emeritus faculty are Fellows of the ASLA. We have written or edited books, book chapters, Extension reports, journal articles and essays, and contributed to numerous proceedings since 2014. Examples include a richly diverse collection of research topics across all of the faculty effort areas. Our departmental efforts have been documented in College/University media such as *UKNow* (example below).

"UKNOW Article: UK Landscape Architecture Design Week Kicks Off." (September 23, 2019). Lexington, KY, United States.
https://uknow.uky.edu/uk-happenings/uk-landscape-architecture-design-week-kicks

Faculty members serve the College and University in a variety of ways. We collaborate with faculty in other disciplines through guest lectures, studio and research projects, thesis and dissertation committees, cross-listed courses, and steering committee membership for interdisciplinary programs. Faculty members have also participated in the development of undergraduate certificates, including the Urban and Community Forestry certificate program.

2. **How do faculty teaching and administrative assignments allow sufficient opportunity to pursue advancement and professional development? Are faculty duties, work load, and opportunities similar to other faculty in related disciplines or academic units?**

   All faculty members, including lecturers, have DOE assignments that include activities beyond teaching. The varied DOE assignments encourage faculty to pursue research and creative practice in a flexible arrangement. The expectation is that faculty members will contribute to studio reviews, participate annually in field trips, and serve on graduate student committees (Masters and PhD) in other departments as applicable. This interweaving of roles knits together advancement and professional endeavors in meaningful collaborations. The Kentucky ASLA state chapter annual conferences and ASLA national conferences also offer opportunities for faculty to formally present research and host/lead workshops.

   Faculty typically teach topical courses and studios on areas of interest and choice so that research can be integrated with studio/course inquiry. We do not offer classes during the summer, with the exception of LA 111, LA 399 (Internship) and LA 390 (International Study, thereby encouraging those months as productive periods for sustained design and research as well as travel and vacation.

3. **How are the development and teaching effectiveness of faculty and instructional personnel systematically evaluated?**

   Non-tenured faculty submit annual performance review materials while tenured faculty submit materials every other year. Tenure track faculty also have required two and four-year reviews specifically for promotion and tenure progress assessment. These reviews all address the areas of teaching, research and service. At the Department level, we use the *Statement of Evidences* that describes the types of activities and accomplishments that are valued in this academic setting.

   In brief, the Chair reviews the materials submitted by the faculty member, meets with the College's leadership team who have reviewed the materials, and a report is provided back to the faculty member during an individual meeting with the Chair. There is an established appeals process should it be required. The meeting is intended to review accomplishments but also strategize on ways for individual faculty members to improve and progress. The promotion and tenure process is more in depth and involves outside as well as inside dossier review. More information about the evaluation processes and criteria guidelines can be found in Standard 2.D.3.

4. **How are the results of these evaluations used for individual and program improvement?**

   The results are used by individual faculty members in different ways depending on the review. The reviews are intended to be constructive and help in a dialogue for continuous improvement. When individual faculty members are successful, they contribute to the overall improvement and success of the program.

5. **How do faculty seek and make effective use of available funding for conference attendance, equipment and technical support, etc.?**

   Faculty have been active in securing competitive on-campus funds to support a variety of instructional and research efforts including education abroad, technical equipment, symposia, and conference attendance. These funds come from a variety of sources at the College and University levels. The funding requirements vary to some degree depending on the source but typically require a short proposal, budget, and projected timeline in addition to a follow-up report.

   There is departmental funding dedicated to support conference attendance such as to CELA or other regional/national/international conferences. This funding is allocated to individual faculty members who make their own decisions about the most beneficial conferences to attend and present their work. We also have endowment funding to use for service and instructional efforts. Faculty members are encouraged to pursue competitive government, foundation, and non-profit funding to support their research and Extension efforts.

   The acquisition of supporting technology (laser cutter, plotters, computers and drones) has come primarily through Department funding. Support of smart technology (iPad and pencil) in the design studios has come through the University and Apple.

6. **How are the activities of faculty reviewed and recognized by faculty peers?**

   All tenured associate professors and higher are involved in the evaluation of faculty advancing from assistant professor to associate professor, and all tenured full professors participate in the evaluation of associate professors to full professor. The evaluation is done by reviewing dossier materials and making recommendation(s) to the Chair. The full process is described in Standard 2.D.3.

   All tenured faculty and other faculty members, as desired, present on their academic efforts annually to the Department. Any time there is a noteworthy accomplishment by a faculty member or student we typically update our webpage as well as recognize the person(s) at a faculty meeting or Department-wide meeting, as appropriate. We also typically try to work with our College's communications office to promote success through writing press releases, publication of short news notes, and College/University webpage features.

7. How do faculty participate in university and professional service, student advising and other activities that enhance the effectiveness of the program?

Faculty members participate in service in a variety of ways depending on the career stage and interest of the faculty member and departmental need. Since we are a relatively small department, it is important for us to be involved in a variety of on-campus and off-campus service activities without effort duplication. Faculty have been involved as members and/or chairs of a variety of bodies including the College Faculty Council, College and University Promotion and Tenure Advisory Committees, College Undergraduate Curriculum Committee, University Senate, University Appeals Board, Retroactive Appeals Board, Faculty Learning Communities, Academic Ombudsman Search Committee, University Awards Committee(s), Graduation Composition and Communications Requirement Committee, Urban Forestry Initiative Steering Group, Natural Resources and Environmental Science Undergraduate Program Steering Committee, Historic Preservation Graduate Program Committee, Freshman Common Reading Experience Committee, Commencement Marshal, Student Chapter Advising, and others.

Faculty members also serve different roles for the professional and academic communities by holding leadership positions with the Kentucky Chapter ASLA and professional state registration board. Three faculty members are or have been involved with LAAB as well, including the chairmanship of LAAB. Ned Crankshaw is currently Chair of ASLA's Committee on Education. Ryan Hargrove has served as a CELA Regional Director.

Academic advising is formally done by the Department's Academic Coordinator and faculty members. This responsibility includes summer advising conferences, semester appointments with individual students, and ad hoc appointments as the need arises.

C. Faculty Retention

1. Are faculty salaries, academic and professional recognition evaluated to promote faculty retention and productivity? Are they comparable to related disciplines within the institution?

Academic and professional recognitions on and off campus are evaluated when promotion and merit raises are awarded. At the same time, recognizing teaching and service can often be under-acknowledged at a Research I institution. We have sought to capitalize on these kinds of contributions by nominating faculty for awards through organizations such as CELA, the North America Teachers and Colleges of Agriculture (NACTA), the Association of Public and Land-grant Universities (APLU), and the Environmental Design Research Association. The nominations for these awards typically come from *within* the Department or College, with the Chair and/or a faculty member drawing attention to the excellence of his/her colleagues.

Two faculty members have been nominated and awarded CELA teaching awards (2014 and 2019 Excellence in Service-Learning Award). In addition, one faculty member was awarded the Chellgren Endowed Professorship in recognition for making a sustainable contribution to undergraduate excellence at the University of Kentucky.

Salary raises, in terms of amount and timing, come from a merit pool set by the University. There is a process established at the College level to use the annual performance review materials for making allocations out of that pool. In addition, periodically the College/University reviews faculty salary equity within units and beyond in order to look for irregularities, retain faculty members, and offer productivity incentives. During salary raise evaluations, the Chair is able to make the case for beyond normal salary adjustments.

2. What is the rate of faculty turnover?

The Department began the review period with seven faculty members. During the review period, Tom Nieman retired and Brian Lee became an Associate Dean in CAFÉ. Jordan Phemister joined the faculty in 2017. At the end of the review period, the Department had six faculty members.

2014
-Ryan Hargrove promoted from Assistant to Associate Professor with tenure

2016
-Thomas Nieman retired and became Emeritus Professor
-Justin Menke hired as Temporary Instructor for 2016-17 academic year
-Tasha Cotter hired as Academic Coordinator

2017
-Brian Lee promoted from Associate Professor to Professor
-Jordan Phemister hired as Assistant Professor with emphasis in professional practice and site implementation
-Ryan Sandwick hired as Extension Program Manager to work in community design engagement
-Carolina Segura promoted from Lecturer to Senior Lecturer
-Adina Cox hired as a Post-Doctoral Scholar

2019
-Brian Lee appointed CAFÉ Associate Dean for Faculty Resources, Planning & Assessment
-Chris Sass promoted from Assistant to Associate Professor with tenure
-Jayoung Koo promoted from Assistant to Associate Extension Professor with tenure
-Jordan Phemister transitioned from Assistant Professor to Lecturer
-Tasha Cotter resigned as Academic Coordinator
-Christina Wilson hired as Academic Coordinator

6. OUTREACH TO THE INSTITUTION, COMMUNITIES, ALUMNI & PRACTITIONERS

STANDARD 6: The program shall have a plan and a record of achievement for interacting with the professional community, its alumni, the institution, community, and the public at large.

INTENT: The program should establish an effective relationship with the institution, communities, alumni, practitioners and the public at large in order to provide a source of service learning opportunities for students, scholarly development for faculty, and professional guidance and financial support. Documentation and dissemination of successful outreach efforts should enhance the image of the program and educate its constituencies regarding the program and the profession of landscape architecture.

A. Interaction with the Institution, and Public

The program represents and advocates for the profession by interacting with the professional community, the institution, community and the public at large.

1. How are service-learning activities incorporated into the curriculum?

The Department, College, and University consider university and public service activities to be an integral part of our mission. Service is one of the three major factors used when considering faculty for promotion and tenure.

At the Department level in relation to the education of our students, we believe that public service activities offer practical experience through real world client/partner interactions, sites, and design program development and implementation. These projects demonstrate how improvements can be accomplished by working with community partners that might otherwise lack access to design services and in some cases implementation resources. These learning through service experiences also promote recognition of the profession and the benefits it can offer society, as well as support the mission of our land grant institution.

Our public service activities are effective and the quantity and diversity of these endeavors represent a balance between offering educationally valuable experiences and providing reduced cost community assistance that benefits from our students' intellectual and creative efforts. Through our activities, productive relationships have been established which enhance our educational program, as well as promote the landscape architecture profession.

Most semesters, individual faculty members are likely to have a project or entire studio focused on a learning through service project. In years past, most of the service-learning emphasis was placed in the final design studio. This is no longer the case. Since the reorganization of our

curriculum from a 5-year to a 4-year program in 2014, the final design studio has become a senior independent design studio where students choose a project of interest from a pool of faculty proposed projects. Typically there are some service-learning endeavors included in the pool of projects. During this review period, the primary community interaction studio (LA 324) now occurs in the third year fall semester. This interaction is led by a faculty member with a predominately Extension appointment. However, this is not the only place in the program where service-learning projects are now undertaken. As a faculty, we generally value the service-learning approach where appropriate just as we value a team or problem-based pedagogy. In any given semester/year, a student could be involved with service-learning in a studio, implementation course, topical study, independent study, internship, and/or education abroad or credit-bearing research experience.

As part of our program's redesign, we have pursued a more coordinated approach to incorporate service-learning opportunities across the curriculum. There is an online community design assistance request form on the Department and Community and Economic Development Initiative of Kentucky (CEDIK) websites to assist in collecting relevant information from potential partners. Requests are first filtered and then a faculty member follows up with an initial consultation. Depending on the scope of work, available funding, or faculty/student interest matches, projects are addressed through a variety of modes (design studio, internship, independent study, or student paid job) or referred to practicing professionals.

Faculty and staff also work on service-learning projects through their own networks and grant applications. Additionally, a community design program manager has been hired through a CEDIK led grant which is partially matched by our Department. The program manager is officially housed in our Department but works closely with CEDIK. The program manager, while coordinating with faculty, often works with students in the Department to also provide service-learning opportunities.

2. How are service activities documented on a regular basis?

Contributions of individual faculty members are recorded in their dossiers for the Annual Performance Review (APR) as well as for the promotion and tenure process. Service activities also are documented in the popular and College/University media as appropriate. The third-year fall studio products are posted at http://ukla.ca.uky.edu/extension-archive. Periodically there is a push by the University to document university engagement and we have submitted materials as appropriate to the UK Community Engagement Database. The faculty member with an Extension appointment (Jayoung Koo) has been reporting success stories annually in the Kentucky Extension Reporting System (KERS).

3. **How does the program interact with the institution and the public, aside from service learning?**

There are numerous places throughout this SER where we document our work that includes interaction with the institution and the public aside from service learning. We serve on numerous committees/boards (college, university, professional, and civic). We have led five Design Week projects (2015-2019) that benefitted different parts of campus and the community. We have finished several implemented projects on and off campus: the Arboretum bio-swale and wet meadow projects, the Child Development Center of the Bluegrass (CDCBG) Native Landscape and Nature Playscape, the Mindful Oasis wellness project, Southland community Gateway project, and urban forestry canopy improvements in Lexington and Louisville. The Extension program manager through CEDIK has worked with community partners to facilitate tactical urbanism type installments. Occasionally, our expertise is sought by different parts of the University as well as local government, state officials and non-profit leaders. We are invited to serve and often do so because we see it as part of our roles as faculty members of a land grant institution as well as for our own professional development.

4. **How does the program assess its effectiveness in interacting with the institution and the public?**

The Department is responsive to the College, the University, and the public. Contributions of faculty are reviewed, both by the Chair and the College Dean. Promotion and tenure reviews proceed from the unit to the College to the University and include service and service-learning activities. Faculty members have been promoted and gained tenure based on their accomplishments and recognized with awards at the university, state, and international levels for community engagement, including an award from CELA in 2019 for service-learning.

7. FACILITIES, EQUIPMENT & TECHNOLOGY

STANDARD 7: Faculty, students and staff shall have access to facilities, equipment, library and other technologies necessary for achieving the program's mission and objectives.

INTENT: The program should occupy space in designated, code-compliant facilities that support the achievement of program mission and objectives. Students, faculty, and staff should have the required tools and facilities to enable achievement of the program mission and objectives.

A. Facilities

1. How are faculty, staff, and administration provided with appropriate office space?

This standard was embodied in Goal 6 of the 2011 Departmental Strategic Plan and again in Goal 3 of the 2017 plan. Faculty and staff offices are in the Agriculture Science Center (ASC), where the volume and quality of space are both challenges. We are somewhat limited concerning the space needed for scholarly activities. We have one office suite that provides a shared resource for seven faculty and two staff. Faculty members typically have configured his/her office to allow up to three people to simultaneously work in less than 100 square feet. We have another larger office that is shared between the Extension program manager and temporary student employees, along with housing plotter/scanner equipment; this space also functions as a small meeting space for community engagement when needed. Depending on the year, we have been able to "borrow" space for additional summer research projects but availability is not guaranteed.

The Department has an adequate volume of instructional studio/class space in the ES Good Barn which is a ten-minute walk from the administrative/office space. We use our studio space year round, but it does present logistical problems since faculty offices and the studio space are not in adjacent buildings. When the studio space is used during the summer with student workers/interns, we find ourselves walking back and forth several times a day in order to oversee the work efforts.

The Department has added an Extension program manager, an Academic Coordinator, and a post-doctoral position, along with seasonal/temporary student employees as teaching assistants and for research projects, without commensurate additions of space. Adequate space for research and community engagement efforts is still an issue for the Department.

2. **How are students assigned permanent studio workstations adequate to meet the program needs?**

Each student is provided a desk and drafting stool along with storage space in a studio of the ES Good Barn. Generally, a student selects his/her own workspace in the studio. Workstations are moveable and students and instructors may rearrange workstations to foster more productive interactions. A push button combination lock entry system on the studio door and a swipe card system for the elevator and main building entrance allow for 24/7 access to student workstations during the academic year.

In general, the studio space is adequate for most activities. During the fall semesters, we dedicate the "Inner Studio" space to be configured and used as a more formal classroom or as a work space when only three students are operating. During the spring semesters, the "Inner Studio" is occupied by the freshmen class for their first design studio. The loft space in the Good Barn was previously used for a Department maintained computer lab. However, since the Department moved to requiring students to provide their own computers, we do not need to maintain an entire lab but do need some stations for running geospatial models and/or other visualizations that can run for long periods. Therefore, we have repurposed the west side loft space for use in dedicated computer-based applications. The new furniture and computers in the loft were purchased with internal Department funding. The east side of the loft is now a lounge area for informal gatherings and relaxation. The furniture in this space was donated by a community partner with whom a faculty member has been collaborating. Furnishing the studios with basic working furniture and digital equipment has been largely the responsibility of the Department and primarily accomplished through salary savings and other non-recurring financial sources. Overall, studios have seen significant improvements in the quality of furnishings and technical equipment.

3. **How are facilities maintained to meet the needs of the program?**

The facilities are maintained in a variety of ways depending on the issue. Daily housekeeping is partially the responsibility of the students, faculty and College physical plant staff. HVAC and electrical issues are handled by a combination of College and University physical plant employees. Our program moved into the Good Barn space in 1992. Over the last three decades, there have been some upgrades to lighting to save energy, restrooms to save water, and some painting performed by our Department and the College's facilities management unit. The computer network infrastructure offers each student the opportunity to have wired or wireless access throughout the space(s).

The studio desks have been replaced over the last five years with new drafting style desks or flat desks. We have enough desks/stools to support our student enrollment at a capacity of about 70 students. We have desks that can be used as traditional drafting tables as well as desks that are more conducive to computer usage. Students have the choice of which type of desk they want to use. We have replaced chairs/stools to match the number of available desks. In addition, we have classroom tables and chairs for the "Inner Studio," rollable chair desks, large tables, and a quantity of chairs available for department-wide gatherings in the central meeting space.

Periodically, we have had to call attention to infrastructure conditions in the studio facility. At times, the issue has been basic housekeeping and restroom cleaning while at other times it concerns serious maintenance issues, such as HVAC liquid leaks. These issues are resolved when they occur, but invariably result in damage to student work, temporary loss of space, and continued degradation of ceilings and floors. It is sometimes vexing that there does not appear to be a proactive maintenance plan adhered to for the studio space. The HVAC equipment is showing signs of age with valves sticking in positions that make some studio spaces extremely hot at times while other studios have condensation dripping from the ductwork. Also, at least once a year for the past several years, an HVAC unit leaks and damages the ceiling and/or flooring which then required repairs. During the summer of 2019, a tornado tore off portions of the Good Barn's roof and rain leaked into a studio which took several of months to fully repair.

4. **Are facilities in compliance with ADA, life-safety, and applicable building codes?**

Yes. At least once a year the facility is inspected by the University Fire Marshall and other safety personnel. In 2019, a swipe card access system was installed at the main entrance to the ES Good Barn to comply with fire safety and ADA requirements and so that the elevator would be operational and available at all times. The swipe card system is also a safety measure to prevent unauthorized individuals from accessing the building after regular operating hours.

5. **If known deficiencies exist, what steps is the institution taking to correct the situation? (Provide documentation on reasonable accommodation from the institution's ADA compliance office and/or facilities or risk management office.)**

No known deficiencies exist.

B. Information Systems and Technical Equipment and Facilities

1. **How does the program ensure that students and faculty have sufficient access to computer equipment and software, workshops, wetlabs and work yards, as appropriate?**

Students are required to provide their own computer hardware and software. Most software can be provided to students under licensing arrangements negotiated at the University and State levels. In other cases, students can purchase educational software licenses. On a yearly basis, the Department makes recommendations to students on hardware and software requirements and options.

Faculty typically include necessary computer hardware and software funding into grants and startup packages. There is a limited amount of departmental funds available each year to replace old computers and/or repair damaged ones.

2. **What are the program's policies on the maintenance, updating, and replacement of computer hardware and software and other technical tools such as GPS, drones, water-sampling kits, cameras, as appropriate?**

We continually improve computing infrastructure for both teaching and research purposes. We purchase maintenance agreements when available for specialized equipment like plotters, but most other equipment is maintained by an IT specialist, Shelby Jones, who is assigned to LA and two other departments.

In the Good Barn studios, we have two HP T1530 plotters – one purchased in May 2017 and the other in Feb. 2019. The B&W HP 9050 laser printer was purchased in 2008 and has almost reached the end of its life cycle. In 2017, we requested the UK Managed Print Services (MPS) to install a swipe card payment Ricoh color laser copier/scanner in the Good Barn for student use. However, the students did not make sufficient use of the equipment; MPS deemed it not cost effective and removed the machine at the end of the academic year. There is an MPS Ricoh color copier/scanner located in the LA main office for use by faculty and staff.

Three LCD projectors have been replaced within the last few years and are permanently mounted in two studio wings and the "Inner Studio," and there is a portable LCD projector for the central space. Also in the Good Barn studios are three Windows-based dedicated graphics workstations which were purchased in 2014 along with an older computer available for general use. There are two 11x17" flatbed scanners, one is located in the studios and the other in the LA main office. We also have a very old 42" large format HP plotter/scanner available for faculty and student use in the LA main office area.

There is an InFocus MondoPad for use in studios and other classes in the Good Barn. This equipment allows us to integrate teleconference capabilities into instructional settings and includes a 55" touch screen as well as a digital whiteboard that is able to be saved and distributed to students.

In May 2018, the Department purchased a laser cutter and set it up in a shared lab space in Room 179 Barnhart Building. Under faculty or trained student supervision, the equipment and space is available to students during regular business hours (9am-5pm). Students use the laser cutter to build topographic models and the development of site models for their studio and implementation courses. In June 2018, the Department purchased two drones: a Phantom 4 Pro Quadcopter and a Phantom 4 Quadcopter with NDVI mapping camera. The drones are housed in the Department's main office and available for use by faculty, staff and students who have successfully completed the FAA drone license program and in accordance with the UK drone use policy. Most members of the Department have found the licensing process to be a barrier to use.

As for small devices, each faculty purchases minor equipment like GPS units, VR units, or measurements/sampling tools either with available Department funds or their own individually generated funds through grants or other sources.

3. **What are the hours that the computer lab and workshops (if applicable), and studios are open to students / faculty?**

The equipment in the studios is available 24/7 during the academic year. University student computer lab hours vary, but are typically used during the daytime for courses. The Hub facility in the W.T. Young Library is typically open during the academic year from 12:00pm to 8:00pm. The laser cutter lab is open weekdays during regular business hours (9am–5pm). Each student is required to have his/her computer by the start of the second year and as early as the second semester of their first year. We find most students today have at least a basic computer at the start of college. Studio course fees are collected via University billing to cover the cost of consumables used in the Good Barn studio printer/plotters.

4. **How does the program determine if these times are sufficient to serve the needs of the program?**

Equipment is generally available or it can be made available with minimal prior planning. The Department has no formal method for evaluating the adequacy of University computer lab hours; however, faculty are aware of the students' ability to complete their printing and computing needs for studio reviews, classroom assignments, and research tasks. Students are generally outspoken about their needs and bring any concerns to the attention of the faculty. In general, the LA faculty are aware of the limitations of the facilities and plan ahead for "crunch times" associated with the academic calendar.

5. **How does the program assess the adequacy of equipment needed to achieve its mission and objectives?**

The faculty are constantly working to obtain funding to upgrade equipment as often as we can. Often departmental equipment is purchased as part of an individual faculty's startup package but made available for all to use. We certainly have the necessary basics in terms of equipment. In some instances, prospective students have indicated that other institutions they are considering have better resources available to them, such as full analog and digital fabrication shops, 3D printing, immersive environments labs, dedicated formal galleries, and/or adjacent museums. The proposed move to the Reynolds Building will add additional capacity for digital equipment for LA students.

C. Library Resources

1. What traditional and digital library resources are available to students, faculty, and staff?

We have a distributed library system at the University of Kentucky with the main W.T. Young Library located on central campus along with branch libraries of specialized collections at various locations. Prior to Fall 2020, we had the Agriculture Information Center (AIC) on the ground floor of the Agriculture Science Center. Our program tended to rely primarily on the AIC because of the geographic proximity and institutional organizational structure. Reserves could be placed here for courses and it also held recent issues of *Landscape Architecture Magazine*. This was a place where you could meet with library staff for help. The Library and the College repurposed the AIC Reading Room to provide for more instructional/meeting spaces that allowed for flexible configurations on a reservation basis. The AIC was also a place where we could drop off books to be returned as well as get materials delivered to us typically in a day from any branch library. Unfortunately, starting with Fall 2020, the AIC was closed. Only one library support staff remains as part of the Student Success Center unit that moved into the AIC space.

The Design Library (http://libraries.uky.edu/Design) is located on central campus in Pence Hall. This location houses the primary design collection for our institution. This library is now the place where back issues of *Landscape Architecture Magazine* can be found bound by year.

The Science and Engineering Library (http://libraries.uky.edu/SciLib) is located on central campus in the King Building. We use this library primarily for geological references and the map collection. The Map Collection (http://libguides.uky.edu/maps) has Sanborn Fire Insurance Maps, topographic maps of all 50 states, digital images of historic Kentucky maps, etc.

The Lucille Caudill Little Fine Arts Library and Learning Center (http://libraries.uky.edu/FAlib) is located adjacent to the Science Library. Music and fine arts collections/resources including artists' books, scores, photography, and copyright can also be found here.

The Special Collections Research Center (http://libraries.uky.edu/SC) is located inside King Library and is used for special research and student projects depending on the needs of the faculty research or studio/course project.

Interlibrary Loan (http://libraries.uky.edu/ILL) allows for extending the reach we have in finding source materials. If our institution does not have the source material we want/need, the staff will attempt to obtain the materials from another library or document vendor. Often the documents will be delivered electronically within days of making the request. For some members of our faculty who have focused on older print sources, this service has been invaluable.

The Department houses a small collection of design, planning, and project items that have been donated by faculty emeriti, alumni, and professionals. Faculty and students can borrow the books and periodicals as needed.

2. **How does the program determine if the library collections are adequate to meet its needs?**

Acquisitions for landscape architecture were managed by the Library liaison (AIC head librarian and staff) based on scholarship needs identified from landscape architecture faculty and student research areas, recommendations made by individual faculty members, general circulation patterns, and other resources. In addition, materials are purchased on other subject funds, as well as through the central approval plan and blanket orders, which support teaching and research in the discipline.

The Library provides access to an expansive wealth of resources, many directly accessible from the user's desktop. These resources are not only acquired through direct purchase of materials but also through licensing resources. The Library is also able to make a vast array of resources available to our campus constituents through consortia networks. Those things that we do not have can be requested through interlibrary loan.

The Library is used by faculty for their research and the on-line catalog has been expanded to include bibliography databases indexing thousands of scholarly and popular journals. The on-line catalog and the Online Journals and Database tools provide a myriad of ways to access and search the library's collections, literature databases, etc. A specialized web page (https://libraries.uky.edu/dbsearch.php) has links to General and Research Databases including the Avery Index to Architectural Periodicals, Agricola, Greenfile, Lexis-Nexis, Sustainability Science Abstracts, Web of Science (Knowledge), etc., and other resources that make it possible for the academic community to search globally for a range of print and digital materials.

The Library, and its staff, not only serve as guides to the digital landscape of information science, they continue to create and evolve resources for our students and faculty. In addition to session and guides created during the previous accreditation review period, a specific research guide for LA 205 was developed with the help of Library staff (https://libguides.uky.edu/LA205).

3. **How do instructional courses integrate the library and other resources?**

Students are provided an introduction to the library system as part of the UK Core curriculum, with some modifications the last few semesters due to Covid restrictions. In the Department, individual courses make use of the Library and other resources in a variety of ways. For example, LA 105 students are required to profile and read an article from a peer-reviewed journal (digital or paper) and use the Media Depot and the Writing Center to assist with writing and creating presentations. LA 205 makes use of several aspects of the library through the online resources mentioned in the previous section (number 2), requiring students to locate physical copies of materials in the main and branch libraries, and using the Writing Center as needed.

The studios use the Map Library to incorporate digital maps or Sanborn Fire maps into projects or to access articles in journals. Topical sequence courses use paper and digital versions of journals such as *Landscape Journal*, *Landscape and Urban Planning*, *Journal of Landscape*

Architecture, *Environment and Behavior*, *Vernacular Architecture*, *Journal of the American Water Resources Association*, *Historical Geography, Buildings and Landscapes,* and others.

4. **What are the hours that the library is open to students and faculty?**

The hours depend on the library resource. We have off campus access to digital resources 24/7 using the UK VPN or UK EProxy connections while most physical resources are available during the normal business or extended hours of the University. Each library posts its operational hours online (https://libraries.uky.edu/page.php?lweb_id=1141).

5. **How does the program determine if these hours are convenient and adequate to serve the needs of faculty and students?**

The program does not have control over the Library system's operational hours.

6. **How does the program assess its library resources?**

There is no formal assessment of Library resources. In general, we are able to get the resources we need. In recent years, University funding cuts have forced the Library to prioritize the availability of particular journal and resources. Individually and as a program, we have communicated with our library liaison about the resources we need/use and still have access to those resources.

A. PROGRAM DETAILS

Faculty Resources

1. Budgeted Faculty Resources: TOTAL

Record the total faculty FTE resources committed to program under review.

	Current Year (2020-2021)	Last Year (2019-2020)	2 Years Ago (2018-2019)	3 Years Ago (2017-2018)	4 Years Ago (2016-2017)	5 Years Ago (2015-2016)	6 Years Ago (2014-2015)
Professors (Tenured/ Tenure-track)	1	2	2	2	1	2	2
Associate Professors (Tenured/ Tenure-track)	3	3	3	1	2	2	2
Assistant Professors (Tenured/ Tenure-track)	0	0	1	3	2	2	2
Instructors/Lecturers (Tenured/ Tenure-track)	0	0	0	0	0	1	1
Professors (non-Ten./Ten.-track)							
Associate Professors (non-Ten./Ten.-track)							
Assistant Professors (non-Ten./Ten.-track)							
Instructors/Lecturers (non-Ten./Ten.-track)	3	3	1	1	2	0	0
Adjunct Faculty (non-Ten./Ten.-track)	1	1	1	1	1	1	1
Sessional Faculty (non-Ten./Ten.-track)	7	8	8	5	5	6	4
Totals	15	17	16	13	13	14	12

(Definitions or explanations of categories, if needed, for the table to be added here.)

Faculty Resources (continued)

2. Budgeted Faculty Resources: Male

Record the Male faculty FTE resources committed to program under review.

	Current Year (2020-2021)	Last Year (2019-2020)	2 Years Ago (2018-2019)	3 Years Ago (2017-2018)	4 Years Ago (2016-2017)	5 Years Ago (2015-2016)	6 Years Ago (2014-2015)
Professors (Tenured/ Tenure-track)	1	2	2	2	1	2	2
Associate Professors (Tenured/ Tenure-track)	2	2	2	1	2	2	2
Assistant Professors (Tenured/ Tenure-track)	0	0	1	1	1	1	1
Instructors/Lecturers (Tenured/ Tenure-track)							
Professors (non-Ten./Ten.-track)							
Associate Professors (non-Ten./Ten.-track)							
Assistant Professors (non-Ten./Ten.-track)							
Instructors/Lecturers (non-Ten./Ten.-track)	0	0	0	0	1	0	0
Adjunct Faculty (non-Ten./Ten.-track)							
Sessional Faculty (non-Ten./Ten.-track)	3	4	3	3	4	4	2
Totals	6	8	8	7	9	9	7

(Definitions or explanations of categories, if needed, for the table to be added here.)

Faculty Resources (continued)

3. Budgeted Faculty Resources: Female

Record the Female faculty FTE resources committed to program under review.

	Current Year (2020-2021)	Last Year (2019-2020)	2 Years Ago (2018-2019)	3 Years Ago (2017-2018)	4 Years Ago (2016-2017)	5 Years Ago (2015-2016)	6 Years Ago (2014-2015)
Professors (Tenured/ Tenure-track)							
Associate Professors (Tenured/ Tenure-track)	1	1	1	0	0	0	0
Assistant Professors (Tenured/ Tenure-track)	0	0	0	2	1	1	1
Instructors/Lecturers (Tenured/ Tenure-track)							
Professors (non-Ten./Ten.-track)							
Associate Professors (non-Ten./Ten.-track)							
Assistant Professors (non-Ten./Ten.-track)							
Instructors/Lecturers (non-Ten./Ten.-track)	3	3	1	1	1	1	1
Adjunct Faculty (non-Ten./Ten.-track)	1	1	1	1	1	1	1
Sessional Faculty (non-Ten./Ten.-track)	4	4	5	2	1	2	2
Totals	9	9	8	6	4	5	5

(Definitions or explanations of categories, if needed, for the table to be added here.)

Faculty Resources (continued)

4. Budgeted Faculty Resources: Race/Ethnicity

Record the race/ethnicity for faculty FTE resources committed to program under review

	Current Year (2020-2021)	Last Year (2019-2020)	2 Years Ago (2018-2019)	3 Years Ago (2017-2018)	4 Years Ago (2016-2017)	5 Years Ago (2015-2016)	6 Years Ago (2014-2015)
American Indian/ Alaska Native							
Asian	1	1	1	1	1	1	1
Native Hawaiian/ Other Pacific Islander							
Black/African American							
Hispanic/Latino	1	1	1	1	1	1	1
White/Non-Hispanic	13	15	14	11	11	12	10
Mixed							
Unknown							
Totals	15	17	16	13	13	14	12

(Definitions or explanations of categories, if needed, for the table to be added here.)

Faculty Resources (continued)

5. Budgeted Faculty Resources: FTE Allocation Among Multiple Programs

For LA faculties engaged across multidisciplinary programs, illustrate the distribution of FTE resources of current faculty across those various programs.

Not applicable

	FTE LA Faculty Resources Applied to BLA/BSLA Program	FTE LA Faculty Resources Applied to MLA Program	FTE LA Faculty Resources Applied to non-LA Program(s)
Professors (Tenured/Tenure-track)			
Associate Professors (Tenured/Tenure-track)			
Assistant Professors (Tenured/Tenure-track)			
Instructors/Lecturers (Tenured/Tenure-track)			
Professors (non-Ten./Ten.-track)			
Associate Professors (non-Ten./Ten.-track)			
Assistant Professors (non-Ten./Ten.-track)			
Instructors/Lecturers (non-Ten./Ten.-track)			
Adjunct Faculty (non-Ten./Ten.-track)			
Sessional Faculty (non-Ten./Ten.-track)			
Totals			

(Definitions or explanations of categories, if needed, for the table to be added here.)

Faculty Resources (continued)

6. Budgeted Faculty Resources: Degrees

Record the number of degrees earned by current LA faculty.

	Undergrad degree in Landscape Architecture (BLA or BSLA)	MLA	Doctorate
Professors (Tenured/Tenure-track)	1	1	
Associate Professors (Tenured/Tenure-track)	1	3	3
Assistant Professors (Tenured/Tenure-track)			
Instructors/Lecturers (Tenured/Tenure-track)			
Professors (non-Ten./Ten.-track)			
Associate Professors (non-Ten./Ten.-track)			
Assistant Professors (non-Ten./Ten.-track)			
Instructors/Lecturers Post-Doctoral Scholars (non-Ten./Ten.-track)	1	1	1
Adjunct Faculty (non-Ten./Ten.-track)	1		
Sessional Faculty (non-Ten./Ten.-track)	5	3	
Totals	9	8	4

(Definitions or explanations of categories, if needed, for the table to be added here.)

Other Program Resources

7. Other Budgeted Resources:

Record the other budgeted resources (by FTE or by budgeted dollars) committed to program under review.

	Current Year 2020-21	1 Year Ago 2019-20	2 Years Ago 2018-19	3 Years Ago 2017-18	4 Years Ago 2016-17	5 Years Ago 2015-16	6 Years Ago 2014-15
Guest Speakers or Critics	0	0	3,000	2,000	500	3,700	6,000
Endowed Positions	0	0	0	0	0	0	0
Teaching Assistants *(Studio Associate Professionals & Undergraduate Instructional Assistants)*	21,500	27,900	17,500	28,000	24,900	20,500	24,000
Graduate Teaching Assistantships	0	0	0	0	0	0	0
Undergraduate Research Assistantships	0	0	0	0	0	0	0
Graduate Research Assistantships (sponsored by the institution)	0	0	0	0	0	0	0
Graduate Research Assistantships (sponsored by outside sources)	0	0	0	0	0	0	0
Other (explain) *(Post-doc & Ext. program manager)*	73,000	50,000	47,000	32,000	0	0	0

B. CURRICULUM

1. Required / Elective Courses

Total Units/Credit Hours required to graduate: ____ units or 128 credit hours

Elective Units / Credit Hours required to graduate: ____ units or 36 credit hours

Required Courses	Units/Credit Hours
Landscape Architecture	47
Architecture	
City & Regional Planning	
Natural Sciences	4
Horticulture	7
Engineering	14
Art or Design	6
Computer Applications/Technology	3
Other	11
Other	

Group or Controlled Elective Choices	Units/Credit Hours
Natural Sciences	6
Social Sciences	9
English, Speech, Writing	6
Other	9
Free Electives	6

3. Landscape Architectural Courses Offered During Past Academic Year[1]

List all landscape architecture courses offered during the past academic year and who taught each. Course numbers must correspond with those used in other sections of this report. Course descriptions should be in the Appendix — not in this section.

Course Title	Course Number	Instructor	Credit Hours	Contact Hours/Week	# of Students
Intro to LA	LA 105	Phemister	3	3	17
Living/Right Side of Brain	LA 111	Hargrove	3	3	66
LA Design Studio I	LA 121	Hargrove	6	12	17
Graphics I	LA 161	Segura Bell	3	4	15
Digital Representation I	LA 162	Segura Bell	3	4	12
History of LA	LA 205	Koo	3	3	20
LA Design Studio II	LA 222	Sass	6	12	10
LA Design Studio III	LA 223	Crankshaw	6	12	12
Graphics II	LA 262	Segura Bell	3	4	12
Design Implementation I	LA 271	Phemister	4	8	13
Cultural Landscape Preservation	LA 307	Crankshaw	3	4	4
LA Design Studio IV	LA 324	Koo	6	12	15
Design with Plants	LA 346	Sass	3	4	10
Intro Geospatial Applications	LA 355/ NRE 355	Cox	3	6	29
Design Implementation II	LA 372	Hargrove	4	8	16
Design Implementation III	LA 373	Phemister	6	12	15
Independent Study in LA	LA 395	Sass/Hargrove/ Segura Bell	2-3	2	3
Special Topics in LA	LA 397	Segura Bell	3	4	1
Professional Development I	LA 398	Sass	1	3	13
Internship in LA	LA 399	Segura Bell	2	0	1
Professional Development II	LA 400	Phemister	1	3	12
LA Design Studio V	LA 425	Segura Bell	6	12	11
LA Design Studio VI	LA 426	Cox	6	12	10
Digital Representation II	LA 462	Segura Bell	3	4	0
Water in Urbanizing Landscapes	LA 531	Sass	3	4	13

[1] Annual report curriculum Question 14

C. STUDENT INFORMATION

1. Overview

Include only full-time students recorded as majors in the program being reviewed for the last five years.

Academic Year	In-State		Out-of-State		Foreign		TOTAL	
	Male	Female	Male	Female	Male	Female	Male	Female
Current Year 2020-21	21	22	7	4	1	3	29	29
1 Year Ago 2019-20	18	21	5	6	1	4	24	31
2 Years Ago 2018-19	29	20	9	8	1	4	39	32
3 Years Ago 2017-18	34	10	10	4	1	5	45	19
4 Years Ago 2016-17	33	8	9	5	1	3	43	16
5 Years Ago 2015-16	22	7	11	4	1	2	34	13
6 Years Ago 2014-15	29	8	9	2	2	1	40	11

2. Ethnic Group/Diversity

Include only full-time current landscape architecture students.

0 % American Indian

8.6 % Hispanic

13.8 % Black (non-Hispanic)

72.4 % Caucasian

3.5 % Asian or Pacific Islander

1.7 % Other

3. Applications

	Current Year 2020-21	1 Year Ago 2019-20	2 Years Ago 2018-19	3 Years Ago 2017-18	4 Years Ago 2016-17	5 Years Ago 2015-16	6 Years Ago 2014-15
Total number of applications	27	19	26	17	6	15	11
Applications from males	17	10	10	13	3	9	10
Applications from females	10	9	16	4	3	6	10

4. Enrollments

	Current Year 2020-21	1 Year Ago 2019-20	2 Years Ago 2018-19	3 Years Ago 2017-18	4 Years Ago 2016-17	5 Years Ago 2015-16	6 Years Ago 2014-15
Total Enrollment	58	55	71	64	59	47	51
Males	29	24	39	45	43	34	40
Females	29	31	32	19	16	13	11

5. Current Student Ethnic Backgrounds (Fall 2020-Spring 2021)

	Caucasian	African-American	African Descent	Asian/ Pacific	Hispanic	Native American	Other
Total	42	8	0	2	5	0	1
Males	21	5	0	1	2	0	0
Females	21	3	0	1	3	0	1

D. ALUMNI INFORMATION

1. Degrees Awarded

Tabulate the number of degrees awarded in the present year (estimated) and for the years since the last SER.

Academic Year	Males	Females	TOTAL
Current Year 2020-2021 (pending)	7	3	10
1 Year Ago 2019-2020	9	5	14
2 Years Ago 2018-2019	13	4	17
3 Years Ago 2017-2018	10	3	13
4 Years Ago 2016-2017	5	2	7
5 Years Ago 2015-2016	4	2	6
6 Years Ago 2014-2015	13	2	15

2. Record of Advanced Study

Tabulate for the years since the last SER all alumni who were or are engaged in advanced study in any field. (Include alumni who are in the process of earning an advanced degree.)

Institution	Degree	Number of Students	Year LA degree awarded	Year advanced degree awarded
Univ Oregon	PhD	1	2013	2021
Indiana Univ SE	MA	1	2014	2019
North Carolina State	MLA	1	2015	2017
Univ Texas-Austin	MUD	1	2015	2017
Univ Texas-Austin	MLA	1	2015	2018
City College NYC	MUD	1	2017	2018
Kansas St Univ	MLA	1	2017	2020
Kansas St Univ	MRP	1	2017	2021
Ball State Univ	MUD	1	2018	2021

3. Current Employment @ 6 Months from graduation (Fall 2014-Spring 2021)

Tabulate the present employment of those having the degree conferred by the program since the last SER.

Present Occupation	Males	Females	TOTAL
Advanced Study and Research	3	1	4
Teaching	0	0	0
Private Practice	45	5	50
Public Practice *(university research assistant)*	1	1	2
Landscape Hort./Design Build	3	1	4
Volunteer Service (Specify)	0	0	0
Other (Specify) *(Artist, retail, service industry, retired, camp counselor, active duty military, waiting for work visa, died)*	3	6	9
Unknown	6	7	13
TOTAL	61	21	82

E. FACULTY INFORMATION

1. Previous and Present Faculty

Tabulate faculty and staff specifically assigned and budgeted to the particular program under review. The number listed in the TOTAL column should agree with the information provided for Standard 2C (Faculty Numbers). Use the following format:

Rank/Title	Current	1 Year Ago	2 Years Ago
Professor/LA	1	1	2
Assoc. Professor/LA	3	3	1
Asst. Professor/LA			3
Instructor / Lecturer	2	2	1
Asst. Professor/Arch.			
Visiting Lecturer/ Adjunct Post-Doctoral Scholar	2	2	1
TOTALS	8	8	8

2. Instructional Assignments

Complete the following table for all full and part time instructors. Begin with the Program Administrator and list in order of rank.

Teaching: Percentage FTE assigned to courses taught/instruction.

Research: Include only the percentage of time specifically assigned to research and so recognized by reduction in full-time teaching load. Do not include research efforts normally considered a part or full-time faculty members' contributions.

Service: Include only the percentage of time specifically allocated to service activities (internal, institutional, community and professional) specifically assigned and reviewed as a part of a faculty member's assigned workload.

Administration: Include only the percentage of time devoted to regularly assigned administrative responsibilities. Do not include incidental ad hoc administrative duties, i.e., committee work, visiting lecturer arrangements, student advisement.

Faculty member	Degree	Teaching %			Research %	Service %	Admin / other %	TOTAL %
		Land. Arch. Bachelors Program	Land. Arch. Masters Program	Other non-L. A. programs				
Crankshaw, Ned	MLA	52			8	5	35	100
Hargrove, Ryan	PhD	74			21	5		100
Koo, Jayoung	PhD	47				53		100
Sass, Chris	PhD	68			17	5	10	100
Segura Bell, Carolina	MCP	90			5	5		100
Phemister, Jordan	MLA	84.5			8.5	7		100
Cox, Adina	PhD	55			45			100

3. Courses Taught by Individual Faculty Members. Complete the following table for each instructor.

- **Courses Taught**: Use current year or last academic year. depending on time of report preparation
- **Term Symbols**: Use the institutional terminology. For example: Fall Semester - FS, Spring Semester, SS, Fall Quarter - FQ, Winter Quarter - WQ, Spring Quarter SQ, Summer Term - ST.
- **Contact Hours**: Actual number of scheduled contact hours per week between instructor and students.
- **FTE Students**: Multiply credit hours by number of students and divide by 15 for undergraduate courses.

Crankshaw, Ned

Course Taught	Course Number	Term	Credit Hours	Contact Hours/Week	# of Students	FTE Students
LA Design Studio III	LA 223	SS	6	12	12	4.8
Cultural Landscape Preservation	LA 307	SS	3	4	4	0.8
Intro LA (co-taught)	LA 105	FS	3	3	17	3.4

Hargrove, Ryan

Course Taught	Course Number	Term	Credit Hours	Contact Hours/Week	# of Students	FTE Students
Living/Right Side of Brain	LA 111	FS/ST	3	3	66	13.2
LA Design Studio I	LA 121	SS	6	12	17	6.8
Design Implementation II	LA 372	FS	4	8	16	4.3
Independent Study in LA	LA 395	SS	2	2	1	0.1

Koo, Jayoung

Course Taught	Course Number	Term	Credit Hours	Contact Hours/Week	# of Students	FTE Students
History of LA	LA 205	SS	3	3	20	4.0
LA Design Studio IV	LA 324	FS	6	12	15	6.0

Sass, Chris

Course Taught	Course Number	Term	Credit Hours	Contact Hours/Week	# of Students	FTE Students
LA Design Studio II	LA 222	FS	6	12	10	4.0
Design with Plants	LA 345	FS	3	4	10	2.0
Independent Study in LA	LA 395	FS	2	2	1	0.1
Professional Development I	LA 398	SS	1	3	13	0.9
Water in Urbanizing Landscapes	LA 531	SS	3	4	13	2.6

Segura Bell, Carolina

Course Taught	Course Number	Term	Credit Hours	Contact Hours/Week	# of Students	FTE Students
Independent Study in LA	LA 395	SS	3	2	1	0.2
Digital Representation I	LA 162	FS	3	4	12	2.4
Graphics II	LA 262	SS	3	4	12	2.4
Special Topics in LA	LA 397	SS	3	4	1	0.2
LA Design Studio V	LA 425	FS	6	12	11	4.4
Digital Representation II	LA 462	FS	3	4	0	0.0
Graphics I	LA 161	SS	3	4	15	3.0
Internship in LA	LA 399	SS	2	0	1	0.4

Phemister, Jordan

Course Taught	Course Number	Term	Credit Hours	Contact Hours/Week	# of Students	FTE Student
Intro to LA (co-taught)	LA 105	FS	3	3	17	3.4
Design Implementation I	LA 271	SS	4	8	13	3.5
Design Implementation III	LA 373	SS	6	12	15	6.0
Professional Development II	LA 400	FS	1	3	12	0.8

Cox, Adina

Course Taught	Course Number	Term	Credit Hours	Contact Hours/Week	# of Students	FTE Students
Intro Geospatial Applications	LA 355/ NRE 355	FS/SS	3	6	29	5.8
LA Design Studio VI	LA 426	SS	6	12	10	4.0

4. Visiting Lecturers/Critics

List the name, specialty, dates in attendance and the contribution of visiting critics and lecturers, resource personnel, etc. who served the program. List only persons who were brought in for the program under

First	Last	Role/Company or Field	Semester/Year	Contribution
Nick	Ackerman	Design - Glengate Company	Fall 2020	guest lecturer
Claire	Agre	LA	Summer 2020	guest lecturer
Jane	Alexander	Director, Ky State Board of LA Registration	Fall 2019	guest lecturer
Mark	Arnold	LA - Luckett & Farley	Fall 2015	project critic
Tony	Arnold	Planner - Environmentalist	Spring 2019	guest lecturer
Harold	Baillie	LFUCG Planning	Fall 2019	guest lecturer
Tony	Barrett	LA - Barrett Partners	Fall 2018, 2019, 2020	project critic, guest lecturer
Shane	Barton	CEDIK	Fall 2018, 2019	project critic
Abigail	Belknap	Castle & Key	Fall 2019	site visit
Emily	Bergeron	UKY CoD Historic Preservation	Spring 2021	guest critic
Deborah	Bilitski	Louisville Waterfront Development Corp.	Spring 2019	guest lecturer
James	Black	Ross Tarrant Architects	Fall 2019	guest lecturer
Melissa	Bond	CEDIK	Fall 2015, 2018	guest lecturer, project critic
Kristin	Booker	LA - Booker Design Collaborative	Spring 2017, 2019	guest lecturer, studio critic
Stacy	Borden	UKY Arborist	Fall 2019 - Spring 2019, 2021	guest lecturer, site visit
Sarah	Bowker	CEDIK	Fall 2018	project critic
Sandra	Broadus	UKY Alternative Transportation Manager	Fall 2018, 2019, 2020 - Spring 2018, 2019	guest critic, guest lecturer
Samantha	Castro	Planner - Lord Aeck Sargent LFUCG Planning	Fall 2016, 2017 Fall 2020	project critic, guest lecturer, studio associate
Russell	Clark	National Park Service	Fall 2015	project partner presentation
Kevin	Clark	Lakota Group	Fall 2018	guest lecturer
Trey	Conatser	UKY Center for Enhancement of Learning and Teaching	Fall 2019	guest lecturer
Tasha	Cotter	UKLA Academic Advisor	Fall 2017	guest lecturer
Adina	Cox	UKLA	Fall 2019	project critic, studio associate
Ned	Crankshaw	UKLA	Fall 2015, 2017, 2018, 2019, 2020	project critic, guest lecturer
Margaux	Crider	Seedleaf	Fall 2018	site visit

First	Last	Role/Company or Field	Semester/Year	Contribution
Alison	Davis	UK-Ag Econ	Fall 2019	project partner presentation
Molly	Davis	LA & Director - UK-LFUCG The Arboretum	Spring 2020	guest lecturer
Warren	Denny	UKY Architect	Spring 2018, 2019	guest critic
Josh	DeSpain	LA - Ross Tarrant	Fall 2016, 2017, 2018, 2019, 2020	project critic, guest lecturer
Amy	DiCarlantonio	Planner - Ecology & Environment	Fall 2018	project critic, studio associate
Maureen	Dreckman	GIS Specialist - MKSK & UKY	Fall 2016	guest lecturer
Morgan	Dunay	Designer - Gresham Smith	Fall 2020	guest lecturer
Emily	Ellingson	UKY Arboretum Curator - Native Plants Manager	Spring 2021	guest lecturer
Emily	Ellingson	UKY Arboretum	Fall 2020	guest lecturer
Josh	England	Lexington Farmer's Market	Fall 2017, 2018, 2019, 2020	site visit
Mia	Farrell	CAFE/Diversity, Equity & Inclusion	Fall 2020	guest lecturer
Sioux	Finney	Chair, Huntertown Commmunity Interpretative Park Comm, Versailles	Fall 2020	guest lecturer
Lauren	Fraley	Urban Designer - Perkins+Will	Fall 2018, 2019, 2020	guest lecturer
Valerie	Friedman	LFUCG Planning	Fall 2019, 2020	guest lecturer
Ramona	Fry	LA - Element	Fall 2015, 2016, 2017, 2018, 2019, 2020	project critic, guest lecturer
Jeff	Fugate	UKY CoD Urban & Environmental Design	Spring 2020	guest critic
Christopher	Fuller	K Norman Berry Associates Architects	Spring 2021	guest critic
Lorraine	Garkovich	UKY Emeritus Prof CLD	Fall 2015, 2020	project critic, guest lecturer
Layla	George	Louisville Olmsted Conservancy	Spring 2019	guest lecturer
Nick	Glase	LA	Summer 2020	guest lecturer
Lily	Gonzalez	Planner - Lord Aeck Sargent	Fall 2016	project critic
Skip	Graffham	LA - Olmsted Parks	Fall 2019	guest lecturer
Wes	Griffith	LA - Gresham Smith	Fall 2018, 2020	guest lecturer, studio associate
David	Hafley	The Thrasher Group	Fall 2019	guest lecturer
Jason	Hale	LA - Carman	Fall 2018 - Spring 2018, 2019, 2020	project critic, studio associate

First	Last	Role/Company or Field	Semester/Year	Contribution
Faye	Hardwell	LA	Spring 2019	guest lecturer
Ryan	Hargove	UKLA	Fall 2017, 2018, 2019, 2020	guest lecturer
Jerry	Hart	UKY Maintenance Superintendant	Spring 2019, 2021	site visit, guest lecturer
Erin	Hathaway	LA - Carman LA - Gresham Smith	Fall 2016, 2017, 2018, 2019, 2020	project critic, guest lecturer
Jon	Henney	LA - Gresham Smith	Fall 2020	guest lecturer
Matt	Hisle	LA - Carman	Spring 2021	studio associate
Suzanne	Hoehne	Biohabitats	Fall 2019	guest lecturer
Ed	Holmes	EHI Consultants	Fall 2020	project critic
Ryan	Holmes	EHI Consultants	Fall 2020	project critic
Chris	Howard	LA - Carman	Spring 2018	site visit
Charlie	Hunt	LA - Hershberger Design	Spring 2021	guest lecturer
Elizabeth	Hunt	Planner - Lord Aeck Sargent	Fall 2018	project critic
Jon	Hunt	Kansas State Univ	Fall 2019	guest lecturer
Ron	Hustedde	UK-CLD	Fall 2015	project partner presentation
Keith	Ingram	UKY Senior Capital Construction Manager	Spring 2020, 2021	guest critic
Benerly	James	Floracliff	Fall 2019	site visit
Lotte	Jensen	Associate Professor DTU Civil Engineering	Spring 2021	guest critic
Louis	Johnson	LA - Gresham Smith	Fall 2017, 2018, 2019	guest lecturer
Tim	Joice	Kentucky Waterways Alliance	Fall 2017	guest lecturer
Jared	Kaelin	LA - Gresham Smith	Fall 2019, 2020	project critic
Dan	Kahl	CEDIK	Fall 2018	project critic
Shawn	Kelly	LA - Olmsted Parks Past President ASLA	Spring 2020	guest lecturer, career fair keynote speaker
Andy	Knight	LA - MKSK	Fall 2018	project critic
Sarah	Kopke-Jones	LA - Jones Landscape Architecture	Fall 2020	guest lecturer
Michelle	Kosianiak	LA & Superintendent - LFUCG Parks & Recreation	Fall 2020	guest lecturer
Ed	Lannom	City College of New York/Grad School	Fall 2017	guest lecturer
Andrew	LaVallee	LA	Spring 2019	guest lecturer
Lucy	Lawliss	LA	Spring 2019	guest lecturer
Jill	Leckner	UKY CoD Interiors	Spring 2020	guest critic
Eric	Lee	Designer	Fall 2016	project critic
Brian	Lee	UKLA	Fall 2019	guest lecturer

First	Last	Role/Company or Field	Semester/Year	Contribution
Kevin	Lewis	UKY Environmental Affairs Compliance Manager	Spring 2019	site visit
Mercedes	Manness	CEDIK	Fall 2019	project critic
Gretchen	Mast	Landscape Forms	Spring 2020	guest lecturer
Rachel	May	Singer/Songwriter	Spring 2016	guest lecturer
Kevin	McCalla	LA - Ross Tarrant	Spring 2019, 2020	Frankfort ASLA KY Advocacy Day
Thomas	McKinley	Designer - John Carloftis	Fall 2018	site visit
Billie	Motsch	LA - Element	Fall 2020	guest lecturer, studio associate
Melody	Nall	CEDIK	Fall 2018	project critic
Judy	Needham	UKY Campus Planner	Spring 2018, 2019	guest critic
Tom	Nieman	UKY LA Professor Emeritus	Fall 2019	guest lecturer
Hannah	O'Leary	Town Branch Park	Fall 2019	site visit
Laurie	Olin	LA - OLIN	Spring 2019, 2020	guest lecturer
Todd	Palmeter	LA - Great Parks of Hamilton County OH	Fall 2019	guest lecturer
Jeongok	Park	UKLA Graduate - Lord Aeck Sargent Intern	Fall 2019, 2020	site visit, guest lecturer
Brandi	Peacher	LFUCG Planning	Fall 2020	guest lecturer
Cecil	Penland	LA - Rundell Ernstberger Assoc	Fall 2018	project critic
Jordan	Phemister	UKLA	Fall 2018, 2019	project critic
Karis	Pumphrey	Lower Howard's Creek Preserve	Fall 2019	guest lecturer
Susan	Rademacher	Landscape Historian	Spring 2019	guest lecturer
Rob	Rumpke	Bluegrass Tomorrow	Fall 2015	project partner presentation
Rick	Rushing	LA - Rushing Design	Fall 2019	project critic
Virginia	Russell	LA - Director of LA & Hort Prog., Univ of Cincinnati	Fall 2020	guest lecturer
Ryan	Sandwick	UKLA	Fall 2017, 2018, 2019	guest lecturer, project critic
Chris	Sass	UKLA	Spring 2021	guest lecturer
Richard	Schein	UKY Assoc Dean Fine Arts, Prof Geography	Fall 2020	guest lecturer
Jordan	Sebastian	LA - Lord Aeck Sargent	Fall 2016, 2018, 2019, 2020 - Spring 2019	project critic, site visit, gueest lecturer
Carolina	Segura	UKLA	Fall 2017 - Spring 2021	project critic
Boyd	Sewe	Designer - SHP,Cincinnati	Fall 2020	guest lecturer
Mike	Shanley	Forms + Surfaces	Spring 2019	guest lecturer
Helen	Siewer	LA - Cave Country Trails	Fall 2017	project critic
Christine	Smith	Seedleaf	Fall 2020	site visit
Joanna	Sorrell	Seedleaf	Fall 2020	site visit

First	Last	Role/Company or Field	Semester/Year	Contribution
Scott	Southall	LA - CDP Partners	Fall 2016, 2017	project critic
Anne	Stephens	Greenup County Cooperative Extension	Fall 2015	guest lecturer
Dan	Stever	Horticulturist - Klausing Group	Spring 2018	site visit
Emma	Stidham	Castle & Key	Fall 2018	site visit
Cindi	Sullivan	Trees Louisville	Fall 2020	guest lecturer
John	Swintosky	LA - Louisville Metro-Dept Transportation	Fall 2018	guest lecturer
Shane	Tedder	UKY Sustainability Administrator	Spring 2021	guest critic
David	Toda	LA - Landscape Workshop	Fall 2020	project critic
Sarah	Trautvetter	Morgan State University	Spring 2021	guest critic
Billy	Van Pelt	Director - External Relations, American Farmland Trust	Fall 2020	guest lecturer
Dan	Vivian	UKY CoD Historic Preservation	Spring 2020, 2021	guest critic
Unnamed	Volunteer	Foodchain	Fall 2017, 2018, 2019	site visit
Traci	Wade	LFUCG Planning	Fall 2019	guest lecturer
Kevin	Warner	LA - Carman	Spring 2020, 2021	guest critic
Robby	Watts	Owner - Trec Construction	Fall 2017	guest lecturer
Richard	Weber	Owner - Springhouse Gardens	Fall 2017, 2018, 2019	site visit
Kara	White	Designer - Luckett Farley	Fall 2019	guest lecturer
Tom	Wortman	Designer - Ground Workshop	Fall 2019	guest lecturer
Carol	Yocum	K Norman Berry Associates Architects	Spring 2021	guest critic
Richard	Young	NoLi CDC	Fall 2015	project partner presentation
Barb	Young	UKY CoD Interiors	Spring 2018	guest critic

5. Individual Faculty Record

Name: **Ned Crankshaw, FASLA**

Rank: **Professor**

Education: (College and higher)

Institution	Number of Years Attended	Degree/Date Granted
Iowa State University	2	MLA 1988
Ball State University	6	BLA+BS 1984

Teaching Experience: (College level)

Institution	Years Taught	Subjects
University of Kentucky	31	Design, Graphics, Cultural Landscapes Planting design Introduction
SUNY-ESF	1	Design, Graphics
Iowa State University	1	Site analysis, Graphics Planting design

Practice Experience:

Firm or Agency	Number of Years	Responsibilities
Sole proprietor consulting	31	Cultural landscapes Historic districts
Mitchell-DeWan Associates	2	LA

Professional Registration: Kentucky, Landscape Architect

Professional & Academic Activities. Offices held, exhibitions, competitions, committee memberships in professional societies or boards, etc., for last five years.

ASLA Committee on Education Chair
ASLA Frameworks project steering committee
LAAB board member and board chair
Promotion and Tenure reviews for multiple faculty members at other institutions
Multiple paper reviews for *Landscape Journal* and other journals
Multiple presentation abstract and proceedings reviews, CELA
Design Excellence Task Force, Lexington-Fayette Urban County Government
Kentucky Chapter ASLA conference planning and sponsorship, multiple years
Multiple leadership roles within institution, for example, chairing Horticulture Departmental external review, College of Design external review, College of Design Dean search, Arboretum Director Search, Arboretum Board co-chair, and co-client representative with Asst. Dean Lisa Collins for design and construction of College's Alumni Plaza.
Member, faculty of Department of Historic Preservation

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

Sabol, C., Crankshaw, N., Lee, B., Appler, D. (2018). *Geographic Information System Processing of Remotely-sensed Data for Analyzing Land Cover Change in Cultural Landscapes*. Video. National Center for Preservation Training and Technology. https://www.ncptt.nps.gov/blog/geographic-information-system-processing-of-remotely-sensed-data-for-analyzing-land-cover-c/

Sabol, C., Crankshaw, N., Lee, B., Appler, D. (2018). *GIS Mapping Innovations for Documenting Change in Rural Cultural Landscapes.* Project report. National Center for Preservation Training and Technology.

* Li, M.-H., Crankshaw, N., Davis, B., Douglas, K., Hewitt, R., Pritchard, K., (2017). Recent transition of several landscape architecture undergraduate programs from five to four years in the United States. *Landscape Architecture Journal 03,* 115-122, Beijing Forestry University, Beijing, China, ISSN 1673-1530 (in English and Chinese). DOI：10.14085/j.fjyl.2017.03.0115.08.

*Crankshaw, N., Brent, J., Campbell Brent, M. (2016). The Lost Cause and Reunion in the Confederate Cemeteries of the North. *Landscape Journal,* 35 (1), 1-21.

*Brent, J., M. Campbell Brent, N. Crankshaw, E. Heavrin, and K. Hudson, contributing authors, (2016). *Federal Stewardship of Confederate Dead.* US Department of Veterans Affairs, Washington DC.

Cultural Landscape Assessment and Treatment Recommendations for the Brouillet House, Vincennes, Indiana, Indiana State Museum and Historic Sites Corporation, 2018. (In partnership with Cultural Resource Analysts, Inc.)

Cultural Landscape Report for the T. C. Steele State Historic Site, Brown County, Indiana. Indiana State Museum and Historic Sites, 2017. (In partnership with Cultural Resource Analysts, Inc.)

Cultural Landscape Report for the Labyrinth Memorial, New Harmony State Historic Site, New Harmony, Indiana. Indiana State Museum and Historic Sites, 2016. (In partnership with Cultural Resource Analysts, Inc.)

Cultural Landscape Report for the Fauntleroy House, New Harmony State Historic Site, New Harmony, Indiana. Indiana State Museum and Historic Sites, 2016. (In partnership with Cultural Resource Analysts, Inc.)

Salt Springs Trace Restoration Plan, Lower Howard's Creek State Nature and Heritage Preserve, Clark County Kentucky, 2015.

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

My research continues in the area of cultural landscapes and their rehabilitation, though at a lower level of effort in balance with administrative activities.

Much of my work is involved with advancing the profession of landscape architecture, particularly through LAAB and ASLA leadership roles. I have a strong interest in promoting the careers of newer faculty members at my own and other institutions.

5. Individual Faculty Record

Name: **Ryan Hargrove**

Rank: **Associate Professor**

Department or unit (if not part of the program under review):

Education: (College and higher)

Institution	Number of Years Attended	Degree/Date Granted
University of Kentucky	5	BSLA 2002
University of Florida	2	MLA 2004
North Carolina State University	3	PhD 2007

Teaching Experience: (College level)

Institution	Years Taught	Subjects
University of Kentucky	13	Creativity, Design, Design Implementation

Practice Experience: (Brief listing; however, if experience in practice is lengthy and you feel strongly about presenting such, please include resume in the Appendix.)

Firm or Agency	Number of Years	Responsibilities

None

Professional Registration: Give profession and state/province(s).

None

Professional & Academic Activities. Offices held, exhibitions, competitions, committee memberships in professional societies or boards, etc., for last five years.

Chellgren Endowed Professorship, University of Kentucky Chellgren Center for Undergraduate Excellence, 2019 – 2022

Multiple presentation abstract and proceedings reviews, CELA

Multiple leadership roles within institution, for example, college faculty council chair, faculty advisor to the student chapter of American Society of Landscape Architects and student urban design and planning club, college of design studio education committee, new faculty orientation faculty panel member, university service learning committee, Tracy Farmer Institute for sustainability and the environment, build environment and design working group

Kentucky Chapter of the American Society of Landscape Architects (KYASLA), Executive Committee Member, Conference presentations, 2018, 2019, 2020

The Landscape Architecture Continuing Education System (LA CES), Monitoring Committee Member, 2015-17

Council of Educators in Landscape Architecture, Budget and Finance Committee, 2015-17

Council of Educators in Landscape Architecture, Regional Director, 2015-17

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

Refereed Journal Articles

*Hargrove, R., & Klondike, T. (2020) In Search of Virtual Connectedness: A Comparative Essay in the Development of New Pedagogies for Remote Learning Environments. *Experiential Learning & Teaching in Higher Education*, Vol. 3.1 Fall, ISSN 2474-3410

*Hargrove, R., & Rice, A. (2015) The Challenge of Beginning. *International Journal of Art & Design Education*, 34(2), 159-168.

*Hargrove, R., & Nietfeld, J. (2015) The Impact of Metacognition Instruction on Creative Problem Solving. *Journal of Experimental Education*, 83(3), 291-318. doi: 10.1080/00220973.2013.876604

Online Journal Articles

Hargrove, R., Estes, B. & Hewitt, R. (2020) Higher Education Reflections and Planning for Fall 2020. The Field: ASLA Professional Practice Networks' Blog, https://thefield.asla.org/2020/07/09/higher-education-reflections-and-planning-for-fall-2020/

Book Chapters

Hargrove, R. (2020). Muse Design Studio: Advancing creative problem solving as a platform for interdisciplinary education. *Intersections across disciplines: Interdisciplinarity and learning design.* Springer International Publishing. Chapter 18, pgs. 225-239.

Hargrove, R. (2020). Breaking Bad: the role of landscape architecture in shaping the future of higher education. *A new focus for learning: Educational technology beyond content.* Springer International Publishing. Chapter 23, pgs. 273-286.

Hargrove, R. (2018). Problem Solving Exercise. *ASLA Activity Book for Teens and Adults* (pp.26-28). ASLA Press.

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

I have always made a concerted effort to integrate my effort in research, teaching and service. As the majority of my research has focused on design and creative thinking pedagogy it has served as a natural connection into the classroom and studio settings. In addition, most of my design studios have some if not a strong community / service component which has allowed for even further integration of effort across all three pillars. In the past two years the coordination of these areas has grown tremendously with particular efforts to leverage the development of creative leadership and problem solving across the classroom, university, community and industry.

I have worked to ensure my effort is impactful for students but also at these various scales of impact. This concerted effort has led me to pursuing projects and funding in the following areas: Design for Wellness, Technology in the Classroom, and Innovative Pedagogy. I want to address each of these and discuss how my research, teaching and service have grown accordingly.

The first area of exploration is *Design and Wellness*. This effort includes both teaching and research components as I designed and taught a new course geared toward cross disciplinary teams working with UK Wellness and administration. This course has since produced two extremely valuable studies as well as two internal funding sources. The first project “Fix the Fall” was and initiative started by the Provost’s Office looking into campus Wellness, in particular the tailgating culture at UK football games. The project, “The Winner’s Circle” received funding to support student research and development of a web platform to share the design and research findings (ukla426.com). The second project was geared toward securing funding through a UK Sustainability Grant. I served as the faculty mentor and PI on two concurrent teaching and research submissions (ukla2020wellness.com). One of the projects, “Designing for Wellbeing: Mindful Oasis next to the Gatton Student Center” was awarded a UK Sustainability grant and I am leading this ongoing effort toward a newly constructed wellness pavilion adjacent to the new UK Student Center. This design is grounded in a collection of both qualitative and quantitative research studies conducted by student team members and will result in a newly designed and constructed space on campus.

The second area of exploration includes the use of new and innovative *Technology in the Classroom*. This is in alignment with previous publications and funding but has become particularly relevant given our currently climate. Of note, I was awarded an Apple Technology

Grant that provided iPads and iPencils for students who did not qualify for these through the UK Smart Campus Initiative. During the 2019 Spring semester I studied how the integration of these technologies might impact future teaching and learning in the design studio setting. Halfway through this semester we were all forced to exit campus and interact remotely. Having this teaching platform in place has proven incredibly timely as I was able to collect data pre and post remote learning. The results of this study have been published in multiple formats including the Journal of Experiential Learning & Teaching in Higher Education and on the ASLA Professional Practice Networks Blog, the leading organization for the profession of landscape architecture. As a part of the Smart Campus Initiative I have continued to use this technology in other classroom settings and have submitted an abstract for review in future publications. My account of these findings was accepted for presentation at the 2021 CELA Conference. Finally, in an effort to expand this effort beyond my discipline and university I submitted and was awarded a grant through the Association of Public & Land Grant Universities. This will fund further research into the use of these innovative technologies in the classroom and remote settings. I will be collaborating with Rutgers University to study this across various courses and student populations.

The third area of exploration across the areas of research and teaching involves *Innovative Pedagogy* and the development of creative leadership. This is my main area of research and one that I am most widely published and funded. Recent publications in this review period include two book chapters focusing on the new methods of cross disciplinary and creative instruction. Some of this effort revolves around the continuation of initiatives that I have established over time. For example, the Creative Study Tour remains a critical funded effort to support the study of immersive educational experiences. It also ties into an ongoing thread of linking education and practice. This effort has been generously funded by our state ASLA chapter and CAFE for the past 7 years and has directly impacted close to 100 students. One of the major advancements in this area of study is my ongoing Chellgren Professorship which was awarded in 2019 and includes a three year commitment. This significant achievement has allowed me to further impact undergraduate education across campus.

In addition to enrichment work with the multi disciplinary group of Chellgren scholars I am currently working on several projects at the University level in coordination with this appointment. One of these ongoing projects is the spatial design and program development for the soon to be open Cornerstone Innovation Space on campus. This opportunity has allowed me to work with UK administrators in the design, construction and soon to be launching of this space for creative endeavors. I have currently applied for two grants through the Coca-Cola Company to help support student and community focused projects in this space. Both projects are tied closely with an education model seeking to foster creative leadership. Finally, this position has provided me the opportunity to connect with other like-minded faculty on campus. One recent example that has materialized in the past year is joining the Community Innovation Lab in CAFE. Together we have established a working relationship with industry partners across the state in an effort to create an Ambassador program. One of these industry partners is App Harvest in Morehead, Kentucky. We have submitted a $500,000 USDA, National Institute of Food and Agriculture (NIFA), AFRI education

grant that would establish support for coursework, study abroad travel and research in this very important area of cultural, social and emotional intelligence as it relates to creative problem solving. This is a collaborative effort with allied universities and industry partners.

In conclusion, I want to highlight how my service effort has also integrated into my overall work plan. Earlier this year I was nominated and accepted the chair position of the CAFE Faculty Council. After serving on the council for several years I was honored to move into this role. I hope to be a voice and advocate for faculty in this challenging time while advancing multiple initiatives created by the Faculty Council. At the university level I have used the Chellgren Professorship to seek service oriented opportunities on various committees, councils, lectures and presentations relating to my commitment to advancing undergraduate education at UK. This will continue to grow as my established initiatives grow in scale and outreach. Outside of UK I continue to travel and share teaching and research findings with colleagues and students across the country. Finally, on a professional level I continue to serve on the executive committee of the Kentucky chapter of American Society of Landscape Architects (KYASLA). This valuable connection to the profession helps inform area of teaching, research and service moving forward.

5. Individual Teacher's Record

Name: Jayoung Koo

Rank: Associate Professor

Department or unit (if not part of the program under review):

Education: (College and higher)

Institution	Number of Years Attended	Degree/Date
Korea University	3.5 years	BS/Aug 1999
Seoul National University	2.5 years	MLA/Aug 2002
Yale University	2 years	MEM/ May 2006
University of California, Davis	5 years	PhD/Sept 2012

Teaching Experience: (College level)

Institution	Years Taught	Subjects
University of Kentucky	9 years	Community Engagement and Design, History of Landscape Architecture, Independent Study, Internship
University of California, Davis	0.5 year	Social Factors in LA
Teaching Assistant	4 years	Landscape Meaning, History of LA Sustainable Development Construction Documents Senior Project

Practice Experience: (Brief listing; however, if experience in practice is lengthy and you feel strongly about presenting such, please include resume in the Appendix.)

Firm or Agency	Number of Years	Responsibilities
Urban Resources Initiative	0.3 year	Community Greenspace Projects
Dongbu Engineering Co., Ltd.	0.7 year	Urban Stream Restoration Projects
Seoinn Environmental Landscape Architects	0.3 year	Housing Complex Landscape Design
Environmental Planning Institute	0.7 year	Industrial Park Planning

Professional Registration: Give profession and state/province(s).

none

Professional & Academic Activities. Offices held, exhibitions, competitions, committee memberships in professional societies or boards, etc., for last five years.

Council of Educators in Landscape Architecture (Abstract Reviewer)
Environmental Design Research Association (Abstract and Paper Reviewer)
National Association of Community Development Professionals (Abstract Reviewer)
Community Development Society (Abstract Reviewer)

University of Kentucky, College of Agriculture, Food, and Environment
Diversity, Equity, and Inclusion, Department Represent to College
Promotion and Tenure Committee
Cooperative Extension Service, County Program Review

University of Kentucky, College of Agriculture, Food, and Environment, Department of Landscape Architecture, Sigma Lambda Alpha Honor Society, Faculty Advisor

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

Publications

***Koo, J.** (2019). Kentucky Trail Town Program: Facilitating communities-based efforts toward capitalizing on adventure tourism for community and economic development. In Vaugeois, N., Phillips, M., Arbogast, D., & Brouder, P. (Eds). *Case Studies in Innovative and Promising Practices in Sustainable Tourism*. National Extension Tourism. DOI: http://dx.doi.org/10.25316/IR-8953

*****Kahl, D., Fawcett, K., **Koo, J.**, Namkoong, K., Rossi, J. (2019). *Assessment of SNAP Food Providers in Eight Kentucky Counties: Report prepared for the Kentucky Grocers and Convenience Store Association.* Community and Economic Development Initiative of Kentucky (CEDIK), University of Kentucky.

*****Kahl, D., Fawcett, K., **Koo, J.**, Namkoong, K., Rossi, J. (2019). *Overview: Survey of SNAP Food Providers in Eight Kentucky Counties.* Community and Economic Development Initiative of Kentucky (CEDIK), University of Kentucky.

***Koo, J.**, Kahl, D., Fawcett, K., Namkoong, K., & Rossi, J. (2019). *Store Access and Availability of Food Types.* Community and Economic Development Initiative of Kentucky (CEDIK), University of Kentucky.

Rogers, S., Donovan, M., Porter, C., Chase, L., Brown, L., **Koo, J.**, & Sero, R. (2019, March). *Connecting Downtowns and Trails*. Available at https://extension.unh.edu/resource/downtowns-and-trails-information-brief

***Koo, J.** (2018). Visibility of Sustainable Development Efforts: Assessment of Kentucky Trail Towns. *Journal of Sustainable Development* 11(6), pp 187-204. DOI: 0.5539/jsd.v11n6p187

***Koo, J.**, Hustedde, R. J., & Young, R. (Fall, 2018). Radical Walking: Tool, Practice, and Implications for Community Development. *Community Development Practice* (22), pp 17-28.

***Koo, J.** (2017). *Placemaking: Planning and Designing Meaningful Public Spaces*, Lexington, KY: Cooperative Extension Service, University of Kentucky College of Agriculture, Food and Environment. LA-12.

***Koo, J.** (2017). *Placemaking: Strengthening Your Public Spaces*, Lexington, KY: Cooperative Extension Service, University of Kentucky College of Agriculture, Food and Environment. LA-11.

***Koo, J.** (2017). *Streetscapes: Planning and Designing Vibrant Streets,* Lexington, KY: Cooperative Extension Service, University of Kentucky College of Agriculture, Food and Environment. LA-10.

***Koo, J.** (2017). *Streetscapes: Visioning Vibrant Relationships*, Lexington, KY: Cooperative Extension Service, University of Kentucky College of Agriculture, Food and Environment. LA-9.

***Koo, J.** (2017). *Planning for Enhancing Walkability and Connectivity*, Lexington, KY: Cooperative Extension Service, University of Kentucky College of Agriculture, Food and Environment. LA-8.

***Koo, J.** (2017). *Walkability and Connectivity: Enhancing the Travel Environment for Healthier Communities*, Lexington, KY: Cooperative Extension Service, University of Kentucky College of Agriculture, Food and Environment. LA-7.

***Koo, J.** (2017). *Wayfinding Planning and Design at Work*, Lexington, KY: Cooperative Extension Service, University of Kentucky College of Agriculture, Food and Environment. LA-6.

***Koo, J.** (2017). *Wayfinding Planning and Design in Communities*, Lexington, KY: Cooperative Extension Service, University of Kentucky College of Agriculture, Food and Environment. LA-5.

***Koo, J.** (2017). *Effective Navigation through your Community: Wayfinding and Signage Systems for Communities*, Lexington, KY: Cooperative Extension Service, University of Kentucky College of Agriculture, Food and Environment. LA-4.

***Koo, J.** (2016). *Trailblazers: Two case studies for community trails*, Lexington, KY: Cooperative Extension Service, University of Kentucky College of Agriculture, Food and Environment. LA-3.

***Koo, J.** (2016). *Beyond a Path 2: Planning Out Trails*, Lexington, KY: Cooperative Extension Service, University of Kentucky College of Agriculture, Food and Environment. LA-2.

***Koo, J.** (2016). *Beyond a Path: Trails as Resource Connections in Your Community*, Lexington, KY: Cooperative Extension Service, University of Kentucky College of Agriculture, Food and Environment. LA-1.

Koo, J., Dunay, M., McKinley, T., Lockwood, E. & Turner, B. (2017). *Warsaw Walkability Assessment and Trail Planning.* Community Report. Department of Landscape Architecture/CEDIK, University of Kentucky.

Koo, J., Sookying, A., Lannom, E. & Turner, B. (2015). *Hindman Wayfinding Project*. Department of Landscape Architecture/CEDIK, University of Kentucky.

SERVICE-LEARNING/COMMUNITY DESIGN STUDY REPORTS
(Note: Select reports are available at http://ukla.ca.uky.edu/extension)

Koo, J. (Ed.). (2021). *Huntertown Community Interpretive Park*. Community Report. Department of Landscape Architecture, University of Kentucky.
Koo, J. (Ed.). (2019). *Heartlands of the Cumberlands*. Community Report. Department of Landscape Architecture, University of Kentucky.
Koo, J. (Ed.). (2018). *Connecting Cave Country*. Community Report. Department of Landscape Architecture, University of Kentucky.
Koo, J. (Ed.). (2017). *Princeton Parks and Public Spaces Network Planning and Design*. Community Report. Department of Landscape Architecture, University of Kentucky.
Koo, J. (Ed.). (2016). *Kentucky River Regional Trail System Planning and Design*. Community Report. Department of Landscape Architecture, University of Kentucky.
Koo, J. (Ed.). (2015). *North Limestone Public Spaces and Art*. Community Report. Department of Landscape Architecture, University of Kentucky.

CONFERENCE ABSTRACTS (Peer-reviewed)

***Koo, J.**, Littleton, A. C., Welp, A., & Smith, E. (2021, May). *Visioning an Interpretive Public Open Space: Case of Huntertown Community Interpretive Park*. Environmental Design Research Association. [Poster] [Virtual].
***Koo, J.**, Huang, Y., & Owens, P. (2021, May). *Teaching Cultural Competency: A Foundation for Designing Just Environments*. Environmental Design Research Association. [Virtual].
*Huang, Y., Owens, P., **Koo, J**. (2021, March). Visualizing people and behavior in the past, present, and future. Council of Educators in Landscape Architecture. [Virtual].
*Park, J., **Koo, J.**, & Habermehl, M. (2020, April). *Bridgin' the Burg: Revitalization of Downtown Williamsburg*. Proceedings for Environmental Design Research Association. [Virtual Conference]. p 320.
*Owens, P., Huang, Y., **Koo, J.** (2020, April). *Teaching Social Factors in Landscape Architecture*. Proceedings for Environmental Design Research Association. [Virtual]. p 204.
***Koo, J.** (2019, May). *Environmental Design Foundations for Downtown Revitalization through Community Design Efforts: A Case of Williamsburg, KY.* Proceedings for Environmental Design Research Association 50, Brooklyn, NY [Online]. Available at https://cuny.manifoldapp.org/read/environmental-design-foundations-for-downtown-revitalization-through-community-design-efforts-a-case-of-williamsburg-ky/section/fac438f1-9bc8-4544-922e-24f610d534d8
***Koo, J.** (2019, March). *A Balancing Act: Scoping out the boundary between service-learning and community design*. Proceedings for Council of Educators in Landscape Architecture, Sacramento, CA. p 14.
***Koo, J.,** Johnson, G., & Bambach, J. (2018, June). *Regional Competency as a Kentucky Trail Town: Make It your Brownsville*. Proceedings for Environmental Design Research Association 49, Oklahoma City, OK. p 348.

***Koo, J.** (2018, March). *Local Discussions for Healthy Communities: Policy, Systems, and the Environment (PSE) approach to transforming communities in Kentucky*. Proceedings for Council of Educators in Landscape Architecture, Blacksburg, VA. p 265.

***Koo, J.** (2017, May). *Radical Walking: From concept to a community engagement tool for environmental design assessment*. Proceedings for Environmental Design Research Association 48, Madison, WI pp 238-239.

***Koo, J.** (2016, March). *The Structure of Engaging Communities: Structural diversity of design outreach and service*. Proceedings for Council of Educators in Landscape Architecture, Salt Lake City, UT. p 252.

***Koo, J.,** Loughrin, K., Lee, E., McClure, H., & Roach, B. (2015, March). *Creating Community Ties via a Greenway Trail System*. Proceedings for Council of Educators in Landscape Architecture, Manhattan, KS. p 216.

Community Projects

Gallatin County Wildcat Trail. Gallatin County, KY, 2021

Huntertown Community Interpretive Park, Versailles-Woodford County, KY, 2020-2021

Hyden/Leslie County Public Spaces and Downtown Revitalization, Hyden, KY, 2019

Williamsburg Public Spaces and Downtown Revitalization, Williamsburg, KY, 2018

Cave Country Public Open Space Network Design, Mammoth Cave National Park Region, 2017

Warsaw Walkability Assessment and Trail System Planning, Warsaw, KY, 2016-2017

Princeton Parks and Public Spaces Network with City of Princeton, KY, Princeton, KY, 2016

Bluegrass Regional Trail System with Bluegrass Tomorrow; Bluegrass Bike, Hike, Horseback, Water Trail Alliance; National Park Service, Rivers, Trails and Conservation Assistance Program; Bluegrass Area Development District, Lexington, KY, 2015

Empowerment for North Limestone Neighborhood Sustainability: Establishing Public Spaces and Art: Youth Voices, with North Limestone Community Development Corporation, Lexington, KY, 2015

Hindman Wayfinding Planning and Design, with Appalachian Artisan Center and Hindman Historic District (Dulcimer Project), Hindman, KY, 2015

GoGarden, Community Garden Planning and Design, with Morgan County Extension Office and the Bluegrass Community Foundation, West Liberty, KY, 2015

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

I have focused on and contributed to the profession of landscape architecture through teaching in the Department of Landscape Architecture and serving communities through the Community and Economic Development Initiative of Kentucky (CEDIK). As a landscape architecture extension faculty, I consult with communities on potential built environment projects and educate traditional extension agents and local leaders on the potentials of working on community projects in underserved (design-wise) rural settings and small towns throughout the state of Kentucky. I have presented to all extension program area agents in a range of settings in regards to physical planning and design strategies of relevance to their communities. I have

published the first landscape architecture extension publication series in regards to public space planning and design that functions as a public resource to inform and educate local leaders, extension agents, and stakeholders on five commonly requested topics. The documents have received professional awards and have great potential to educate non-professionals on what type of information to gather and how to retrieve publicly available data that can assist in decision-making processes for their public space projects. I also utilize the extension documents in studio teaching as an introduction to some of the design project goals that are relevant to projects. By working with communities in need of design services, my design studio, LA 324, functions as a community design lab that brings in real projects for students in the classroom. For the past five years, I have focused on formally teaching community engagement strategies and design development processes through a service-learning pedagogy in the studio setting.

5. Individual Faculty Record

Name: Christopher K. Sass

Rank: Associate Professor

Department or unit (if not part of the program under review):

Education: (College and higher)

Institution	Number of Years Attended	Degree/Date Granted
Missouri Western State College	10	BS-Biology / May, 2004
Kansas State University	3.5	MLA / December 2008
Kansas State University	3.5	PhD / May 2011

Teaching Experience: (College level)

Institution	Years Taught	Subjects
Kansas State University	3	Design Studio 1 & 2, Environmental Planning, Internship Preparation, Project Programming
University of Kentucky	8	History of LA, Intro to LA, Design with Plants, Water in the Landscape, Design Studio IV, Design Studio II, Urban Forestry, NRES_Capstone

Practice Experience:

Firm or Agency	Number of Years	Responsibilities
Big Muddy Workshop	0.4	Site design, planting plans, grading, rendering, presentations
Fluvial consultant	12	Stream restoration plans, Bank erosion assessment, Plant selection, research

Professional Registration: Give profession and state/province(s).

None

Professional & Academic Activities. Offices held, exhibitions, competitions, committee memberships in professional societies or boards, etc., for last five years.

National / International

Peer Reviewer

Agricultural Systems, June 2020-present.

Landscape Journal, July 2016-present.

Journal of Visual Experiments, September 2014-present.

Journal of American Water Resources Association, June 2013-present.

Council of Educators in Landscape Architecture:
Regular Track Conference abstract reviewer 2014-present
Special Track Conference abstract reviewer (2015): *Incite Change: Change Insight*

State

TreesLouisville, Assist TreesLouisville with multiple planting plans for low socioeconomic JCPS school grounds. This project and collaboration is expected to continue indefinitely. Over 20 successful projects have been planted since 2015 with service learning as the key component. Fall 2015-present.

American Society of Landscape Architects Kentucky Chapter, Executive Committee, 2014-2018.

American Society of Landscape Architects Kentucky Chapter, Awards Committee, 2015-2020.

Student Chapter ASLA-KY Faculty Liaison, ASLA Kentucky State Chapter, non-voting member of the Executive Committee. Fall 2013- Spring 2020.

Clays Mill Elementary, Assist PTA and science teachers with planting plans for school grounds to aid science education. This collaboration will aid Trees Lexington and Fayette County Public Schools. 2016-present.

Fayette County Extension Office Planting Design, University of Kentucky. Mentored student intern, Felipe Trejo, Jr. in completing a master planting plan for Fayette County Extension Office. 2018.

Trimble County Extension Office, University of Kentucky. Aided Kevin Perkins in choosing plant palette for county extension office. 2017.

Fayette County Public Schools Grounds Department, Assist Sue Marshall and Tresine Logsdon with approved plant lists for FCPS school grounds. Spring 2017-present.

University / College

Urban Forest Initiative Core Team, Co-Lead, 2019-present.

Undergraduate Curriculum Committee, 2019-2020.

Department of Landscape Architecture Director of Undergraduate Studies, 2019-present.

Tree Week Planning Committee, 2018, 2020.

UK Student Chapter ASLA Faculty Mentor, 2013-2020.

NRES MJR Academic Coordinator Evaluation Committee, 2018.

College of Agriculture, Food & Environment Scholarship Reviewer, 2018, 2019, 2020, 2021.

NRES Student Advisor, 2017-present

Sustainability Strategic Plan Committee: Buildings and Grounds Team, 2017.

UK Student Summer Research Fellowship Reviewer, 2017 & 2018

NRES Steering Committee, 2016-present

ASLA National Convention Student Tour, Organized and led student trip to New Orleans, 2016.

The Arboretum and State Botanical Garden Special Collections Committee, 2016.

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

Refereed Journals

Sass, C., A. Lodder* & B. Lee. 2019. Combining biophysical and socioeconomic suitability models for urban forest planning. *Urban Forestry & Urban Greening*. 38, 371-382.

Sass, C. & C. Sullivan. 2019. More than trees and seeds: Changing student mindsets and neighborhood environments through service-learning and planting designs. *J. of North American Colleges and Teachers of Agriculture (J-NACTA)*. 63(1), 1-9.

Keane T. & **C. Sass**. 2017. Geomorphic Stream Channel Succession and Sediment Dynamics in NE Kansas, USA. *Journal of American Water Resources Association (JAWRA).*

Gumbert, A., C. Agouridis, and **C. Sass** .2017. *Central Kentucky Backyard Stream Guide*. ID-242. Cooperative Extension Service.

Sass, C. & T. Keane. 2016. Inventory and analysis of the Black Vermillion River system riparian corridors. *Landscape Journal*. 35(1).

Sass, C. & B.W. Griffith*. 2015. Landscape Architecture Foundation-Case Study Investigations: Case Study of UK Alumni Plaza. LAF-CSI Website. http://landscapeperformance.org/case-study-briefs.

Sass, C. & B.W. Griffith*. 2015. Landscape Architecture Foundation-Case Study Investigations: Case Study of NKU Norse Commons. LAF-CSI Website. http://landscapeperformance.org/case-study-briefs.

Refereed Conference Presentations

Sass, C.K. *Service learning as part of urban forestry*. 2019 Symposium of Urban Forestry Educators. The Morton Arboretum, Lisle, IL.

Schauwecker, T., **C.K. Sass,** F. Gravagno, C. Lavoie, G. Pappalardo, H. Sanger, S. Harrell. *Landscape architecture and planning faculty and student roles in engaging communities in watershed management and riparian restoration*. Council of Educators in Landscape Architecture. March 21-24, 2018. Blacksburg, VA. (Panel presentation and Abstract)

Sass, C.K. & M. Dunay*. *The Aesthetic Preference of Bio-infiltration Systems in Kentucky.* Council of Educators in Landscape Architecture. March 21-24, 2018. Blacksburg, VA. (Abstract and Poster)

Sass, C.K., Morgan Dunay*, Michelle Hunerkoch*. *Stream Monitoring in the Urban Bluegrass Region*. Council of Educators in Landscape Architecture. March 23-26, 2016. Salt Lake City, UT. (Presentation and Abstract)

Sass, C.K., Morgan Dunay*, and Michelle Hunerkoch*. *Monitoring Bluegrass Streams for Future Restoration Practice*. American Society of Landscape Architects Kentucky Chapter. March 5, 2016. Lexington, KY. (Presentation - 1 of 5 presentations chosen out of 13 submissions)

Sass, C.K.. *Monitoring Urban Bluegrass Streams*. Council of Educators in Landscape Architecture. March 24-28, 2015. Manhattan, KS. (Presentation and Abstract)

Non-refereed Conference Presentations, Proceedings, Reports, Articles

Sass, C.K. LFUCG - Stormwater Stakeholder's Advisory Council meeting. December 4, 2020. Urban Forest Initiative introduction. (Presentation, ongoing involvement)

Sass, C.K. University of Kentucky, College of Agriculture, Food & Environment Chair's Meeting. December 9, 2020. ALA Leadership Talk. (Presentation)

Keane, T. & **C.K. Sass**. *Apache U-Cross holistic ranch management gulley and stream annual report*. 2016. (Report)

Sass, C.K. *Arboretum Wet Meadow and Pervious Walk Project.* University of Kentucky Sustainability Forum. December 1, 2016. Lexington, KY. (Poster)

Sass, C.K. *TreesLouisville; A student exploration*. University of Kentucky Sustainability Forum. December 1, 2016. Lexington, KY. (Poster)

C.K. Sass & Morgan Dunay*. *The Aesthetic Preference of Bio-infiltration Systems in Kentucky.* University of Kentucky Sustainability Forum. December 1, 2016. Lexington, KY. (Poster)

Sass, C.K. *Stream and Riparian Corridor Monitoring in the Bluegrass Region*. Kentucky Nursery and Landscape Association Summer Retreat. September 2, 2015. (Invited Presentation)

Sass, C.K. & W. Griffith*. *Alumni Plaza, Norse Commons, and Lower Howard's Creek performance studies report.* Landscape Architecture Foundation – Case Study Investigation. August 5, 2015. Presented to CSI Fellows, LAF Staff, and LAF Board of Directors. (Webinar)

Sass, C.K. *Arboretum Drive Bioswale Project.* University of Kentucky Sustainability Forum. December 1, 2015. Lexington, KY. (Poster)

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

My research continues in the area of urban water and urban forestry. Currently the direction of both is centered around equity in tree canopy resulting in ecosystem services throughout a municipality. Our current grant funding through the USDA-USFS and Kentucky Division of Forestry helps guide this research in small communities throughout Kentucky.

Much of my teaching is geared toward students' understanding of ecosystem process and how design decisions can alter those processes.

5. Individual Faculty Record

Name: Andrea Carolina Segura Bell

Rank: Senior Lecturer

Education: (College and higher)

Institution	**Number of Years Attended**	**Degree/Date Granted**
University of Cincinnati. School of Planning. College of Design, Architecture, Art and Planning. Cincinnati, Ohio. USA.	2 years	MCP / 2010
Universidad Nacional de La Plata. School of Agriculture and Forest Science. Buenos Aires, Argentina.	1 year	Certificate in Landscape Design and Environment / 2001
Universidad Católica de Córdoba. Córdoba, Argentina.	6 years	Bachelor of Architecture / 1997 ECE (Educational Credential Evaluators) Evaluation Equivalency: Master of Architecture

Teaching Experience: (College level)

Institution	**Years Taught**	**Subjects**
University of Kentucky College of Agriculture, Food and Environment, Department of Landscape Architecture Senior Lecturer (2016-present) Lecturer (2010-2016)	10 years	Graphics I, Graphics II, Digital Representation I Digital Representation II, LA Design Studio III, LA Design Studio IV (co-taught) LA Design Studio V, LA Design Studio VI (co-taught) Internship Coordinator, Research Experience in LA, International Study, Capstone Seminar (team taught) Independent Study

University of Cincinnati School of Planning, College of Design, Architecture, Art & Planning Adjunct Instructor (MCP)	1 year	Methods of Physical Analysis (MCP), Graphic Communication II (BUP), Computer Graphics in Planning (BUP)
Teaching Assistant (BUP)	2 years	Graphics Communication I Graphics Communication II, Computers Graphics in Planning

Practice Experience:

Firm or Agency	**Number of Years**	**Responsibilities**
Sole Proprietor / Consulting	10 years	Community Engagement, Schematic Plans, Graphics.
Design Workshop. Aspen, Colorado.	7 years	SD, DD, CD, & CO Associate. 2006 to 2008 Project Manager. 2003-2006 Intern. 2002-2003
Architect. Cordoba. Argentina.	2 years	Design and CO
Creative Resource Associates. Culver City. California.	0.25 years	Computer graphics Interior Design Intern. University of California. Los Angeles. UCLA Extension. Certificate in Interior Design.

Professional Registration:

CSI – Construction Specification Institute. CDT. Construction Documents Technologist.
LARE – Landscape Architecture Registration Exam. Sections A and B.

Professional & Academic Activities. Offices held, exhibitions, competitions, committee memberships in professional societies or boards, etc., for last five years.

Leadership Role. Department-Wide & Multidisciplinary Teaching. UK Design Week.

- ✓ *UK Design Week 2019. Regenerative Landscape: Conserve, Manage, Restore, and Generate. Andover Golf Course.* Lexington. Fayette County. KY. September 23-30, 2019. Approximately 85 students from the Department of Landscape Architecture and Civil Engineering

- ✓ *UK Design Week 2018. Branching Out: Flowing In & Out Town Branch Park. Town Branch Park and Its Adjacent Neighborhoods.* Lexington, Kentucky. August 24-31, 2018. Approximately 85 students from the Department of Landscape Architecture, School of Interiors, and Architecture.
- ✓ *UK Design Week 2017. Off The TABLE ... In The STUDIO: Intercommunity Interaction. 12 Council Districts.* Fayette County, Kentucky. September 18-22, 2017. Approximately 61 students from the Department of Landscape Architecture and School of Interiors.

Lecture / Demonstration / Workshop

- ✓ UKLA Tutorials. https://www.youtube.com/channel/UC_wYzTtpuFfIQfkfpvWxViA
- ✓ Crankshaw, N. and Segura Bell, C. *"SketchCrawl LEX 2020: A Walk through History."* Kentucky Chapter ASLA Annual Meeting. 2020 Vision. (October 17, 2020). American Society of Landscape Architects. Lexington, KY. A physically-distanced sketch crawl through downtown Lexington; exploring, drawing, and learning about Lexington downtown's historical landmarks such as Henry A. Tandy Centennial Park, Old Fayette County Courthouse, and Gratz Park.
- ✓ Segura Bell, C. *"Designing for a Measurable Outcome."* College of Design. University of Kentucky. (September 14, 2020). Lecture about the use of metrics to evaluate landscape performance and its application to Southland Drive studio project. Introduction to methods for measure people, temperature, noise, speed, etc. to obtain baseline data and to resources for researching benchmark data to help create a pedestrian paradise.
- ✓ Segura Bell, C., Young, B., "*Town Branch Park: Sustaining Community through Planning and Design."* EDRA50 Brooklyn. (May 25, 2019). NYU Tandon campus. Brooklyn, New York. EDRA Abstract #7562. A video presentation that illustrates findings from student data collection, associated design responses, and student perspectives on multi-discipline collaboration.
- ✓ Segura Bell, C. and Young, B. "*Branching Out: Engaging Community through Interdisciplinary, vertical, collaborative design charrettes."* (March 6, 2019 – March 9, 2019). CELA 2019. Engaged Scholarship. Bringing Together Research, Teaching, and Service. Council of Educators in landscape Architecture (CELA). University of California, Davis. CELA Abstract ID 200. Use a vertical multidisciplinary studio charrette exercise for a local park project to identify areas of impact, benefits, and challenges to working in interdisciplinary, collaborative, and vertical studio structures for engagement.
- ✓ Segura Bell, C. *"UK SketchCrawl 2017"* Kentucky Chapter ASLA Annual Meeting. (March 5, 2017). Covington, KY.

Service/Learning Projects

- ✓ EPA Campus Rainworks Challenge Competition*. University of Kentucky. South Campus.* Lexington. Fayette County. Kentucky. Fall 2020.
- ✓ EPA Campus Rainworks Challenge. Exploring Potential Benefits and Finding Focus. University of Kentucky South Campus. Lexington, Kentucky. Spring 2020.
- ✓ *Studio Louisville. Portland Studio. Louisville. Jefferson County. Kentucky. Fall 2019*
- ✓ UK Design Week 2019. *Regenerative Landscape: Conserve, Manage, Restore, and Generate. Andover Golf Course.* Lexington. Fayette County. Kentucky. Fall 2019.

- ✓ Improving Bicycle Infrastructure Using SPIN Bike-Share Trip Data University of Kentucky and adjacent Neighborhood. Lexington. Fayette County. Kentucky. Fall 2019
- ✓ *2019 Stormwater Quality Incentive Grant. Informational Signs for Gardenside Park Kiosk* Gardenside. Lexington. Fayette County. Kentucky. Spring 2019
- ✓ UK Design Week 2018 and Beyond Design Week 2018. *Branching Out: Flowing In & Out Town Branch Park. Town Branch Park and Its Adjacent Neighborhoods.* Lexington, Kentucky. Fall 2018.
- ✓ *Greater Gardenside Business Directory Map.* Lexington, Kentucky. Spring 2018.
- ✓ *Rethinking the Sidewalk Experience at Meadowthorpe Commercial Strip Mall.* Lexington, Kentucky.
- ✓ UK Design Week 2017 and Beyond Design Week. *Off The TABLE ... In The STUDIO: Intercommunity Interaction. 12 Council Districts,* Fayette County, Kentucky. Fall 2017.
- ✓ *Re-Imagining Mt. Sterling: A Vision for a Small Town Urban Spatial Scenario*. Mt. Sterling, Kentucky. Fall 2017.
- ✓ *Greater Gardenside "Island Homes".* Greater Gardenside. Lexington, Kentucky. Fall 2017.

Awards

- ✓ Faculty Advisor. KY ASLA Student Honor Award 2021 "*Re-Grant the Land. EPA Campus Rainworks Challenge*". Lexington, Kentucky.
- ✓ Faculty Advisor. KY ASLA Student Merit Award 2020 "*Pulse. Restoring Vibrancy and Connection Throughout Portland*". Louisville, Kentucky.
- ✓ Faculty Advisor. KY ASLA Student Honor Award 2019 "*Livable LEX*". Lexington, Kentucky.
- ✓ Faculty Advisor. 8th Annual UK Sustainability Forum 2018. *"Livable LEX"*. Lexington Kentucky.
- ✓ Faculty Advisor. KY ASLA Student Honor Award 2018 "*The Landing Strip. Rethinking the Sidewalk Experience at Meadowthorpe's Commercial Strip Mall*". Leestown Road. Lexington, Kentucky.
- ✓ Faculty Advisor. KY ASLA Student Honor Award 2017. Southland Drive "*Retrofitting the Retro. Reconnecting Place and People. Southland Dr* ". Lexington, Kentucky.

Internship Advisor

- ✓ Quincy Ipsaro. Junior Student in Environmental Science and Sustainability Studies. *UK Sustainability Internship. UK Sustainability. Tracy Farmer Institute of Sustainability and the Environment Sustainability Intern. Fall 2020 and Spring 2021.*
- ✓ Haylee Geisthardt. Sophomore Student in the Department of Landscape Architecture. *UK Sustainability. Tracy Farmer Institute of Sustainability and the Environment Sustainability Intern. Fall 2019 and Spring 2020.*
- ✓ Jeongok Park. Senior Student in the Department of Landscape Architecture. *UK Sustainability Challenge Grant 'Improving Bicycle Infrastructure Using SPIN Bike-Share Trip Data.' Spring 2019 and Fall 2019.*

- ✓ Bailey Dwayer. Senior Student at the School of Interiors. *UK Sustainability Internship. UK Sustainability. Tracy Farmer Institute of Sustainability and the Environment Sustainability Intern. Fall 2018 and Spring 2019.*
- ✓ Adam Lawrence. Senior Student in the Department of Landscape Architecture. Sustainability Challenge Grant 2017. S.KYBLUE at UK Organic Unit. University of Kentucky. College of Agriculture, Food and Environment. Department of Landscape Architecture. Spring and Fall 2018.

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

*Young, B., **Segura Bell, C.** (2021) *Shifting Landscapes: Blurring Discipline Boundaries through Community engaged, Mixed-discipline Studios.* International Journal of Design Education. https://doi.org/10.18848/2325-128X/CGP/v15i02/187-207

Gardenside Stormwater Quality Incentive Grant. (Posters) Lexington, KY. 2019.

Improving Bike Infrastructure Using SPIN-Bike-Share Trip Data (Document). Lexington. KY. 2019. (In partnership with faculty and graduate student in Civil Engineering)

Sky Blue at The Organic Farm Unit (Poster) Lexington, KY. 2018. (In partnership with faculty in Architecture, Horticulture, and Biosystems Agriculture Engineering)

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

My contribution to the profession has continue to focus on finding ways to engage students in educational practices addressing our community's current urban environment issues by developing course projects that engages students in service efforts. Studios and internships most often emulate real-world scenarios where students follow a typical design process, engage in multidisciplinary collaboration, and develop compelling visualizations. In addition to experiential and collaborative learning opportunities, upper level and capstone studios stress the importance of students evaluating the impact of design decisions by introducing the concept of landscape performance and the application of SITES and LAF Landscape Performance guidelines. Students should be given opportunities to get equipped with good graphic communication skills to clearly convey site observations, data, concepts, processes, and intent. Graphics lecture/labs builds students' confidence in the use of both hand and digital graphics and upper-level studios provide opportunities for graphic visualization exploration and innovation. Finally, the engagement in real-world multidisciplinary projects promotes in others, outside the field of landscape architecture, the significance of our profession.

5. Individual Faculty Record

Name: Jordan Phemister

Rank: Lecturer

Education:

Institution	Number of Years Attended	Degree/Date Granted
University of Virginia	2 years	MLA/May 2006
Colgate University	4 years	BA/May 1999

Teaching Experience:

Institution	Years Taught	Subjects
University of Kentucky	4 years	Intro to Landscape Architecture Grading and Drainage Construction Documentation Professional Development

Practice Experience:

Firm or Agency	Number of Years	Responsibilities
Sole proprietor consulting	10 years	Residential and playscape design
O'Shea + Wilson Siteworks	5 years	Residential gardens K-12, university/corporate campuses Public parks and urban design

Professional Registration and Certificates:
Virginia Landscape Architecture License # 0406001410
Kentucky Landscape Architecture License # 910
Online Certificate for Designing Early Childhood Outdoor Environments, NC State's Natural Learning Initiative (2019)

Professional & Academic Activities.
ASLA Kentucky Chapter, At-Large Member of Executive Committee
ASLA University of Kentucky Student Chapter, Faculty Advisor
UKLA Diversity, Equity and Inclusion Committee Member
UK Arboretum Interpretive Master Plan Committee
Reynolds Building Renovation Committee

Conference Presentations.
Crankshaw, N. M., Seymour, M., Powers, M., Cotter, T., Phemister, J. A., Lee, B. D., Council of Educators in Landscape Architecture Conference 2019, "Recruiting students into undergraduate programs in landscape architecture: predictive data, methods, and tracking." (March 3, 2019).

Phemister, J., CELA Annual Conference, Council of Educators in Landscape Architecture Conference 2018, "Integrative Design: Guidelines for Supporting Play, Health, Education, and Connections to Nature in the Design of Children's Outdoor Environments" (March 23, 2018).

Projects and Workshops.
Shaping Tomorrow's Environmental Stewards and Improving Site Ecology: Nature Playscape and Native Landscape at the Child Development Center of the Bluegrass in Lexington, Kentucky, funded by UK Sustainability Challenge Grant ($36,000).

Workshop: Play Theory and the Value of Loose Parts in Children's Play and Child Development, Organized and introduced Claude Stephens, the Director of the Children at Play Network who presented on the play theory and the value of loose parts for children's play and development to staff of the Child Development Center of the Bluegrass, Lexington, KY, (June 14, 2019).

Workshop: The Value of Play in Healthy Communities, Organized, advertised and introduced Claude Stephens, the Director of the Children at Play Network who presented on the value of play in healthy child development and healthy communities to parks and landscape professionals, Lexington, KY (April 30, 2019).

Contributions.
I integrate my passion for the profession and experience from practice into my teaching, service, and research. I help students develop and refine their technical and documentation skills in grading and drainage (LA 271 – Design Implementation I) and construction documentation (LA 373 – Design Implementation III). As faculty advisor to the ASLA student chapter, I foster professionalism and helps coordinate a variety of events to create stronger connections between students, professionals and future career opportunities. As an at-large member of ASLA KY, I create connections between students and professionals by organizing campus events that provide continuing education credits, facilitating student participation in PARKing Day, Advocacy Day, webinars, and the annual spring conference; and helped establish a scholarship program for incoming freshman and recent transfer students. As a member of the Diversity, Equity and Inclusion Committee, I contributed to the development and facilitation of a series of workshops last spring intended to increase our collective cultural understanding and competencies as well as identify areas for development and improvement within our program and curriculum. In my shift from a tenure-track to lecturer position, I am in the process of reshaping research efforts towards scholarship of teaching, and pursuing evidence-based design and project implementation opportunities that engage community and institutional stakeholders for school landscapes.

F. FACILITIES INFORMATION

1. Program Facilities

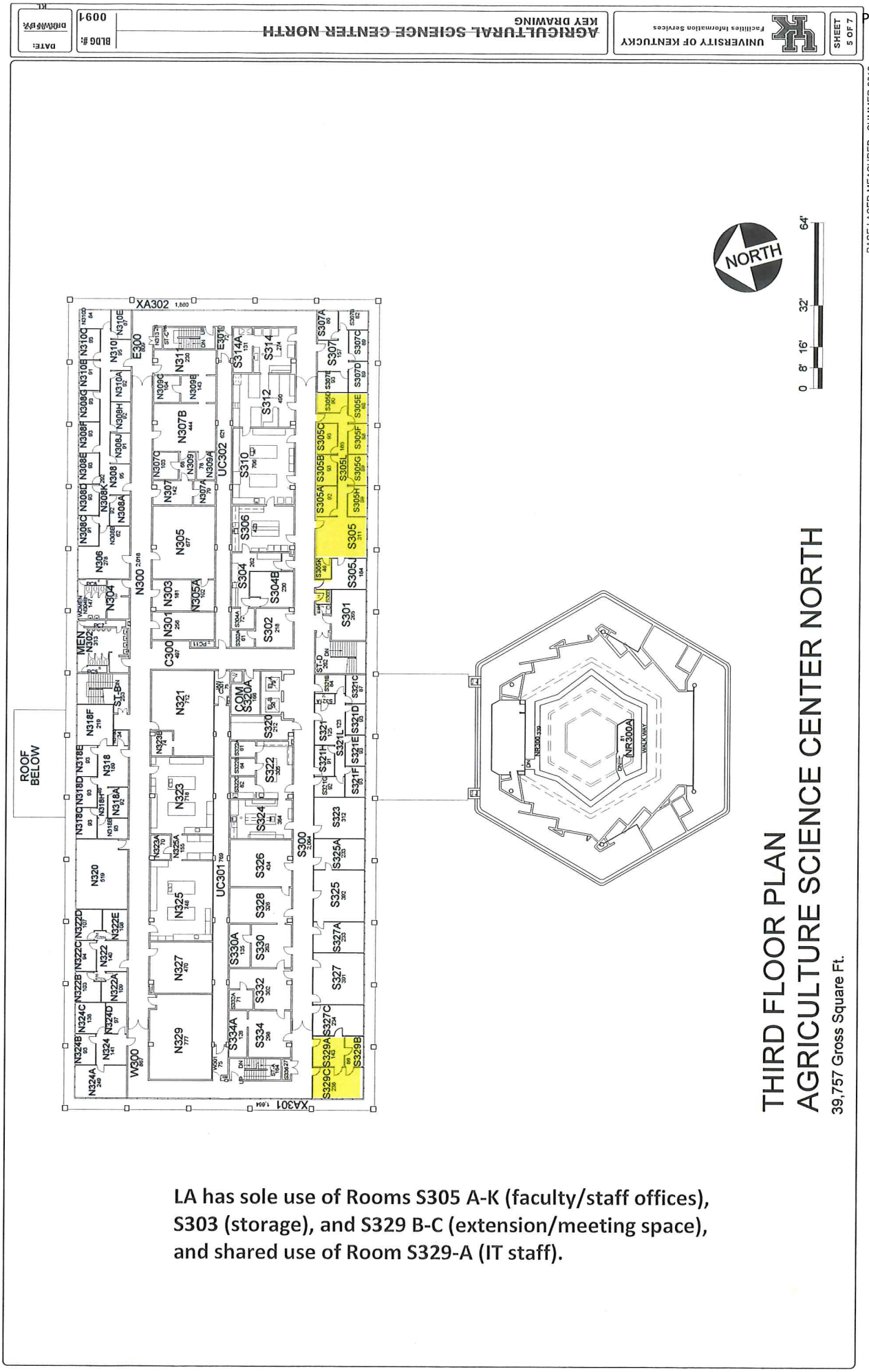
Room #	Size (SF)	Max. Capacity Normal Max. Users	Storage Type (studio, office, storage, etc.)	Exclusive Use - E Shared Use - S Building Use - X
S207F	89	1/1	Office - faculty	E
S303	33	0/0	Storage	E
S305	311	3/1	Office - main / staff	E
S305A	92	1/0	Office/storage	E
S305B	93	1/1	Office – faculty	E
S305C	93	1/1	Office - staff	E
S305D	90	1/1	Office – faculty	E
S305E	88	1/1	Office – faculty	E
S305F	88	1/1	Office – faculty	E
S305G	89	1/1	Office – faculty	E
S305H	89	1/1	Office – faculty	E
S305J	183	1/1	Office – faculty	E
S305K	46	0/0	Storage	E
S329A	86	1/1	Office – staff	S
S329B	86	1/1	Office – staff	E
S329C	238	3/2	Office – staff	E
Total SF:	**1514**		**Agriculture Science Building (#91)**	
179	770		Laboratory	S
Total SF:	**770**		**Barnhart Building (#276)**	
104	1146	25	Open Studio/Lecture	E
104A	26	0	Storage/Studio Service	E
104B	12	0	Building Service	X
104C	12	0	Building Service	X
105	1704	25	Studio	E
105A	143	0	Studio Service	E
106	1704	25	Studio	E
106A	69	0	Studio Service	E
106B	71	0	Building Service	X
107	2722	45	Studio	E
107A	161	0	Studio Service	E
208	647	6	Open Studio (Loft)	E
Total SF:	**8417**		**E.S. Good Barn (#97)**	

2. **Describe any steps that are being taken to improve the spaces.**

The Department has been in discussion with the College of Design to co-habitate in the Reynolds Building (349 Scott St) which is being renovated and will be the new home for the College of Design with a planned move in by Fall 2022. The involved College Deans have signed an agreement to that effect. The Department has shared its needs and wants throughout the Reynolds Building Design Development Phases over the last 2 years. When open, the Department will share studio space, lecture space, computer classroom, seminar space, library, and fabrication lab with the units in the College of Design. The Department's faculty and staff offices will be located in designated spaces in the Reynolds Building.

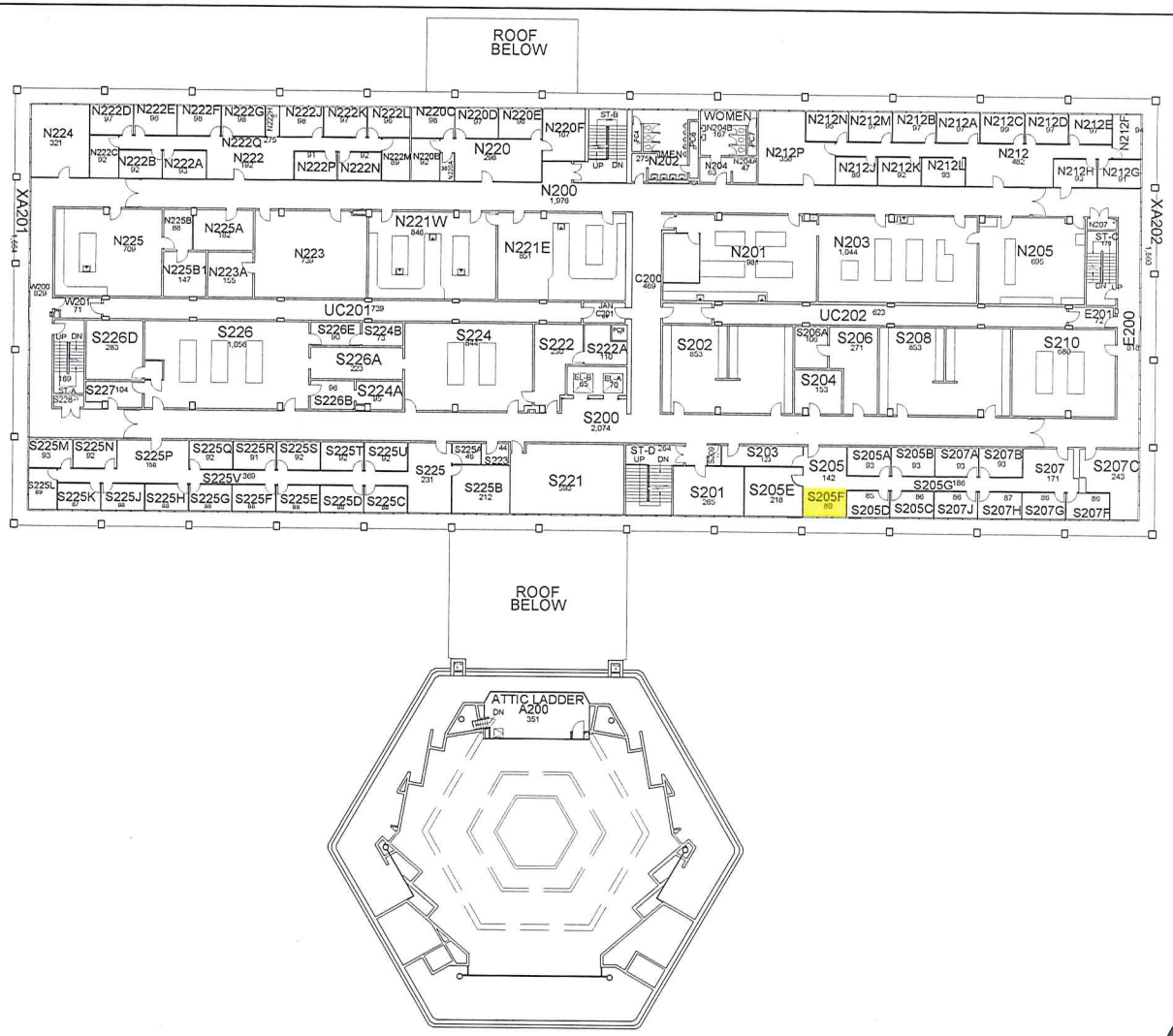
3. **Include floor plan(s) on standard 8 1/2" x 11" sheets. Label these plans to identify various types of spaces and who controls/uses it.**

4. **If spaces are shared by other programs or departments, indicate this on the spaces affected.**



LA has sole use of Rooms S305 A-K (faculty/staff offices), S303 (storage), and S329 B-C (extension/meeting space), and shared use of Room S329-A (IT staff).

LA has shared use of Room S205F for faculty office space.



SECOND FLOOR PLAN
AGRICULTURE SCIENCE CENTER NORTH

38,336 Gross Square Ft.

BASE LASER MEASURED - SUMMER 2012

DATE:

BLDG #: 0091

AGRICULTURAL SCIENCE CENTER NORTH
KEY DRAWING

UNIVERSITY OF KENTUCKY
Facilities Information Services

SHEET 4 OF 7

NEK 4/29/19

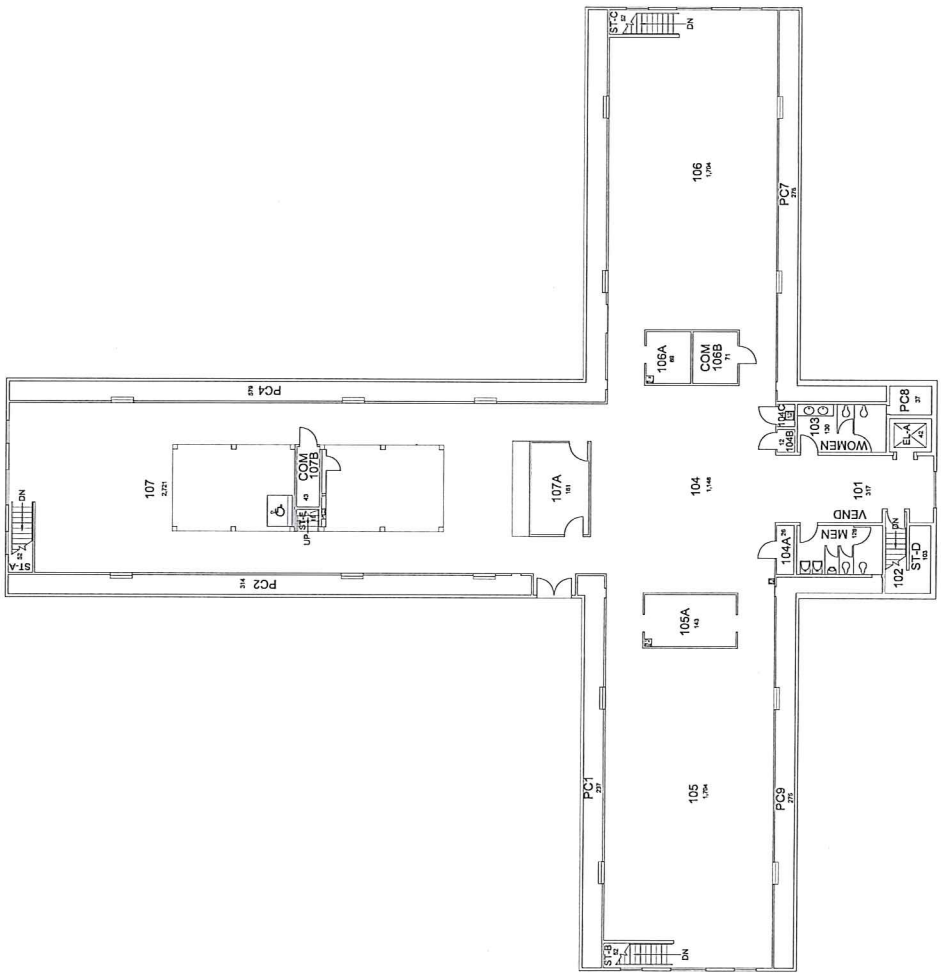
UNIVERSITY OF KENTUCKY
Physical Plant Division

E. S. GOOD BARN
KEY DRAWING

BLDG #: 0097

DATE: 10-15-03
DRAWN BY: DDA

SHEET 3 of 4



FIRST FLOOR
E. S. GOOD BARN
11,101 Gross Square Ft.

Landscape Architecture Studios - program has sole use of the First and Second (loft) floors of the E.S. Good Barn. (The Ground floor houses CAFE Philanthropy and a conference center.)

UNIVERSITY OF KENTUCKY
Facilities Information Services

SHEET 1 of 5

CHARLES E. BARNHART BUILDING
KEY DRAWING

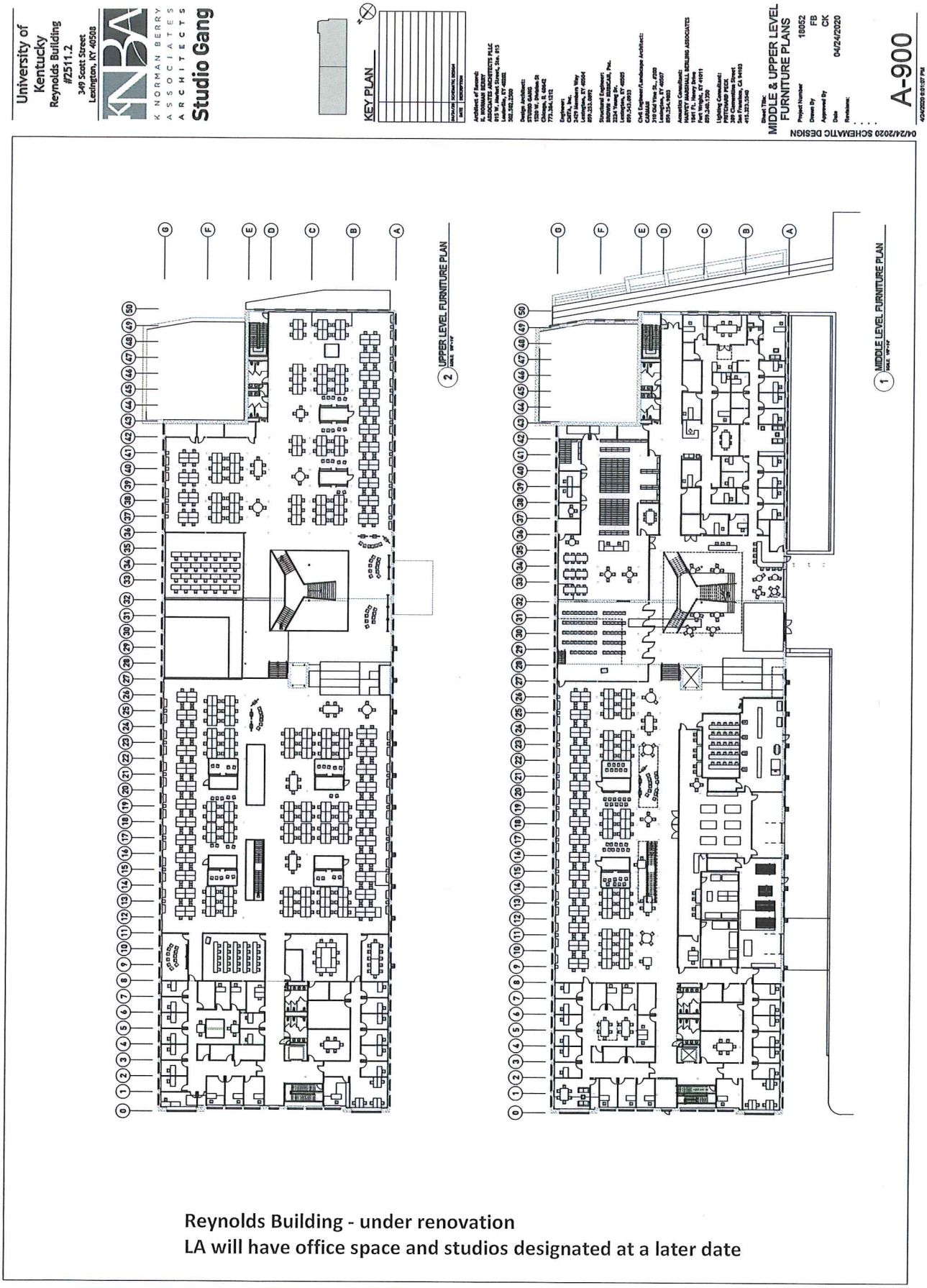
BLDG #: 0276

DATE: 02-22-13
DRAWN BY: NW

BASE LASER MEASURED - SPRING 2013

FIRST FLOOR PLAN
CHARLES E. BARNHART BUILDING
62,604 Gross Square Ft

LA has shared use of Room 179 in the Charles Barnhart building where the department's laser cutter is located.



Reynolds Building - under renovation
LA will have office space and studios designated at a later date

Report of the Visiting Team

Landscape Architectural Accreditation Board

BACHELOR OF SCIENCE IN LANDSCAPE ARCHITECTURE RE-ACCREDITATION

Department of Landscape Architecture
College of Agriculture, Food and Environment
University of Kentucky
September 19 – 22, 2021

VISITING TEAM MEMBERS

Educator/Team Chair
SADIK C. ARTUNÇ, FASLA
Professor and Department Head
Department of Landscape Architecture
College of Agriculture and Life Sciences
Mississippi State University

Academic Administrator
MICHAEL ANDREJASIC, AIA
Emeritus Professor and Special Advisor to the Dean
University of Illinois

Practitioner
JIM DONOVAN, FASLA
Licensed Landscape Architect
Broadreach Planning & Design
Charlotte, VT

Bachelor of Science in Landscape Architecture
University of Kentucky
Re-accreditation Review
September 19-22, 2021

FINDINGS AND RECOMMENDATIONS OF VISITING TEAM

Schedule for Visit Page 3

Part I: Overall Analysis Page 6

Part II: Assessment of Each Standard

1. Program Mission and Objectives Page 9
2. Program Autonomy, Governance & Administration Page 12
3. Professional Curriculum Page 16
4. Student and Program Outcomes Page 23
5. Faculty Page 26
6. Outreach to the Institution, Communities, Alumni & Practitioners Page 31
7. Facilities, Equipment & Technology Page 34

Part III: Team Summary of Recommendations Affecting Accreditation And Considerations for Improvement Page 39

Schedule for Accreditation Visit

Landscape Architectural Accreditation Board
Visiting Team Schedule September 19 – 22, 2021

University of Kentucky
Bachelor of Science in Landscape Architecture

Day 1	**Sunday, September 19**
	Team arrival and check-in at hotel Sadik Artunc, FASLA Michael Andrejasich, AIA Jim Donovan, FASLA
1:00 pm	Welcome team and tour Lexington and campus (Meet Ned Crankshaw at hotel)
3:00 pm	Overview of curriculum, review of student work, and tour of studio facilities, Jayoung Koo and Chris Sass, E.S. Good Barn Studio
5:30 pm	Visiting Team casual meet and greet with current and emeriti faculty and staff members, Kentucky Native Café garden
7:00 pm	Visiting team dinner and executive session
Day 2	**Monday, September 20**
7:30 am	Breakfast with Ned Crankshaw
8:30 am	Meet with Acting Provost Robert DiPaolo, 105 Main Building
9:15 am	Faculty interview (Chris Sass), S301 ASC North
9:45	Break
10:00 am	Interview with first-year students, N324 ASC North
10:30 am	Faculty interview (Carolina Segura), S301 ASC North
11:00 am	Faculty interview (Ryan Hargrove), S301 ASC North
11:30 am	Break, lunch delivered to S301 ASC North
12:00 pm	Meet with Studio Associates and Part-time Instructors, Zoom from S301
1:00 pm	Relocate to Good Barn via Alumni Plaza (alumni designed) and Gluck rain garden/bio-basin (CAFE faculty/staff/students designed, constructed, maintained, and monitored)
1:30 pm	Interview with second-year students, E.S. Good Barn studio
2:00 pm	Interview with third-year students, E.S. Good Barn studio
2:30 pm	Interview with fourth-year students, E.S. Good Barn studio
3:00 pm	Break and walk to ASC North

3:30 pm	Meet with CAFE Dean Nancy Cox, S125C ASC North Carmen Agouridis, Associate Dean for Instruction Orlando Chambers, Associate Dean for Administration Brian Lee, Associate Dean for Faculty Resources, Planning and Assessment Laura Stephenson, Associate Dean for Extension
4:00 pm	Interview with review period program graduates, Zoom from S301
5:00 pm	Team departs campus, meets for dinner and executive session to review initial findings

Day 3	**Tuesday, September 21**
	Breakfast on own
8:00	Ned Crankshaw picks up team at hotel for transport to campus
8:30 am	Interview with practitioners and alumni predating review period, Zoom from S301
9:30 am	Interview with Christina Wilson, Academic Coordinator, S-301 ASC North
10:00 am	Break and Team Discussion
10:15 am	Faculty Interview (Phemister), S-301 ASC North
10:45 am	Faculty Interview (Koo), S-301 ASC North
11:15 am	Interview with Ryan Sandwick, Community Design Program Coordinator
11:45	Break, lunch delivered to S301 ASC North
12:30 pm	Discussion with representatives of allied programs, Zoom from S301 Community and Economic Development Initiative of Kentucky: Alison Davis Department of Horticulture: Rick Durham Urban Forest Initiative: Mary Arthur Natural Resources and Environmental Science: Chris Matocha Interior Design: Rebekah Radtke Architecture: Jeffrey Johnson Master of Urban and Environmental Design: Jeff Fugate
1:30 pm	Break and travel to Arboretum
1:45 pm	Interview with Arboretum Director Molly Davis
2:15 pm	Interview with Ned Crankshaw, Professor and Chair
3:00 pm	Flextime for any other sites or information needed by the team
4:00 pm	Team executive session: discussion, report preparation, dinner

Day 4	**Wednesday, September 22**
8:30 am	Breakfast with Ned Crankshaw to advise him of team's findings
10:00 am	Review of team's findings with Acting Provost Robert DiPaolo, 105 Main Building
11:00 am	Review of team's findings with CAFE administration, S125C ASC North
01:00 pm	Report of Visiting Team findings to all landscape architecture faculty and students, E.S. Good Barn studio
02:00 pm	Departure

PART I: OVERALL ANALYSIS

Introduction

Despite the inclusion of three recommendations that affect accreditation, the University of Kentucky BSLA program is well run by exceptional faculty members. The three recommendations relate to the larger issues of facilities and a vacant faculty position, for which the department needs the cooperation and support of the College of Agriculture and University of Kentucky Administration.

Described current strengths and opportunities (pages 10 – 12 of the SER) as well as described weaknesses and challenges (page 13 of the SER) seem to be on target and valid with the exception of the strength and opportunity cited on page 12 under Standard 7: Facilities, Equipment, and Technology which states "Departmental students, faculty, and staff will move to a newly renovated building with other design disciplines beginning in the Fall 2022 semester." The university and the college leadership stressed that the intent is to realize this move pending economic viability. The Team, although hopeful about this potential move, were not shared concrete plans at the time of the visit.

Confirmation that Minimum Requirements for Accreditation are satisfied

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 equivalent to three academic years' duration.

4. Faculty instruction full-time equivalence (FTE) shall be as follows:
   a. An academic unit that offers a single first-professional degree program at the emerging or Initial Accreditation status 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 a first-professional degree program at both the bachelor's and master's levels at the emerging or Initial Accreditation status has at least six FTE instructional faculty, five of whom hold professional degrees in landscape architecture, at least two of whom are full-time.
   c. An academic unit that offers a single first-professional degree program at the continuing full Accreditation status has an FTE of at least five instructional faculty. At least four of these faculty members hold a professional degree in landscape architecture and at least three of them are full-time.
   d. An academic unit that offers first-professional degree programs at both the bachelor's and master's levels with continuing full Accreditation status has an FTE of at least seven instructional faculty, at least five of whom hold professional degrees in landscape architecture and are full-time

Program Status	Number of Full-time Equivalent Instructional Faculty	Number of Faculty with a Professional Degree in Landscape Architecture (could be part-time or adjunct)	Number of Full-time Faculty with a Professional Degree in Landscape Architecture
Programs seeking Initial Accreditation			
Single Program	3	3	1
Bachelors & Masters Program	6	5	2
Programs seeking re-accreditation			
Single Program	5	4	3
Bachelors & Masters Program	7		5

5. The parent institution is accredited by a recognized institutional accrediting agency [such as recognition by U.S. Department of Education or Council for Higher Education Accreditation].

6. There is a designated program administrator responsible for the leadership and management functions for the program under review.

7. The program provides a comprehensive public information disclosure about the program's status and performance within a single click link from the program's internet website homepage.

8. A program accredited by LAAB must:
   a. Continuously comply with accreditation standards;
   b. Pay the annual sustaining and other fees as required; and
   c. Regularly file complete annual and other requested reports.

Team's comments confirming that minimum requirements for accreditation are satisfied.

With the exception of facility issues, the Team believes that the program is meeting the Minimum Requirements for Accreditation.

Review of Each Recommendation Affecting Accreditation Identified by the Previous Review in 2014.

There were no Recommendations Affecting Accreditation in the 2014 review.

Review of Each Consideration for Improvement From the Previous Review in 2014
("Suggestions for Improvement" was changed to "Considerations for Improvement" in 2015. Considerations are not published in the Action Letter and do not require progress reports in the Annual Report.)

There were seven Considerations for Improvement in the 2014 review. The program worked with varying success to implement each of the considerations. They are still working on several of the Considerations, as noted by number here:

2. Although improvements were made, the department still struggles to provide a full array of current communication tools due to budget constraints.

4. The program is still working on the creation of an alumni/ae advisory board. Invitation letters have been sent to potential alumni/ae advisory board members. The review has made the completion of this process one of its Considerations for Improvement.

5. The move to a new space that would combine newer, larger student studio space with faculty offices has been planned for several years and noted as a remedy to space issues for faculty offices and student studios. A date certain for the move has not been set by the University Administration. The space issues have continued to worsen with deferred building maintenance and faculty growth so that it is now a critical issue. This review has elevated this Consideration to a Recommendation Affecting Accreditation.

PART II: ASSESSMENT OF EACH STANDARD

Standard 1: Program Mission and Objectives

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

Assessment:

_____X_____Met _____Met With Recommendation _____Not Met

INTENT: Using a clear concise mission statement, each landscape architecture program should define its core values and fundamental purpose for faculty, students, prospective students, and the institution. The mission statement summarizes why the program exists and the needs that it seeks to fulfill. It also provides a benchmark for assessing how well the program is meeting the stated objectives.

A. Program Mission. The mission statement expresses the underlying purposes and values of the program.

Assessment: Does the program have a clearly stated mission reflecting the purpose and values of the program and does it relate to the institution's mission statement?

Yes. The Program has a clear and concise mission statement that reflects the mission of the institution. During the course of presentations and interviews, the Team was satisfied that the process for implementing the institutional mission guided by the five strategic objectives described in this section of the SER is accurate and consistent with the practices of the Program.

The mission of the Department of Landscape Architecture is to provide a broad-based education that instills the ability to think critically, fosters creative problem solving, 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. (SER Standard 1, Page 15)

The BSLA program and the Department nest within an institutional framework, and our mission is well-connected to the College and University ethos of student success, diversity and inclusion, excellence and impact in scholarship, and community engagement that carries out the land grant ideal. Our primary focus on an accredited undergraduate degree program in landscape architecture fulfills the land grant mission by providing a pathway for students to assume meaningful careers in landscape architecture and related fields. Our community design engagement work educates students to become capable allies for diverse communities and instills an awareness of the transformational power of design to underserved places. Our creative scholarship applies new knowledge to help solve environmental problems that affect the Commonwealth and places beyond its borders. This framework for the Department and the BSLA program ties closely to the missions of the University of Kentucky and the College of Agriculture, Food and Environment. (SER Standard 1, Page 16)

B. Educational Goals. Clearly defined and formally stated academic goals reflect the mission and demonstrate that attainment of the goals will fulfill the program mission.

Assessment: Does the program have stated academic goals and an effective, regular procedure to determine progress in meeting its goal?

Yes. The Program has clear educational goals that are widely understood by the Program stakeholders. Further, the program regularly evaluates the progress meeting their goals through end-of-year assessments by multiple constituencies including faculty, alumni, practitioners, and peer educators.

The BSLA program's learning outcomes are a direct outgrowth and expression of the portion of the Department's mission statement focused on undergraduate education: 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. (SER Standard 1, page 18)

Indirect assessments include several activities that occur throughout the academic year:

- *Feedback from professionals, Department faculty, and visiting faculty after project reviews*
- *Mid-year and end-of-year combined studio galleries and discussions with students*
- *ASLA KY Chapter portfolio review feedback to students and faculty*
  ASLA Student Chapter Career Fair feedback from visiting firms
  (SER Standard 1, Page 19)

C. Educational Objectives. The educational objectives specifically describe how each of the academic goals will be achieved.

Assessment: Does the program have clearly defined and achievable educational objectives that describe how the goals will be met?

Yes. The Team was impressed by the thoughtful and honest opening presentation by members of the faculty on how the curriculum, courses and instructional methods are structured and designed to meet the educational objectives and reinforce the mission. This has been illustrated well by the Curriculum Map found in the SER, Standard 1, page 20.

D. Long-range Planning Process. The program is engaged in a long-range planning process.

Assessment 1: Does the long-range plan describe how the program mission and objectives will be met and document the review and evaluation process?

Yes. The Program is current guided by the 2017-2022 Strategic Plan that describes six major goals. The plan is reviewed periodically. The full plan was made available online at: https://ukla.ca.uky.edu/files/la_2017_strategic_plan_fall_2020_revisions_complete.pdf. (SER, Standard 1, page 21)

Assessment 2: Is the long-range plan reviewed and revised periodically and does it present realistic and attainable methods for advancing the academic mission?

Yes. (see above)

Assessment 3: Does the self-evaluation report (SER) respond to recommendations and considerations for improvement suggestions from the previous accreditation review and does it report on efforts to rectify identified weaknesses?

Yes. However, the Program has been constrained by the impact of the COVID-19 pandemic on the University of Kentucky's resources and budgets.

E. Program Disclosure. Program literature and promotional media accurately describe the program's mission, objectives, educational experiences, accreditation status, student achievement, program costs for a full-time student for one academic year, estimated housing costs per year, average costs of books and materials per year, student retention and graduation rates, number of degrees per year, percentage of students with timely graduation (master's students graduating within 4 years and/or bachelor's students graduating within 6 years).

Assessment: Is the program information accessible and accurate?

Yes.

F. Other Relevant Assessments. Are there other relevant assessments? If yes, explain.

None

Recommendations affecting accreditation:

There are no recommendations for this standard.

Considerations for Improvement:

There are no considerations for improvement for this standard.

Standard 2: Program Autonomy, Governance & Administration

The program shall have the authority and resources to achieve its mission, goals, and objectives.

Assessment:

_____Met ____X_____ Met With Recommendation _____Not Met

INTENT: Landscape architecture should be recognized as a discrete professional program with sufficient financial and institutional support and authority to enable achievement of the stated program mission, goals, and objectives.

A. Program Administration. Landscape architecture is administered as an identifiable/discrete program.

Assessment 1: Is the program seen as a discrete and identifiable program within the institution?

Yes. The Program resides in the Department of Landscape Architecture within the College of Agriculture, Food and Environment at the University of Kentucky.

Assessment 2: Does the program administrator hold a faculty appointment in landscape architecture?

Yes. The Program administrator holds an advanced degree in Landscape Architecture and a faculty appointment in the Department of Landscape Architecture.

Assessment 3: Does the program administrator exercise the leadership and management functions of the program? (Where the program administrator is not the primary administrator for the academic unit, such as a landscape architecture program within a multidisciplinary department or school, the landscape architecture leader has the authority to significantly influence the management of resources, including budget, faculty review, Tenure and Promotion outcomes and the direction of the program.)

Yes.

B. Institutional Support. The institution provides sufficient resources to enable the program to achieve its mission and goals and support individual faculty development and advancement.

Assessment 1: Is funding available to assist faculty and other instructional personnel with continued professional development including support in developing funded grants, attendance at conferences, computers and appropriate software, other types of equipment, and technical support?

Yes. The Institution provides sufficient resources that enable the Program to adequately achieve most of its goals and support individual faculty development and advancement. Budget constraints in the Institution and College beyond the Department have limited Program's progress in fully achieving some goals including space and faculty hires. These constraints are further amplified by the impacts of the COVID-19 pandemic.

Assessment 2: Is funding adequate for student support, i.e., scholarships, work-study, etc.?

Yes. During the course of student interviews, students responded that adequate support was available, and the Program was responsive to their individual financial and/or resource needs.

Assessment 3: Are adequate support personnel available to accomplish program mission and goals?

Yes. The SER lists four support personnel specifically assisting the program's faculty and students.

C. Commitment to Diversity. The program demonstrates commitment to diversity through its recruitment and retention of faculty, staff, and students.

Assessment: How does the program demonstrate its commitment to diversity in the recruitment and retention of students, faculty, and staff?

The Team was impressed by the progress the Program has made over the last ten years in achieving gender balance in the faculty and student body. The Program has also made significant progress increasing the number of underrepresented minority students and first-generation students, as listed in the SER, Standard 2, on page 34.

The Program continues to work to meet diversity goals within the tenure track Faculty ranks and students.

D. Faculty Participation. The faculty participates in program governance and administration.

Assessment 1: Does the faculty make recommendations on the allocation of resources, and do they have the responsibility to develop, implement, evaluate, and modify the program's curriculum and operating practices?

Yes.

Assessment 2: Does the faculty participate, in accordance with institutional guidelines, in developing criteria and procedures for annual evaluation, promotion and tenure of faculty?

Yes. In the period since the 2014 LAAB review, promotion and tenure guidelines have been re-written with faculty input, as noted in the SER Standard 2, on page 35. During interviews the tenure track faculty expressed that the previous documents were "not always clear and sometimes frustrating". The current process remains "stressful", but the new guidelines make expectations clearer.

Assessment 3: Does the program or institution adequately communicate and mentor faculty regarding policies, expectations, and procedures for annual evaluations, and for tenure and promotion to all ranks?

The department benefits from the contribution and participation of adjunct faculty and Studio Associates. However, the Team learned that they do not regularly get evaluation and feedback about their work within the Department.

E. Faculty Number. The faculty shall be of a sufficient size to accomplish the program's goals and objectives, to teach the curriculum, to support students through advising and other functions, to engage in research, creative activity, and scholarship and to be actively involved in professional endeavors such as presenting at conferences. The faculty FTE (full-time equivalent) shall be assessed by the institutional culture for faculty development across the closely related academic units (such as other departments and programs within a college). The workload (number, type and sizes of courses assigned) and responsibilities (such as a split of time for teaching, research, and service activities) for a typical tenured or long-term faculty member within the college should be considered the template for assessing the FTE resources assigned to the landscape architecture program. Where landscape architecture faculty have their responsibilities split between programs (such as bachelor's and master's or between landscape architecture and another discipline), the FTE assessment must be prorated.

Faculty instruction full-time equivalence (FTE) shall be as follows:

a. An academic unit that offers a single first-professional degree program at the emerging or Initial Accreditation status 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 a first-professional degree program at both the bachelor's and master's levels at the emerging or Initial Accreditation status has at least six FTE instructional faculty, five of whom hold professional degrees in landscape architecture, at least two of whom are full-time.

c. An academic unit that offers a single first-professional degree program at the continuing full Accreditation status has an FTE of at least five instructional faculty. At least four of these faculty members hold a professional degree in landscape architecture and at least three of them are full-time.

d. An academic unit that offers first-professional degree programs at both the bachelor's and master's levels with continuing full Accreditation status has an FTE of at least seven instructional faculty, at least five of whom hold professional degrees in landscape architecture and are full-time

Program Status	Number of Full-time Equivalent Instructional Faculty	Number of Faculty with a Professional Degree in Landscape Architecture (could be part-time or adjunct)	Number of Full-time Faculty with a Professional Degree in Landscape Architecture
Programs seeking Initial Accreditation			
Single Program	3	3	1
Bachelors & Masters Program	6	5	2
Programs seeking re-accreditation			
Single Program	5	4	3
Bachelors & Masters Program	7		5

Assessment 1: Are student/faculty ratios in studios typically not greater than 15:1?

Yes, the ratios in studios are not greater than 15:1.

Assessment 2: Are there are sufficient faculty FTE to carry out the mission of the program (such as duties in teaching, research, service, program administration, academic advising, and/or creative professional development).

Yes, the number of faculty members was adequate. However, the Department's geospatial faculty position is currently vacant due to an administrative hire of a faculty member by the College. A budget cut imposed on the department, part of wider university cuts due to declining revenue, currently prevents filling the vacancy.

F. Other Relevant Assessments. Are there other relevant assessments? If yes, explain.

During the course of the visit, faculty representing allied units within the college and the university expressed concerns to the team regarding the transition to new leadership within the department. Those concerns related to maintaining the progress made by the Department relating to curriculum, collaboration within the College and the University, and engagement with the larger community. We confirmed that the Department Chair will be stepping down effective August 14, 2022, at the end of his appointment term.

Recommendations affecting accreditation:

1. *Work with the College and other colleges within the University to fill the open faculty position in a timely manner.*

Considerations for Improvement:

1. *Consider ways and means of sharing evaluations and feedback with adjunct faculty.*
2. *Work with the College to initiate, as soon as possible, a process of transparent transition of the Department Chair, and communicate the process with all stake holders, including faculty, students, and collaborating units within the College and the University, to ensure the transition from the current chair to the new chair is smooth and seamless.*

Standard 3: Professional Curriculum

The first professional-degree curriculum shall include the core knowledge skills and applications of landscape architecture.

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, and social sciences, as well as opportunities for students to develop other areas of interest.**

b. **In addition to the professional curriculum, a first professional degree at the master's level shall provide instruction in and application of research and or/scholarly methods.**

c. **A first professional degree at the master's level that does not require all students to have an undergraduate degree before receiving the MLA shall meet the requirements for a and b.**

Assessment:

____X____Met _____Met With Recommendation _____Not Met

INTENT: The purpose of the curriculum is to achieve the learning goals stated in the mission and objectives. Curriculum objectives should relate to the program's mission and specific learning objectives. The program's curriculum should encompass coursework and other opportunities intended to develop students' knowledge, skills, and abilities in landscape architecture.

A. Mission and Objectives. The program's curriculum addresses its mission, goals, and objectives. (This criterion isn't directed towards the evaluation of the Mission and Objectives, but rather on how the curriculum is developed and delivered in carrying out the expectations of the Mission and Objectives.)

Assessment 1: Does the program identify the knowledge, skills, abilities, and values it expects students to possess at graduation?

Yes, the program identifies the knowledge, skills, abilities, and values it expects students to possess at graduation.

Students, faculty, and alumni advisors together identify the knowledge, skills, abilities, and values program graduates should have. Their views are based on many things including LAAB Standard 3, general trends in professional practice; faculty conferences at CELA and ASLA; professional and academic publications; student encounters with potential employers; and alumni observations and recommendations.

All topics listed (in LAAB Standard 3) are addressed in individual or in multiple courses/studios with varying levels of inquiry depth. Some topics are addressed as part of the UK Core and reinforced/used in major courses while other topics are part of the major courses directly. Depending on subject area, students will have been exposed to the listed subject matter from one to multiple times in different ways and by different faculty by the time of their graduation.

The Department engages emerging and experienced professionals from varied practices to assist in each studio. These professionals are selected by the studio faculty member based on studio content and are utilized at least weekly throughout the semester. The intended benefit of these experts is to enrich student understanding with contemporary best practices, standards, and techniques. These professionals provide the added benefit of influencing the broader curriculum through formal and informal discussions with faculty members. (SER Standard 3, Pages 45,46)

B. Professional Curriculum. The program curriculum is guided by, but is not limited to, coverage of:

- History, theory, philosophy, principles, and values: (design history; design theory; criticism; sustainability, resiliency, stewardship; health, safety, welfare)
- Design processes and methodology: (critical thinking; analysis; ideation; synthesis; site program; iterative design development; design communication)
- Systems and processes – natural and cultural (related to design, planning, and management): (plants and ecosystems sciences; built environment and infrastructure; human factors and social & community systems; human health and well-being)
- Communication and documentation: (written communication; oral communication; visual and graphic communication; design and construction documents; numeracy, quantitative problem-solving and communication; community and/or client engagement)
- Implementation: (construction technology and site engineering; site materials; use and management of plants and vegetation; policies and regulation)
- Computer applications and advanced technologies: (visualization, and modeling; communication (conceptual and construction drawings), geospatial analysis)
- Assessment and evaluation: (site assessment; pre-design analysis; landscape performance; post-occupancy evaluation; visual and scenic assessment)
- Professional practice: (values; ethics; practice; construction administration)
- Research and/or scholarly methods (for masters' level degree programs): (quantitative & qualitative methods; framing research questions; literature/precedent review; research integrity and protection of human subjects; communication of research)

Assessment 1: Does the curriculum address the designated subject matter in a sequence that supports its goals and objectives?

Yes, the program's sequence of teaching supports its goals and objectives. The Study Team discussed the curriculum extensively with the faculty to understand how it built on expanded the knowledge the students already had or learned in earlier courses. The sequence of course works is logical and well organized.

The curriculum is intended to address the professional and technical content required by the profession and by LAAB, as well as the intellectual, ethical, and capacity for creative thought and judgment required by our larger social and environmental obligations. Individual course objectives within each of the disciplinary sequences (as discussed with the Team) are expected to be cumulative and to synthesize appropriate professional knowledge. (SER Standard 3, Page 57)

Assessment 2: Does student work and other accomplishments demonstrate that the curriculum is providing students with the appropriate content to enter the profession?

The examples of student work show that the curriculum is providing students with the appropriate content to enter the profession. Our review of student work confirmed this.

Student classwork, extra-curricular pursuits, service-learning, awards, honors, publications, reputation of the program, and professional placement all suggest that the BSLA curriculum is meeting both professional and intellectual expectations. Particularly in the design sequence and professional sequence, students are exposed to a variety of practitioners, individually and with their class cohort. Students (and faculty) receive feedback at portfolio reviews, open studios, mock interviews, and office visits on the quality and direction of their work. Students (and faculty) are regularly given opportunities to hear from professionals acting as visiting critics, lecturers, etc., on the quality of student work. Local ASLA chapter members visit the program periodically for events at which students present their work and serve as jury members each year for the annual ASLA Honor/Merit Student Award program.

Professional placement and demand for our students is perhaps the most substantial measure of the value and content of the curriculum to our students' future. We know from our efforts to track graduates at six-months after graduation that approximately 83% of our graduates during the review period were employed in the field or in graduate school.
(SER Standard 3, Page 57)

Assessment 3: Do curriculum and program opportunities enable students to pursue academic interests consistent with institutional requirements and entry into the profession?

Yes, the program enables students to pursue academic interests consistent with institutional requirements and entry into the profession.

Our BSLA program is a structured and sequenced professional curriculum. All students are required to take 30-hours from an array of general education courses and 67 hours of Major courses, along with four Topical Studies courses and five Specialty Support courses. In addition, students can choose the type and location of their International Study course within established guidelines and guidance by the Department Chair and Director of Undergraduate Studies. Independent studies have been used to fulfill the Topical Studies requirement as well and provide each student completing the course the opportunity to pursue their interests with specific faculty. (SER Standard 3, Page 58)

C. Syllabi. Syllabi are maintained for courses.

Assessment 1: Do syllabi include educational objectives, course content, and the criteria and methods that will be used to evaluate student performance?

Yes, the syllabi that we reviewed include educational objectives, course content and criteria, and means of evaluating student performance.

(The University has) a general expectation that a syllabus will explain the who, what, why, where, when, and how of the course. In 2013, the entire University went through the Southern Association of Colleges and Schools Commission on Colleges review process for university accreditation. As part of this process, syllabi were examined by the central administration to make sure all required elements were included with each syllabus before they were placed on file for the accrediting team. This process aided in syllabi development within the Department. (SER Standard 3, Page 58)

Assessment 2: Do syllabi identify the various levels of accomplishment students shall achieve to successfully complete the course and advance in the curriculum?

Yes, based on the information that we reviewed, the syllabi highlight the various levels of accomplishment students shall achieve to complete the course and advance.

In delivery of professional courses and curricula, individual course syllabi are considered the primary mechanism between faculty and students governing the procedures and responsibilities expected of all participants in the class. Faculty members are responsible for the development of their own course syllabi. Faculty are guided in the "best practices" of syllabus development in several ways:

- *Syllabi developed by faculty are openly shared amongst faculty as needed.*
- *The Center for Excellence in Learning and Teaching (CELT) within the University will review syllabi on request by faculty as well as assist with assignment / course design.*
- *Student feedback gathered through the Teacher / Course Evaluation mechanism explicitly asks for feedback on course syllabi. (SER Standard 3, Pages 58, 59)*

D. Curriculum Evaluation. At the course and curriculum levels, the program evaluates how effectively the curriculum is helping students achieve the program's learning objectives in a timely way.

Assessment 1: Does the program demonstrate and document ways of:

a. *Assessing students' achievement of course and program objectives in the length of time to graduation stated by the program?*
b. *Reviewing and improving the effectiveness of instructional methods in curriculum delivery?*
c. *Maintaining currency with evolving technologies, methodologies, theories, and values of the profession?*

Yes, the program demonstrates and documents each of these activities.

a. Several measures are in place to evaluate how well the curriculum helps students achieve learning objectives. The primary evaluation of student performance is the responsibility of individual faculty members in their respective courses. … instructors have the responsibility to evaluate projects and other course work in an organized and timely way to ensure that students are meeting course objectives and intended learning outcomes as each semester unfolds. Project reviews and visiting critics, along with Studio Associates' interactions with students provide additional assessment at the course level of the achievement of course and curriculum learning outcomes. (SER Standard 3, Page 59,60)

b. Many faculty members use the formative observation and feedback service provided by the Center of Excellence in Learning and Teaching (CELT). Typically, a CELT instructional designer will talk with a faculty member prior to a class to gather background information; the instructional designer will observe a class session, and then have an opportunity to talk with students without the faculty member present in order to gather anonymous feedback. Within a couple of days, the faculty member and the instructional designer have a debrief meeting and written feedback is provided by the CELT staff member. (SER Standard 3, Page 61)

c. Faculty members in the Department are well involved professionally and academically through research and community engagement projects, professional organization service, conference attendance and presentations, consulting in partnership with firms, and connections with alumni and regional practitioners. These multiple layers of professional and academic connections allow the program and its faculty to maintain currency, and in many instances, lead the development of technologies, methods, theoretical knowledge, and values in landscape architecture.

Department of Landscape Architecture faculty members involve themselves in CELA, EDRA, ASLA, and the Kentucky ASLA state chapter, (and local professionals) along with more specialized organizations in ways that maintain their currency and leadership in contemporary issues in landscape architecture. (SER Standard 3, page 62)

Assessment 2: Do students participate in evaluation of the program, courses, and curriculum?

Yes, students participate in evaluation of the program, course, and curriculum, primarily through their course evaluations each term for the course they are enrolled in.

E. Augmentation of Formal Educational Experience. The program provides opportunities for students to participate in co-curricular activities, internships, off campus studies, research assistantships, or practicum experiences.

Assessment 1: Does the program provide opportunities to augment the formal educational experience and document them?

Yes, the program provides participation in each of these activities and strongly encourages internships as part of the curriculum. The program requires an international student experience, that can be filled by either personal activities or participation in a program-sponsored international trip. The pandemic has impacted the international student experience and has required course substitutions.

Studios and other courses use field trips to augment the learning experience. Field trips occur from the first semester (LA 105) through the final studio (LA 426) and can be as short as a class period or as long as a week. Field experiences are directly related to course content. (SER Standard 3, Page 64)

Assessment 2: How does the program identify the objectives of co-curricular activities and evaluate the effectiveness of these opportunities?

A learning contract and syllabus are used to identify personal and programmatic objectives of the Internship/Research Experience, with a required student presentation during the semester following the experience. There is a formal evaluation through students' and sponsors' written evaluations. Objectives for domestic travel are closely tied to course objectives and their evaluation is part of the evaluation of each course by students and discussion by faculty. (SER Standard 3, Page 65)

Assessment 3: Do students report on these experiences to their peers? If so, how?

Yes, the students report about their experiences to their fellow students.

Most of the International Study and Internships/Research Experiences occur during the summer months. Therefore, each fall there is a department-wide series of student presentations detailing the internship and the student's role/responsibilities, along with a question-and-answer period. For the International Study courses, students typically create and present a descriptive/reflective experience poster and presentation to share with students and faculty. (SER Standard 3, Page 65)

F. Coursework (Bachelor's Level). In addition to the professional curriculum, students also pursue coursework in other disciplines in accordance with institutional and program requirements.

Assessment: Do students take courses in the humanities, arts, technologies, mathematics, natural sciences, social sciences, or other disciplines?

Yes, students take a number of courses required by the University Core program, as well as numerous optional courses within the program.

Required coursework outside of the professional component is dictated through the UK Core program. Students select 30 credit hours from pre-identified courses meeting 10 area requirements. (SER Standard 3, Page 66)

G. Areas of Interest (Bachelor's Level). The program provides opportunities for students to pursue special interests.

Assessment 1: Does the program provide opportunities for students to pursue independent projects, focused electives, optional studios, certificates, minors, etc.

Yes, the program provides numerous opportunities for students to pursue their own interest and independent projects, as we noted in both our discussions with students and review of the curriculum. The SER specifically highlights numerous options in SER Standard 3, page 66.

Assessment 2: Does student work incorporate academic experiences reflecting a variety of pursuits beyond the basic curriculum?

Yes, the program's curriculum includes numerous optional courses, within and outside of the department that students can take to fulfill their academic requirements.

Academic experience outside the basic curriculum is encouraged and accommodated. Further, many students explore special areas of interest through professional internships, such as with different types or scale of practice, public agencies, or not-for-profit organizations. (SER Standard 3, page 66)

H. Research/Scholarly Methods (Master's Level). The program provides an introduction to research and scholarly methods.

Assessment 1: Does the curriculum provide an introduction to research and scholarly methods and their relation to the profession of landscape architecture?

Not applicable to this BSLA.

Assessment 2: Does the program demonstrate that theses or terminal projects exhibit creative and independent thinking and contain a significant research/scholarly component?

Not applicable to this BSLA.

I. Other Relevant Assessments. Are there other relevant assessments? If yes, explain.

No additional comments.

Recommendations affecting accreditation:

There are no recommendations for this standard.

Considerations for Improvement:

There are no considerations for improvement for this standard.

Standard 4: Student and Program Outcomes.

The program shall prepare students to pursue careers in landscape architecture.

Assessment:

____X____Met _____Met With Recommendation _____Not Met

INTENT: Students should be prepared – through educational programs, advising, and other academic and professional opportunities – to pursue a career in landscape architecture upon graduation. Students should have demonstrated knowledge and skills in creative problem solving, critical thinking, communications, design, and organization to allow them to enter the profession of landscape architecture.

A. Student Learning Outcomes. Upon completion of the program, students are qualified to pursue a career in landscape architecture.

Assessment 1: Does student work demonstrate the competency required for entry level positions in the profession of landscape architecture?

Yes, the student work shows the competency required for entry level positions in our profession. The Team spoke at length with alumni about this issue, and they all indicated that students graduating from the program were definitely ready to pursue a career in landscape architecture.

Approximately 73% of our graduates during this review period were employed in the profession (or related fields). Of these, over 96% work in the private sector, including landscape architecture firms, design/build firms, and multidisciplinary firms. The remainder work in the public sector, typically for state or local agencies. (SER Standard 4, Page 68)

Assessment 2: Do students demonstrate their achievement of the program's learning objectives, including critical and creative thinking and their ability to understand, apply and communicate the subject matter of the professional curriculum as evidenced through project definition, problem identification, information collection, analysis, synthesis, conceptualization, and implementation?

Yes, examples of student work and earned awards and recognitions clearly support this observation and assessment. Moreover, graduates of the program have been sought after locally, regionally, and nationally, and have had no difficulty obtaining and keeping employment. Interviews with the alumni and practitioners have also confirmed this.

B. Student Advising. The program provides students with effective advising and mentoring throughout their educational careers.

Assessment 1: Are students effectively advised and mentored regarding academic development?

Yes, students get effective advising and mentoring during their academic career.

The Department's Academic Coordinator, Christina Wilson, handles all student advising for course planning and registration for the first two years of the program. In the spring semester of the second year of study, the Department assigns each student to a faculty member who will advise them for the remainder of their academic career.

In the Landscape Architecture program, student advising involves three primary functions: (1) helping students efficiently and successfully complete all of the degree requirements; (2) mentoring students as they identify their strengths and interests within landscape architecture and pursue certificates, minors, elective choices, or other academic options that will advance their interests in these areas; and (3) assisting students as they plan their post-graduation futures. Faculty members and the Academic Coordinator share these responsibilities. (SER Standard 4, Page 70)

Assessment 2: Are students effectively advised and mentored regarding career development?

Yes, the students are effectively advised regarding career development.

Coursework throughout the program includes discussion of career opportunities and of the links between topics in the curriculum and opportunities in landscape architecture and related professional fields.

The many opportunities that the program creates for interaction between students and professionals provides multiple avenues every academic term for students to gain their own perspective on the profession and to develop as an emerging professional. (SER Report Standard 4, Page 71)

Assessment 3: Are students aware of professional opportunities, licensure, professional development, advanced educational opportunities, and continuing education requirements associated with professional practice?

Yes, it is very clear that students are aware of professional opportunities, and other aspects of professional development and advanced education.

The entire Department participates in the Kentucky Chapter ASLA annual conference. The Department provides transportation to and from the conference venues, negotiates a minimal registration fee for students, and helps financially support the conference. This involvement also involved changing the traditional time of the conference from June to March so students could attend.

When studio cohorts travel, it is common for the group to visit graduate programs and professional offices. In addition, students are able to participate in the Creative Study Tour, which travels to a different location each year and features visits with various professional offices to discuss aspects of creativity, design, and practice.

(Other) courses provide focused discussion of licensure, professional ethics, continuing education, and other aspects of the professional role of a landscape architect. (Ser Standard 4, Page 71, 72)

Assessment 4: How satisfied are students with academic experiences and their preparation for the landscape architecture profession?

Students appear to be satisfied with their academic experiences and preparation for the profession, based on our discussions with both students and recent alumni.

C. Participation In Extra Curricular Activities. Students are encouraged and have the opportunity to participate in professional activities and institutional and community service.

Assessment 1: Do students participate in institutional/college organizations, community initiatives, or other activities?

Yes, students have the opportunity to participate in organizations and activities outside of the program, although, like in most LA programs, the intensity of the coursework tends to focus students toward the program at the expense of numerous outside activities.

Students are free to participate in an array of campus activities primarily through the Office of Student Life. For example, current students are serving as Ag Ambassadors, members of the Horticulture Club, UK marching band, the 4-Paws for Ability dog training program, and many others. It is also quite common for students to participate in Greek life, the Intramural Sports program, or other clubs on campus. (SER Standard 4, Page 73)

Assessment 2: Do students participate in events such as LaBash, ASLA Annual Meetings, local ASLA chapter events and the activities of other professional societies or special interest groups?

Students participate in LA events outside of the program. Students participate LaBash, ASLA Annual Conference, et.al. The Program and students are taking advantage of the free registration offer from the ASLA National to take a group of students to the National Conference in Nashville, TN by covering their transportation and lodging expenses.

These activities are encouraged and at times logistically and/or financially supported by the faculty and Department. Our students have organized trips to participate in several LaBash events. We have a tight integration with the Kentucky Chapter ASLA and its annual meeting. The Student Chapter ASLA and the Kentucky Chapter ASLA also frequently collaborate during Parking Day. We hold the Portfolio Review Day in conjunction with that meeting and require students to attend the conference. In years past, faculty have facilitated student trips to attend the national ASLA meeting … (SER Standard 4, Page 72)

D. Other Relevant Assessments. Are there other relevant assessments? If yes, explain.

We heard from alumni, students, and adjunct faculty that the critical assessment and feedback of student work in studios is occasionally weak. The effort to enhance students' confidence in their work sometimes overrides harsher criticisms that might be needed to grow as a designer and future landscape architect. It is important to note that these comments were targeting the critical assessment and feedback of the student work but not the quality and depth of the student work.

Recommendations affecting accreditation:

There are no recommendations for this standard.

Considerations for Improvement:

1. *Consider ways and means of enhancing professional and critical assessment and feedback provided to students to improve the quality of their performance.*

Standard 5: 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:

_____X___Met _____Met With Recommendation _____Not Met

INTENT: The program should have qualified experienced faculty and other instructional personnel to instill the knowledge, skills, and abilities that students will need to pursue a career in landscape architecture. Faculty workloads, compensation, and overall support received for career development contribute to the success of the program.

A. Credentials. The qualifications of the faculty, instructional personnel, and teaching assistants are appropriate to their roles.

Assessment 1: Does the faculty have a balance of professional practice and academic experience appropriate to the program mission?

Yes, the faculty has a good mix of professional practice and academic experience. The Team talked to the various faculty members extensively about this, including the faculty members that were licensed landscape architects. The use of Studio associates (private practitioners that help with just one specific studio) also greatly increases the exposure that students have to faculty members that are also in private practice.

Each member of the Department is expected to contribute to the research, teaching, and service missions. Depending on the faculty position, he/she may provide professional consulting services in addition to their regular faculty activities.

Faculty contribute to the mission in the following ways: 1) their ability to conduct scholarly work and to introduce this specialized information into the undergraduate curriculum, 2) the extent of their professional design experience and/or creative work in innovative studio teaching and professional practice, and 3) their expertise in service-learning and community engagement. While each faculty member has distinct areas of expertise, they all contribute in some capacity to the three areas of our program's mission. (SER Standard 5, Page 74)

Assessment 2: Are faculty assignments appropriate to the course content and program mission?

Yes. The faculty are quite appropriate, and their knowledge, skills and abilities are very well suited to the courses they teach and the overall program mission.

Each faculty member is associated with a particular studio and the conceptualization of the program is partially influenced by the expertise and interest of each of the faculty members.

Assessment 3: Are adjunct and/or part-time faculty integrated into the program's administration and curriculum evaluation/development in a coordinated and organized manner?

Yes. The program makes extensive use of what they call "Studio Associates" who are successfully integrated into the program and whose contributions are recognized and valued.

Each studio includes a practicing professional Studio Associate, serving in an adjunct-like capacity, who works along with a standing faculty member. The Department values their input to the program because they bring specialized professional practice experience into the studios. These professionals also participate in faculty searches. Some of the professional Studio Associates have been involved with the program longer than some of the standing faculty. In addition, the Director of the UK Arboretum is a graduate of the program and serves as an Adjunct Faculty member with our Department. All of these professionals have input with the faculty in refining and improving the studios they are associated with. (SER Standard 5, Page 75)

Assessment 4: Are qualifications appropriate to responsibilities of the program as defined by the institution?

Yes, the faculty qualifications are very appropriate to their responsibilities, as defined by the institution. The Team looked closely at the curriculum and the faculty assigned to each and were satisfied that the course work was being taught by qualified individuals.

B. Faculty Development. The faculty is continuously engaged in activities leading to their professional growth and advancement, the advancement of the profession, and the effectiveness of the program.

Assessment 1: Are faculty activities such as scholarly inquiry, research, professional practice and service to the profession, university, and community documented and disseminated through appropriate media such as journals, professional magazines, community, college, and university media?

Although the numerous accomplishments of the faculty are communicated well within the College of Agriculture, and to some extent through specialized academic publications, they are not consistently disseminated widely beyond the College to the rest of the University or the state. Although communication has improved with the hiring of the Academic Coordinator, there is still room for improvement.

Assessment 2: Do faculty teaching and administrative assignments allow sufficient opportunity to pursue advancement and professional development?

The faculty were consistently satisfied with the current opportunities to pursue advancement and professional development. Some faculty members mentioned having problems with understanding and participating in the advancement process during the current review period, but these issues appear to have been resolved to the satisfaction of all concerned.

All faculty members, including lecturers, have DOE (Distribution of Effort) assignments that include activities beyond teaching. The varied DOE assignments encourage faculty to pursue research and creative practice in a flexible arrangement. The expectation is that faculty members will contribute to studio reviews, participate annually in field trips, and serve on graduate student committees (Masters and PhD) in other departments as applicable. This interweaving of roles knits together advancement and professional endeavors in meaningful collaborations. The Kentucky ASLA state chapter annual conferences and ASLA national conferences also offer opportunities for faculty to formally present research and host/lead workshops. (SER Standard 5, Page 77)

Assessment 3: Are the development and teaching effectiveness of faculty and instructional personnel systematically evaluated, and are the results used for individual and program improvement?

Yes, the faculty and instructional personnel are evaluated by the program and the University on a regular basis.

Non-tenured faculty submit annual performance review materials while tenured faculty submit materials every other year. Tenure track faculty also have required two and four-year reviews specifically for promotion and tenure progress assessment. These reviews all address the areas of teaching, research, and service. At the Department level, we use the Statement of Evidence that describes the types of activities and accomplishments that are valued in this academic setting.

In brief, the Chair reviews the materials submitted by the faculty member, meets with the College's leadership team who have reviewed the materials, and a report is provided back to the faculty member during an individual meeting with the Chair. There is an established appeals process should it be required. The meeting is intended to review accomplishments but also strategize on ways for individual faculty members to improve and progress. The promotion and tenure process is more in depth and involves outside as well as inside dossier review. (SER Standard 5, Page 77)

Assessment 4: Do faculty seek and make effective use of available funding for conference attendance, equipment, and technical support, etc.?

Yes, the Faculty works hard to make effective use of both on-campus and off-campus funding for conference attendance, equipment, and technical support. The Team was supplied evidence of the successful use of such funding.

There is departmental funding dedicated to support conference attendance such as to CELA or other regional/national/international conferences. This funding is allocated to individual faculty members who make their own decisions about the most beneficial conferences to attend and present their work.

Faculty members are encouraged to pursue competitive government, foundation, and non-profit funding to support their research and Extension efforts.

The acquisition of supporting technology (laser cutter, plotters, computers, and drones) has come primarily through Department funding. Support of smart technology (iPad and pencil) in the design studios has come through the University and Apple. (SER Standard 5, Page 78)

Assessment 5: Are the activities of faculty reviewed and recognized by faculty peers?

Yes, there are both informal and formal review and mentoring processes in place.

All tenured associate professors and higher are involved in the evaluation of faculty advancing from assistant professor to associate professor, and all tenured full professors participate in the evaluation of associate professors to full professor.

All tenured faculty and other faculty members, as desired, present on their academic efforts annually to the Department. Any time there is a noteworthy accomplishment by a faculty member or student we typically update our webpage as well as recognize the person(s) at a faculty meeting or Department-wide meeting, as appropriate. We also typically try to work with our College's communications office to promote success through writing press releases, publication of short news notes, and College/University webpage features. (SER Standard 5, Page 78)

Assessment 6: Do faculty participate in university and professional service, student advising and other activities that enhance the effectiveness of the program?

Yes, the faculty participate extensively in university and professional services, advising and other activities. Faculty members from other departments had only high praise for the efforts and involvement of the program's faculty.

Faculty members participate in service in a variety of ways depending on the career stage and interest of the faculty member and departmental need. Since we are a relatively small department, it is important for us to be involved in a variety of on-campus and off-campus service activities without effort duplication. Faculty have been involved as members and/or chairs of a variety of bodies including the College Faculty Council, College and University Promotion and Tenure Advisory Committees, College Undergraduate Curriculum Committee, University Senate, University Appeals Board, Retroactive Appeals Board, … and others.

Faculty members also serve different roles for the professional and academic communities by holding leadership positions with the Kentucky Chapter ASLA and professional state registration board. Three faculty members are or have been involved with LAAB as well …

Academic advising is formally done by the Department's Academic Coordinator and faculty members. (SER Standard 5, Page 79)

C. Faculty Retention. Faculty hold academic status, have workloads, receive salaries, mentoring and support that promote productivity and retention.

Assessment 1: Are faculty salaries, academic and professional recognition evaluated to promote faculty retention and productivity?

Yes, the faculty's salaries and accomplishments and recognition are evaluated to promote faculty retention and productivity. Faculty salaries are at or in several cases above salaries for related disciplines within the institution. The long tenure of most of the faculty is also evidence of the effectiveness of the programs efforts to retain and promote them.

Assessment 2: What is the rate of faculty turnover? How does turn-over impact the program?

Faculty turnover appears to be relatively low. The SER contains a chart showing faculty changes over the review period, and most of the activity related to promotions or status changes rather than faculty turnover. One faculty member retired, and another left the department to take an administrative position within the College. No other faculty members left the Department in the review period

D. Other Relevant Assessments. Are there other relevant assessments? If yes, explain.

None

Recommendations affecting accreditation:

There are no recommendations for this standard.

Considerations for Improvement:

1. *Continue to improve the communication of Department accomplishments to the wider University, surrounding communities, and the State of Kentucky.*

Standard 6: Outreach to The Institution, Communities, Alumni, and Practitioners

The program shall have a record or plan of achievement for interacting with the professional community, its alumni, the institution, community, and the public at large.

Assessment:

____X____Met _____Met With Recommendation _____Not Met

INTENT: The program should establish an effective relationship with the institution, communities, alumni, practitioners, and the public at large in order to provide a source of service-learning opportunities for students, scholarly development for faculty, and professional guidance and financial support. Documentation and dissemination of successful outreach efforts should enhance the image of the program and educate its constituencies regarding the program and the profession of landscape architecture.

A. Interaction with the Profession, Institution, and Public. The program represents and advocates for the profession by interacting with the professional community, the institution, community, and the public at large.

Assessment 1: Are service-learning activities incorporated into the curriculum?

Yes, service-learning activities are strongly incorporated into the curriculum. Evidence of these projects was evident. The program also interacts with the community in numerous other ways that are documented in the SER and were noted and reviewed while the team was there.

Most semesters, individual faculty members are likely to have a project or entire studio focused on a learning through service project. (SER, Standard 6 Page 81)

As part of our program's redesign, we have pursued a more coordinated approach to incorporate service-learning opportunities across the curriculum. There is an online community design assistance request form on the Department and Community and Economic Development Initiative of Kentucky (CEDIK) websites to assist in collecting relevant information from potential partners. Requests are first filtered and then a faculty member follows up with an initial consultation. Depending on the scope of work, available funding, or faculty/student interest matches, projects are addressed through a variety of modes (design studio, internship, independent study, or student paid job) or referred to practicing professionals. (SER, Standard 6 Page 82)

Assessment 2: Are service activities documented on a regular basis?

Yes, the service activities are documented on a regular basis.

Service activities are documented in the popular and College/University media as appropriate. The third-year fall studio products are posted on-line. Periodically there is a push by the University to document university engagement and we have submitted materials as appropriate to the UK Community Engagement Database. The faculty member with an Extension appointment has been reporting success stories annually in the Kentucky Extension Reporting System. (SER, Standard 6 Page 82)

B. Alumni and Practitioners. The program recognizes alumni and practitioners as a resource.

Assessment 1: Does the program maintain a current registry of alumni that includes information pertaining to current employment, professional activity, post graduate study, and significant professional

Yes, the Team learned that the program works to maintain an up-to-date registry of Alumni with relevant information. The information provided showed percentages of alumni working in various types of jobs within and outside the profession. The program has hired an Academic Coordinator with one of the specific responsibilities being the maintaining of communications with alumni.

Assessment 2: Does the program engage the alumni and practitioners in activities such as a formal advisory board, student career advising, potential employment, curriculum review and development, fund raising, continuing education etc.?

Although the Department is still working on the creation of an Alumni Advisory Board, we heard that the process of creating one has started in response to a consideration of the previous LAAB review. They have progressed to the point of asking for volunteers from their Alumni and have a list of potential members that they are evaluating. They expect that the Alumni Advisory Board will be operational before the end of this school year. Alumni that we spoke to were very complimentary of the department's efforts to keep them informed of the activities within the program.

The Department has strong connections to alumni. These connections include robust participation in the Kentucky Chapter ASLA, sponsorship of the Kentucky ASLA conference and contributions to its organization. Alumni participate in project reviews, speak to students in courses, serve as reviewers in portfolio reviews, represent their firms in career fairs, host office visits, receive and respond to communications directly from the Department, and support student scholarships. (SER Strengths and Opportunities, Page 10)

Assessment 3: Does the program acknowledge and celebrate the significant professional accomplishments of its alumni and benefactors?

The Program promotes the professional accomplishments of its alumni and benefactors through their website and periodical mailings. This work has improved during the review period with the hiring of the Academic Coordinator, who has this work as one of her specific job duties. The Team had a chance to discuss this with the Academic Coordinator and confirmed that continued expansion of this type of promotion is one of her goals.

C. Other Relevant Assessments. Are there other relevant assessments? If yes, explain.

None

Recommendations affecting accreditation:

There are no recommendations for this standard.

Considerations for Improvement:

1. *Complete the formation of the Alumni/ae Advisory Board to harness their support for departmental priorities.*

Standard 7: Facilities, Equipment, and Technology

Faculty, students, and staff shall have access to facilities, equipment, library, and other technologies necessary for achieving the program's mission and objectives.

Assessment:

_____Met ___X_____Met With Recommendation _____Not Met

INTENT: The program should occupy space in designated, code-compliant facilities that support the achievement of program mission and objectives. Students, faculty, and staff should have the required tools and facilities to enable achievement of the program mission and objectives.

A. Facilities. There are designated, code-compliant, adequately maintained spaces that serve the professional requirements of the faculty, students, and staff.

Assessment 1: Are faculty, staff and administration provided with appropriate office space?

As the SER notes, office space for faculty could be improved, but it is at least adequate for now. The largest problem with faculty offices is the distance between them and the design studios. The provision of adequate office space has not kept pace with the hiring and expansion of research assistants. These deficiencies are meant to be addressed with the eventual move into the new shared Reynolds Building.

The Department has added an Extension program manager, an Academic Coordinator, and a post-doctoral position, along with seasonal/temporary student employees as teaching assistants and for research projects, without commensurate additions of space. Adequate space for research and community engagement efforts is still an issue for the Department. (SER Standard 7, Page 84)

Space for faculty research and engagement work has continued to be constrained in the Department and affects faculty work. The addition of Department staff positions has further strained the space available for research. Ryan Sandwick's move to the Winchester Studio has alleviated some of that strain. The move to the Reynolds Building will ease additional space constraints by housing student research assistants in the same building as faculty offices. (SER Response to Previous LAAB Review, Page 8)

Assessment 2: Are students assigned permanent studio workstations adequate to meet the program needs?

Students are assigned permanent studio workstations that in a building that has numerous problems.

Each student is provided a desk and drafting stool along with storage space in a studio of the ES Good Barn. Generally, a student selects his/her own workspace in the studio. Workstations are moveable and students and instructors may rearrange workstations to foster more productive interactions. A push button combination lock entry system on the studio door and a swipe card system for the elevator and main building entrance allow for 24/7 access to student workstations during the academic year. In general, the studio space is adequate for most activities. (SER Standard 7, Page 84)

Assessment 3: Are facilities adequately maintained and are they in compliance with ADA, life-safety, and applicable building codes? (Acceptable documentation includes reasonable accommodation reports from the university ADA compliance office and/or facilities or risk management office.)

The visiting team heard about and observed poor and deferred maintenance and health and safety issues in the E. S. Good Barn, such as poor air handling systems, exposed and insufficient electrical outlets, and hanging wires. The Team has been told that the Department will be physically moving their studio space and faculty offices to the Reynolds Building shared with the Design College, however no clear timeline for the move exists.

The facilities are maintained in a variety of ways depending on the issue. Daily housekeeping is partially the responsibility of the students, faculty, and College physical plant staff. HVAC and electrical issues are handled by a combination of College and University physical plant employees. Our program moved into the Good Barn space in 1992. (SER Standard 7, Page 85)

Periodically, we have had to call attention to infrastructure conditions in the studio facility. At times, the issue has been basic housekeeping and restroom cleaning while at other times it concerns serious maintenance issues, such as HVAC liquid leaks. These issues are resolved when they occur, but invariably result in damage to student work, temporary loss of space, and continued degradation of ceilings and floors. It is sometimes vexing that there does not appear to be a proactive maintenance plan (within the college) adhered to for the studio space. The HVAC equipment is showing signs of age with valves sticking in positions that make some studio spaces extremely hot at times while other studios have condensation dripping from the ductwork. Also, at least once a year for the past several years, an HVAC unit leaks and damages the ceiling and/or flooring which then required repairs. During the summer of 2019, a tornado tore off portions of the Good Barn's roof and rain leaked into a studio which took several of months to fully repair.

At least once a year the facility is inspected by the University Fire Marshall and other safety personnel. In 2019, a swipe card access system was installed at the main entrance to the ES Good Barn to comply with fire safety and ADA requirements and so that the elevator would be operational and available at all times. The swipe card system is also a safety measure to prevent unauthorized individuals from accessing the building after regular operating hours. (SER Standard 7, Page 86)

B. Information Systems and Technical Equipment. Information systems and technical equipment needed to achieve the program's mission and objectives are available to students, faculty, and other instructional and administrative personnel.

Assessment 1: Does the program have sufficient access to computer equipment and software?

Due to the requirement that each student supply their own computer, it appears that the program has sufficient access to computer equipment, even if it is not always convenient. The program supplies a few computers that provide special services, such as scanning and big file GIS processing, While some of these computers are old, they still provide the services they are meant to. The program has also arranged for the use of other computers

Students are required to provide their own computer hardware and software. Most software can be provided to students under licensing arrangements negotiated at the University and State levels. In other cases, students can purchase educational software licenses. On a yearly basis, the Department makes recommendations to students on hardware and software requirements and options. (SER Standard 7, Page 86)

In the Good Barn studios, the program has two HP T1530 plotters – one purchased in May 2017 and the other in Feb. 2019. The B&W HP 9050 laser printer was purchased in 2008 and has almost reached the end of its life cycle. In 2017, the department requested the UK Managed Print Services (MPS) to install a swipe card payment Ricoh color laser copier/scanner in the Good Barn for student use. However, the students did not make sufficient use of the equipment; MPS deemed it not cost effective and removed the machine at the end of the academic year. There is an MPS Ricoh color copier/scanner located in the LA main office for use by faculty and staff.

Three LCD projectors have been replaced within the last few years and are permanently mounted in two studio wings and the "Inner Studio," of the Good Barn, and there is a portable LCD projector for the central space. Also in the Good Barn studios are three Windows-based dedicated graphics workstations which were purchased in 2014 along with an older computer available for general use. There are two 11x17" flatbed scanners, one is located in the studios and the other in the LA main office. The department also has a very old 42" large format HP plotter/scanner available for faculty and student use in the LA main office area.

As for small devices, each faculty purchases minor equipment like GPS units, VR units, or measurements/sampling tools either with available Department funds or their own individually generated funds through grants or other sources (SER Standard 7, Page 87)

Assessment 2: Is the frequency of hardware and software maintenance, updating and replacement sufficient?

Due to tight budgets, the program updates hardware and software when possible, and at the moment is sufficient to meet the needs of faculty and students. IT maintenance work appears to be well handled with a specialist focusing closely on the needs of the Department.

Faculty typically include necessary computer hardware and software funding into grants and startup packages. There is a limited amount of departmental funds available each year to replace old computers and/or repair damaged ones. (SER Standard 7, Page 86)

The program continually improves computing infrastructure for both teaching and research purposes. It purchases maintenance agreements when available for specialized equipment like plotters, but most other equipment is maintained by an IT specialist, Shelby Jones, who is assigned to LA and two other departments. (SER Standard 7, Page 87)

The faculty are constantly working to obtain funding to upgrade equipment as often as we can. Often departmental equipment is purchased as part of an individual faculty's startup package but made available for all to use. The Department certainly has the necessary basics in terms of equipment, even if not being able to offer full analog and digital fabrication shops, 3D printing, (or) immersive environments labs… The proposed move to the Reynolds Building will add additional capacity for digital equipment for LA students. (SER Standard 7, Page 86)

Assessment 3: Are the hours of use sufficient to serve faculty and students?

Yes, the hours are sufficient to serve the needs of faculty and students.

The equipment in the studios is available 24/7 during the academic year. University student computer lab hours vary but are typically used during the daytime for courses. The Hub facility in the W.T. Young Library (which offers among other things a computer lab) is typically open during the academic year from 12:00pm to 8:00pm. The laser cutter lab is open weekdays during regular business hours (9am–5pm).

Equipment is generally available, or it can be made available with minimal prior planning.

(*The*) faculty are aware of the students' ability to complete their printing and computing needs for studio reviews, classroom assignments, and research tasks. Students are generally outspoken about their needs and bring any concerns to the attention of the faculty. In general, the LA faculty are aware of the limitations of the facilities and plan ahead for "crunch times" associated with the academic calendar. (SER Standard 7, Page 86)

C. Library Resources. Library collections and other resources are sufficient to support the program's mission and educational objectives.

Assessment 1: Are collections adequate to support the program?

Yes. The library collection and other resources are sufficient for the students and faculty. Discussions with faculty members revealed that most students now access library material digitally.

The University of Kentucky has a distributed library system, with the main W.T. Young Library located on central campus along with branch libraries of specialized collections at various locations. There is one library support staff in the Student Success Center unit in the Agricultural Science Center. Three are numerous other specialty library spread around the campus. Additionally, Interlibrary Loan allows for extending the reach available for finding source materials. Often the documents will be delivered electronically within days of making the request. For some members of our faculty who have focused on older print sources, this service has been invaluable. (Information from SER Standard 7, Page 89)

The Department itself houses a small collection of design, planning, and project items that have been donated by faculty emeriti, alumni, and professionals. Faculty and students can borrow the books and periodicals as needed. (SER Standard 7, Page 89)

Assessment 2: Do courses integrate library and other resources?

Yes, courses integrate the use of the library and other resources.

Students are provided an introduction to the library system as part of the UK Core curriculum… In the Department, individual courses make use of the Library and other resources in a variety of ways. For example, LA 105 students are required to profile and read an article from a peer-reviewed journal and use the Media Depot and the Writing Center (In the HUB in the W. T. Young Library) to assist with writing and creating presentations. LA 205 makes use of several aspects of the library through the online resources, requiring students to locate physical copies of materials in the main and branch libraries, and using the Writing Center as needed. The studios use the Map Library to incorporate digital maps or Sanborn Fire maps into projects or to access articles in journals. Topical sequence courses use paper and digital versions of relevant journals dealing with landscapes and design. (SER Standard 7, Page 90)

Assessment 3: Are the library hours of operation convenient and adequate to serve the needs of faculty and students?

Yes. Given the low use of physical library materials and the access to digital materials at all hours of the day via personal computers, the library hours or operation are convenient and adequate to serve the needs of faculty and students.

The specific hours of each library facility depends on the library resource. Students and faculty have off campus access to digital resources 24/7, while most physical resources are available during the normal business or extended hours of the University.

D. Other Relevant Assessments. Are there other relevant assessments? If yes, explain.

None

Recommendations affecting accreditation:

1. *In the SER, the Department is relying on the move to the Reynolds Building to satisfy deficiencies to facilities and technology. The College and Department should formalize the move to the Reynolds Building or find some other means to satisfy deficiencies with Standard 7.*

2. *Upgrade the E. S. Good Barn to address building issues relating to health and safety until the move to the Reynolds building is resolved.*

Considerations for Improvement:

There are no considerations for improvement for this standard.

PART III: Summary of Recommendations Affecting Accreditation and Considerations for Considerations

A. RECOMMENDATIONS AFFECTING ACCREDITATION

Standard 2: Program Autonomy, Governance & Administration

1. *Work with the College and other colleges within the University to fill the open faculty position in a timely manner.*

Standard 7: Facilities

1. *In the SER, the Department is relying on the move to the Reynolds Building to satisfy deficiencies to facilities and technology. The College and Department should formalize the move to the Reynolds Building or find some other means to satisfy deficiencies with Standard 7.*

2. *Upgrade the E. S. Good Barn to address building issues relating to health and safety until the move to the Reynolds building is resolved.*

B: CONSIDERATIONS FOR IMPROVEMENT

Standard 2: Program Autonomy, Governance & Administration

1. *Consider ways and means of sharing evaluations and feedback with adjunct faculty.*

2. *Work with the College to initiate, as soon as possible, a process of transparent transition of the Department Chair, and communicate the process with all stake holders, including faculty, students, and collaborating units within the College and the University, to ensure the transition from the current chair to the new chair is smooth and seamless.*

Standard 4: Student and Program Outcomes

1. *Consider ways and means of enhancing professional and critical assessment and feedback provided to students to improve the quality of their performance.*

Standard 5: Faculty

1. *Continue to improve the communication of Department accomplishments to the wider University, surrounding communities and the State of Kentucky.*

Standard 6: Outreach to The Institution, Communities, Alumni, and Practitioners

1. *Complete the formation of the Alumni/ae Advisory Board to harness their support for departmental priorities.*

GRANTS/OTHER FUNDING

2021

Arthur, M.A., **Sass, C.K.**, Rieske-Kinney, L.K., Williamson, N., Eades, A. (collaborators) and Hilbrecht, C. (undergrad student). *TreeCATs: Collegiate Arborist Team and Training Workshop*, UK Student Sustainability Council, 1/1/21-9/30/21, ($13,942).

Coogle, K. (PI), **Sandwick, R.** (Co-PI). *Connecting Youth Mental and Physical Health to Green and Social Spaces in Winchester, KY,* Kentucky Family Resource and Youth Service Centers - GEER II Funding, 9/21-9/23, ($100,000).

Crankshaw, N., R. Radtke, T. Bocklage, S. Borden, D. Byrne, R. Durham, S. Dutton, Q. Ipsaro, C. Jennings, D. Potter, **C. Segura.** *Nature Rx for Diverse Landscapes on the University of Kentucky Medical Center Campus.* University of Kentucky Office of Sustainability, 2021-22 ($38,000).

Davis, A. (PI), Kahl, D., **Sandwick, R.** (Co-PIs). *Building Prosperity in Rural Communities through Community and Economic Development and Design Experiential Learning in Kentucky,* United States Department of Agriculture, Agriculture and Food Research Initiative, Research and Extension Experiences for Undergraduates Grants Program, 10/21-10/25, ($399,425).

Hargrove, R. (Co-PI). *Developing Agriculture Ambassadors with Cultural, Emotional and Social Skills for Today's Workforce,* United States Department of Agriculture, National Institute of Food and Agriculture; Research & Extension Experiences for Undergraduates (REEU) Grant, (submitted 3/1/2021), ($499,989).

Hargrove, R. *Innovative Teaching Award,* Association of Public & Land-Grant Universities, 1/1/21–1/1/22, ($5,000).

Koo, J. (PI), Vivian, D., **Hargrove, R.**, **Sass, C.**, Eby, C., Finney, S., Garkovich, L., Kuosman, F., Probst, A. *Re-Visioning Huntertown: From African American Freetown to Interpretive Public Place*, University of Kentucky Sustainability Challenge Grant 2021, 07/21-06/22, ($42,000).

Sass C.K., Tedder D.S., Crocker E.V., Larson J., Phillips L.R., Rieske-Kinney L.K., Arthur, M.A., **Crankshaw, N.M.**, Stringer J.W. *Conservation, Protection, and Enhancement of Forest Canopies in Rural Communities and Small Municipalities*, KY Division of Forestry, 2/1/21-6/30/23, ($406,337).

Segura, A. (Collaborator). *Planning Global Gardens at UK: Cultivating Inclusive Spaces with Nutritional Sciences (PGG)*, UK Sustainability Office, 5/21-5/22, ($13,000).

2020

Arthur, M.A. (PI), **Sass, C.K.** (Co-PI), Rieske-Kinney, L.K. (Co-PI), Williamson, N. (Collaborator). *Preparing our Urban Forests for our Changing Climate*, UK Sustainability Challenge Grant Program, 5/1/20-12/31/21, ($15,500).

Hargrove, R. *Anchal Design Studies Workshop,* Chellgren Enrichment Studies Group, 1/1/2020**,** ($500).

Hargrove, R. *LA 111 Creative Study Tour 7.0***,** University of Kentucky College Agriculture, Food and Environment and Kentucky Chapter American Society of Landscape Architects, 1/31/20–5/31/20, ($5,000).

Hargrove, R. *Smart Campus Apple iPad Grant,* University of Kentucky, 1/31/20–5/31/20, (iPad and iPencil for all students in LA 121 design studio).

Hargrove, R. *Student Wellness Design Initiative,* University of Kentucky, Office of the Provost, 1/31/20–5/31/20, ($3,400).

Hargrove, R. (Co-PI), A. Hinton-Moncer (Co-PI). *Designing for Wellbeing: Mindful Oasis,* University of Kentucky, Sustainability Challenge Grant, 7/1/2020–7/1/2021**,** ($8,550).

Koo, J. (PI). *Huntertown Community Interpretive Park*, Huntertown Community Interpretive Park Committee & Woodford County Fiscal Court, 05/20-06/21, ($6,200).

Sass C.K., Rieske-Kinney L.K., Arthur M.A. *Urban Forest Initiative*, KY Division of Forestry, 12/1/20-6/30/21, ($10,000).

2019

Crankshaw, N.M., Appler. D.R., **Lee, B.D.**, Geographic Information System Processing of Remotely-Sensed Data for Analyzing Land Cover Change in Cultural Landscapes, Sponsored by Department of the Interior, 9/15/16-9/15/17, ($15,400.).

Davis, A. (PI), Kahl, D., **Koo, J.** (Co-PI)**.** *Revitalize, Redevelop, and Reinvest (R3) Initiative*, with Foundation for Appalachian Kentucky, (part of a project sponsored by Appalachian Regional Commission (ARC), 10/19-10/22, ($741,237).

Hargrove, R. *LA 111 Creative Study Tour 6.0,* University of Kentucky College Agriculture, Food and Environment and Kentucky Chapter American Society of Landscape Architects, 1/31/19–5/31/19, ($5,000).

Hargrove, R. *MUSE: Student Center Creative Studio Initiative,* University of Kentucky Student and Academic Life, 8/15/18–5/1/19, ($10,000).

Hargrove, R. *Warehouse District Gateway Plaza,* Walker Properties, 2019, ($60,000)

Koo, J. (PI), Bond, M., Balazs, S., Sandwick, R., Barton, J. S., Richards, S., Manness, M. *Integration of Creative Placemaking into Cooperative Extension Programming,* National Endowment for the Arts, Our Town-Projects that Build Knowledge, 08/19-04/22, ($100,007).

Lee, B.D., Landscape Journal Editorial Office, Council of Educators in Landscape Architecture, 1/1/19-5/31/19, ($18,750). Funding to support the editorial office of *Landscape Journal.*

Phemister, J. (PI), **Cox, A.** (Co-PI), Collaborators: Campbell, M., **Crankshaw, N.**, Durham, R., Dreckman, M., Erwin, H., Fedewa, A., Gallimore, J., Geneve, R., Hart, J., Rue, M., **Sass, C.**, Scroggin, J., Sexton, N., Shaw, H., Stephens, C. *Shaping Tomorrow's Environmental Stewards and Improving Site Ecology: Nature Playscape and Native Landscape at the Child Development Center of the Bluegrass*, Sustainability Challenge Grant, 1/1/19-12/31/21, ($36,000).

Sass C.K. *A Canopy Improvement Plan for the Rubbertown Corridor*, TreesLouisville Incorporated, 3/15/19-12/31/20, ($23,189).

Segura Bell, A.C. (Co-PI), Stamatiadis, N. (PI), Green, E.R. (Graduate Student). *Improving Bicycle Infrastructure Using SPIN Bike-Share Trip Data*, UK Sustainability Office, 1/19-12/19, ($27,500).

2018

Crocker E.V., Arthur M.A., Rieske-Kinney L.K., **Sass C.K.**, Williams, M.A. *Undergraduate Certificate In Urban and Community Forestry*, National Institute of Food and Agriculture, 4/1/18-3/31/22, ($150,000).

Hargrove, R. *LA 111 Creative Study Tour 5.0,* University of Kentucky College Agriculture, Food and Environment and Kentucky Chapter American Society of Landscape Architects, 1/31/18–5/31/18, ($3,500).

Hunter, J. (PI), Gustafson, A., Cardarelli, K., Mullins, J., Liankehammy, J., Norman-Burgdolf, H., Jones, N., **Koo, J.** (Co-PI). *Healthy Eating and Active Living to Reduce Rural Obesity through Extension (HEALRROE),* Centers for Disease Control and Prevention, 1809 High Obesity Program, 10/18-09/23, ($3,001,580)*, ($2,000,000 awarded for Years 1-4 10/18-09/22).*

Lee, B.D., Landscape Journal Editorial Office, Council of Educators in Landscape Architecture, 1/1/18-12/31/18, ($45,000). Funding to support the editorial office of *Landscape Journal.*

Phemister, J. (PI), *Research Activity Award*, College of Agriculture, Food and Environment, (purchase of 12 digital cameras with accessory kits), 10/15/18-6/30/19, ($2345).

Sandwick, R. *Downtown Bracket Challenge*, Greater Clark Foundation, What's Your Ambition Grant?, 2/18-9/18, ($5,000).

Segura, A. (Co-PI), Williams, M.A. (PI), Luhan, G.A. (Co-PI), Dvorak, J.S. (Co-PI). *Integrating the S.KY BLUE Solar House into the UK Organic Farming Unit.* UK Sustainability Office, 1/18-12/18, ($47,118).

2017

Hargrove, R. *Into the Fog,* Vanderbilt University, 1/15/17–6/1/17, ($1,000).

Hargrove, R., *LA 111 Creative Study Tour 4.0,* University of Kentucky College Agriculture, Food and Environment and Kentucky Chapter American Society of Landscape Architects, 1/31/17–5/31/17, ($4,000).

Hargrove, R. (PI). *Newtown Pike Corridor Project,* Lexington Community Land Trust, Kentucky Department of Transportation, and University of Kentucky Transportation, 5/1/17–current**,** ($3,000).

Hargrove, R., and C. Segura (Co-PIs). *Retrofitting the Retro: A Tactical Suburbanism Project***,** Blue Grass Community Foundation, John S. and James L. Knight Foundation Donor Advised Fund, 1/15/17–5/30/17**,** ($10,000).

Lee, B.D., Landscape Journal Editorial Office, Council of Educators in Landscape Architecture, 1/1/17-12/31/17, ($45,000). Funding to support the editorial office of *Landscape Journal.*

Rogers, S. (PI), Donovan, M., French, C., Hancock, C., Brown, L., Chase, L., Sero, R., **Koo, J.** (collaborator). *Connecting within Extension: Downtowns and Trails Program Assessment*, North East Regional Center Planning Grant, 10/17-12/18, ($16,172).

Sass, C.K. (Collaborator) and Gresham Smith Partners (PI). *LFUCG Stormwater Incentive Grant*, LFUCG, 1/17-1/18, ($24,950).

Segura Bell, A.C. (Co-PI), Rieske-Kinney, L.K. (PI), Bibbs, G.R. (Co-PI), Webber, K.H. (Co-PI), Ison, R.S. (Co-PI). *Connectivity Promotes Community: Refurbishing a Major Pedestrian Conduit to Improve Safety, Aesthetics, and Sustainability*, UK Sustainability Office, 1/17-12/17, ($10,000).

2016

Davis, A. (PI), **Koo, J.** (Co-PI), Kahl, D. *RCDI: Creating a Thriving Small Business Community in Southeast in Southeast Kentucky*, USDA Rural Development, Utilities Program, Rural Community Development Initiative, 09/16-09/19, ($155,617).

Davis, A. (PI), Kahl, D., **Koo, J.** (Co-PI), Naugle, L. *CEDIK Downtown Revitalization Power Program,* Appalachian Regional Commission (ARC), the U.S. Department of Commerce's Economic Development Administration (EDA), and the U.S. Department of Labor's Employment and Training Administration (ETA), 09/16-08/20, ($1,464,251).

Crankshaw, N. *Geographic Information System Processing of Remotely-sensed Data for Analyzing Land Cover Change in Cultural Landscapes.* National Center for Preservation Technology and Training, 2016-17 ($15,340).

Hargrove, R. (Co-PI). *GEAR UP Kentucky,* U.S. Department of Education, 12/01/16–7/01/17, ($215,000).

Hargrove, R. *LA 111 Creative Study Tour 3.0,* University of Kentucky College Agriculture, Food and Environment and Kentucky Chapter American Society of Landscape Architects, 1/31/16–5/31/16, ($2,500).

Hargrove, R. *Nava Nirmana Charitable Trust Landscape Design Proposal,* Shoulder to Shoulder Global, 5/1/16–10/1/16, ($2,500).

Hargrove, R. *SEC Faculty Research Travel Grant,* Southeastern Conference/Vanderbilt University, 8/1/16–12/30/16, ($575).

Hargrove, R. *Southland Gateway Project: Toward a Sustainable Southland,* The Southland Association, 10/1/16–12/31/16, ($10,000).

Koo, J. (collaborator). *Enhancing the Value of Public Spaces: Health, Wellness and Envisioning the Built Environment*, Purdue University Extension, Community and Economic Development, 02/16-12/17, ($30,000).

Koo, J. *Warsaw Walkability and Riverfront Park Trail Planning*, Gallatin County Extension Office/Gallatin County Health Coalition, 06/16-12/16, ($4,700).

Sass, C.K., *Sustainability Challenge Grant Program*, Tracy Farmer Institute and University of Kentucky Sustainability Office, 1/16-1/17), ($21,000).

Sass, C.K., Dunay, M. (Co-PI). *A study of aesthetic preference regarding bio-infiltration basins in Kentucky*, University of Kentucky, 6/16-8/16, ($2000).

Walling, S. (PI), **R. Hargrove** (Co-PI), **C. Segura** (Co-PI), R. Radtke (Co-PI). *UK Design Week: Retrofitting the Retro***,** University of Kentucky Student Sustainability Council and The Tracy Farmer Institute for Sustainability and the Environment, 9/19/16–9/30/16, ($8,000).

2015

Hargrove, R. *LA 111 Creative Study Tour 2.0,* University of Kentucky College Agriculture, Food and Environment and Kentucky Chapter American Society of Landscape Architects, 1/31/15–5/31/15, ($2,000).

Hargrove, R. *SEC Faculty Research Travel Grant,* Southeastern Conference/Vanderbilt University, 1/1/15–7/1/15, ($1,000).

Hargrove, R. (PI), Louis Johnson (Co-PI). *Reuse 2.0: Louisville Vacant Parcel Study: Parkland/Duvale,* City of Louisville Office of Vacant and Public Property Administration, 10/1/15–3/1/16, ($10,000),

Hargrove, R. (PI), Louis Johnson (Co-PI). *Rsquared: Reuse and Revitalize,* City of Louisville Metro Government. A comprehensive umbrella initiative aimed at developing sustainable methods to reduce blight and vacancy among Louisville neighborhoods, 4/1/15–9/1/15. ($25,000).

Hustedde, R. (Co-PI), **Koo, J.** (Co-PI), Young, R. *Empowerment for North Limestone Neighborhood Sustainability: Establishing Public Spaces and Art*, University of Kentucky, Sustainability Challenge Grant 2014, 01/15-12/15, ($17,350).

Kahl, D. (PI), Davis, A., **Koo, J** (Co-PI)**.**, Namkoong, K. *UK SNAP Ed Program 2015-2018: UK PSE CEDIK; Rebuilding Healthier Communities through Public Participation: Reshaping Systems, Policies and the Environment*, USDA FNS, Supplemental Nutrition Assistance Program (SNAP) through KY Department of Community Based Services, 10/15-09/18, ($453,580).

Koo, J. Education Abroad UK Faculty Program Development Grant, UK International Center (UKIC), 3/15-03/16, ($2,000 with Department Match).

Koo, J. *GoGarden, Community Garden Design*, Morgan County Extension Office and the Bluegrass Community Foundation, 02/15-06/15, ($2,700)**.**

Koo, J. *Hindman Dulcimer Project Wayfinding Planning and Design*, Appalachian Artisan Center and Hindman Culture Committee, 06/15-12/15, ($3,300).

Koo, J. *Presentation U!* Faculty Fellows Program Cohort #3, The Division of Undergraduate Education, University of Kentucky, Lexington, KY, 01/15-06/16, ($3,000).

Walling, S. (PI), **R. Hargrove** (Co-PI), **C. Segura** (Co-PI), R. Radtke (Co-PI). *UK Design Week: In Motion,* University of Kentucky Student Sustainability Council and The Tracy Farmer Institute for Sustainability and the Environment, 8/26/15–10/13/15, ($7,000).

PUBLICATIONS - BOOKS/BOOK CHAPTERS

2020

Cox, A. Freedom to flourish: Why independent mobility and access to the public realm is important for youth development. Chapter 2. IN: J. Loebach, S. Little, A. Cox, and P.E. Owens, eds. *Routledge Handbook of Designing Public Spaces for Young People: Processes, Practices, and Policies for Youth Inclusion*. Routledge, New York.

Hargrove, R. Breaking Bad: the role of landscape architecture in shaping the future of higher education. Chapter 23, pgs. 273-286. *A New Focus for Learning: Educational Technology Beyond Content.* Springer International Publishing.

Hargrove, R. Muse Design Studio: Advancing creative problem solving as a platform for interdisciplinary education. Chapter 18, pgs. 225-239. *Intersections Across Disciplines: Interdisciplinarity and Learning Design.* Springer International Publishing.

Loebach, J., **A. Cox**, and S. Little. Behavior mapping to support the development of youth-friendly public places. Chapter 19. IN: J. Loebach, S. Little, A. Cox, and P.E. Owens, eds. *Routledge Handbook of Designing Public Spaces for Young People: Processes, Practices, and Policies for Youth Inclusion*. Routledge, New York.

Loebach, J., S. Little, **A. Cox**, and P.E. Owens (Eds.). *Routledge Handbook of Designing Public Spaces for Young People: Processes, Practices and Policies for Youth Inclusion.* Routledge, New York.

2018

Hargrove, R. Problem Solving Exercise. *ASLA Activity Book for Teens and Adults* (pp.26-28). ASLA Press.

2017

Lee, B.D., Carey, D.I., Jones, A.L. *Water in Kentucky: Natural history, communities, and conservation.* University Press of Kentucky, Lexington.

Lee, B.D., Wilson, C.L., Schörgendorfer, A. The Watershed Atlas Project: A different way to look at the Commonwealth. IN: *Water in Kentucky: Natural history, communities, and conservation*. University Press of Kentucky, Lexington.

Owens, P. E., **Koo, J.,** & Huang, Y. *Outdoor Environments for People: Considering Human Factors in Landscape Design (tentative title)*. London, UK: Routledge (Taylor & Francis Group). (HB-ISBN 978-1-138-29643-5) (Manuscript under contract).

2016

Brent, J., M. Campbell Brent, **N. Crankshaw**, E. Heavrin, and K. Hudson, contributing authors. *Federal Stewardship of Confederate Dead.* US Department of Veterans Affairs, Washington DC.

PUBLICATIONS - JOURNALS

2021

Young, B.L., Segura Bell, A.C. Shifting landscapes: Blurring discipline boundaries through community engaged, mixed discipline, vertical studios. *The International Journal of Design Education/Common Ground Research Networks*, 15:21.

2020

Loebach, J., and **A. Cox**. Tool for observing play outdoors (TOPO): A new typology for capturing children's play behaviors in outdoor environments. *International Journal of Environmental Research and Public Health, 17*(15): 5611. Published online: https://doi.org/10.3390/ijerph17155611

Hargrove, R., & Klondike, T. In Search of Virtual Connectedness: A Comparative Essay in the Development of New Pedagogies for Remote Learning Environments. *Experiential Learning & Teaching in Higher Education*, Vol. 3.1 Fall, ISSN 2474-3410

Hargrove, R., Estes, B. & Hewitt, R. Higher Education Reflections and Planning for Fall 2020. The Field: ASLA Professional Practice Networks' Blog, https://thefield.asla.org/2020/07/09/higher-education-reflections-and-planning-for-fall-2020/

2019

Koo, J. Kentucky Trail Town Program: Facilitating communities-based efforts toward capitalizing on adventure tourism for community and economic development. In Vaugeois, N., Phillips, M., Arbogast, D., & Brouder, P. (Eds). *Innovative and Promising Practices in Sustainable Tourism 1,* pp 94-111. National Extension Tourism. DOI: http://dx.doi.org/10.25316/IR-8953

Sass, C.K., Lodder, R.A., **Lee, B.D.** Combining biophysical and socioeconomic suitability models for urban forest planning, *Urban Forestry & Urban Greening*, 38, 371 - 382. doi: https://doi.org/10.1016/j.ufug.2019.01.019

Sass, C.K., Sullivan, C. More than trees and seeds: changing student mindsets and neighborhood environments through planting design, *NACTA*, 63(1), 1-9.

2018

Koo, J. Visibility of Sustainable Development Efforts: Assessment of Kentucky Trail Towns. *Journal of Sustainable Development 11*(6), pp 187-204. DOI: 0.5539/jsd.v11n6p187

Koo, J., Hustedde, R. J., & Young, R. Radical Walking: Tool, Practice, and Implications for Community Development. *Community Development Practice* (22), pp 17-28.

2017

Li, M.-H., **Crankshaw, N.**, Davis, B., Douglas, K., Hewitt, R., Pritchard, K. Recent transition of several landscape architecture undergraduate programs from five to four years in the United States. *Landscape Architecture Journal 03,* 115-122, Beijing Forestry University, Beijing, China, ISSN 1673-1530 (in English and Chinese). DOI: 10.14085/j.fjyl.2017.03.0115.08.

Penn, H.J., Athey, K.J., **Lee, B.D.** Land cover diversity increases predator aggregation and consumption of prey, *Ecology Letters*, 20(5), 609--618. doi: 10.1111/ele.12759

2016

Crankshaw, N. The Lost Cause and Reunion in the Confederate Cemeteries of the North. *Landscape Journal,* Vol.35, No. 1.

Sass, C.K., Keane, T.D. Riparian Corridor Change in a Northeastern Kansas Watershed, *Landscape Journal*, 35(1), 57-77.

2015

Hargrove, R., & Rice, A. The Challenge of Beginning. *International Journal of Art & Design Education*, 34(2), 159-168.

Hargrove, R., & Nietfeld, J. The Impact of Metacognition Instruction on Creative Problem Solving. *Journal of Experimental Education*, 83(3), 291-318. doi: 10.1080/00220973.2013.876604

PUBLICATIONS - EXTENSION

2019

Agouridis, C.T., **Sass, C.K.** ID-242- Central Kentucky Backyard Stream Guide, (pp. 24) Lexington, KY: University of Kentucky Agricultural Communications Service

Kahl, D., Fawcett, K., **Koo, J.**, Namkoong, K., Rossi, J. *Kentucky Grocers and Convenience Store Association, Assessment of SNAP Food Providers in Eight Kentucky Counties.* Community and Economic Development Initiative of Kentucky (CEDIK), University of Kentucky.

Kahl, D., Fawcett, K., **Koo, J.**, Namkoong, K., Rossi, J. *Store and Community Connections for SNAP Food Providers in Eight Kentucky Counties.* Community and Economic Development Initiative of Kentucky (CEDIK), University of Kentucky.

Koo, J. *Environmental Applications, Active Living Strategies: Placemaking-Parks and Plazas*. In Wilcox, M., Salazar, K., Maulding, M. (Eds.). Enhancing the Value of Public Spaces: Creating Healthy Communities, ID-512, IISG 18-RCE-ECR-015. Purdue University Extension. West Lafayette, IN. pp 108-117

Koo, J. *Environmental Applications, Active Living Strategies: Streetscapes*. In Wilcox, M., Salazar, K., Maulding, M. (Eds.). Enhancing the Value of Public Spaces: Creating Healthy Communities, ID-512, IISG 18-RCE-ECR-015. Purdue University Extension. West Lafayette, IN. pp118 - 125

Koo, J. *Environmental Applications, Active Living Strategies: Trails*. In Wilcox, M., Salazar, K., Maulding, M. (Eds.). Enhancing the Value of Public Spaces: Creating Healthy Communities, ID-512, IISG 18-RCE-ECR-015. Purdue University Extension. West Lafayette, IN. pp 128-136

Koo, J. *Environmental Applications, Active Living Strategies: Walkability and Connectivity*. In Wilcox, M., Salazar, K., Maulding, M. (Eds.). Enhancing the Value of Public Spaces: Creating Healthy Communities, ID-512, IISG 18-RCE-ECR-015. Purdue University Extension. West Lafayette, IN. pp 138-145

Koo, J. *Environmental Applications, Active Living Strategies: Wayfinding*. In Wilcox, M., Salazar, K., Maulding, M. (Eds.). Enhancing the Value of Public Spaces: Creating Healthy Communities, ID-512, IISG 18-RCE-ECR-015. Purdue University Extension. West Lafayette, IN. pp 146-153

Koo, J., Kahl, D., Fawcett, K., Namkoong, K., & Rossi, J. *SNAP Food Provides in Eight Kentucky Counties: Store Access and Availability of Food Types.* Community and Economic Development Initiative of Kentucky (CEDIK), University of Kentucky.

Namkoong, K., Fawcett, K., Kahl, D., **Koo, J.**, & Rossi, J. *Getting the Word Out: Communication Methods of SNAP Food Providers in Eight Kentucky Counties.* Community and Economic Development Initiative of Kentucky (CEDIK), University of Kentucky.

Rossi, J., Fawcett, K., Kahl, D., **Koo, J.**, & Namkoong, K. Local Food Demand in *Eight Kentucky Counties: A survey of SNAP Food Providers.* Community and Economic Development Initiative of Kentucky (CEDIK), University of Kentucky.

2017

Gumbert, A.C.A., Agouridis, C.T., **Sass, C.K.** ID-242- Central Kentucky Backyard Stream Guide, (pp. 24) Lexington, KY: University of Kentucky Agricultural Communications Service.

Koo, J. *Effective Navigation through your Community: Wayfinding and Signage Systems for Communities*, Lexington, KY: Cooperative Extension Service, University of Kentucky College of Agriculture, Food and Environment. LA-4.

Koo, J. *Placemaking: Planning and Designing Meaningful Public Spaces*, Lexington, KY: Cooperative Extension Service, University of Kentucky College of Agriculture, Food and Environment. LA-12.

Koo, J. *Placemaking: Strengthening Your Public Spaces*, Lexington, KY: Cooperative Extension Service, University of Kentucky College of Agriculture, Food and Environment. LA-11.

Koo, J. *Streetscapes: Planning and Designing Vibrant Streets,* Lexington, KY: Cooperative Extension Service, University of Kentucky College of Agriculture, Food and Environment. LA-10.

Koo, J. *Planning for Enhancing Walkability and Connectivity*, Lexington, KY: Cooperative Extension Service, University of Kentucky College of Agriculture, Food and Environment. LA-8.

Koo, J. *Streetscapes: Visioning Vibrant Relationships*, Lexington, KY: Cooperative Extension Service, University of Kentucky College of Agriculture, Food and Environment. LA-9.

Koo, J. *Walkability and Connectivity: Enhancing the Travel Environment for Healthier Communities*, Lexington, KY: Cooperative Extension Service, University of Kentucky College of Agriculture, Food and Environment. LA-7.

Koo, J. *Wayfinding Planning and Design at Work*, Lexington, KY: Cooperative Extension Service, University of Kentucky College of Agriculture, Food and Environment. LA-6.

Koo, J. *Wayfinding Planning and Design in Communities*, Lexington, KY: Cooperative Extension Service, University of Kentucky College of Agriculture, Food and Environment. LA-5.

2016

Koo, J. *Beyond a Path 2: Planning Out Trails*, Lexington, KY: Cooperative Extension Service, University of Kentucky College of Agriculture, Food and Environment. LA-2.

Koo, J. *Beyond a Path: Trails as Resource Connections in Your Community*, Lexington, KY: Cooperative Extension Service, University of Kentucky College of Agriculture, Food and Environment. LA-1.

Koo, J. *Trailblazers: Two case studies for community trails*, Lexington, KY: Cooperative Extension Service, University of Kentucky College of Agriculture, Food and Environment. LA-3.

PUBLICATIONS – REPORTS/OTHERS

2021

Davis, A., Kahl, D., **Koo, J.**, **Sandwick, R.**, Balazs, S., Barton, S., Bond, M., Bowker, S., Maness, M., Nall, M. *Bell County Downtown Revitalization Project Summary 2020*. Community and Economic Development Initiative of Kentucky, College of Agriculture, Food, and Environment, University of Kentucky.

Davis, A., Kahl, D., **Koo, J.**, **Sandwick, R.**, Balazs, S., Barton, S., Bond, M., Bowker, S., Maness, M., Nall, M. *Clay County Downtown Revitalization Project Summary 2020*. Community and Economic Development Initiative of Kentucky, College of Agriculture, Food, and Environment, University of Kentucky.

Davis, A., Kahl, D., **Koo, J.**, **Sandwick, R.**, Balazs, S., Barton, S., Bond, M., Bowker, S., Maness, M., Nall, M. *Harlan County Downtown Revitalization Project Summary 2020*. Community and Economic Development Initiative of Kentucky, College of Agriculture, Food, and Environment, University of Kentucky.

Davis, A., Kahl, D., **Koo, J.**, **Sandwick, R.**, Balazs, S., Barton, S., Bond, M., Bowker, S., Maness, M., Nall, M. *Leslie County Downtown Revitalization Project Summary 2020*. Community and Economic Development Initiative of Kentucky, College of Agriculture, Food, and Environment, University of Kentucky.

Davis, A., Kahl, D., **Koo, J.**, **Sandwick, R.**, Balazs, S., Barton, S., Bond, M., Bowker, S., Maness, M., Nall, M. (*Letcher County Downtown Revitalization Project Summary 2020*. Community and Economic Development Initiative of Kentucky, College of Agriculture, Food, and Environment, University of Kentucky.

Davis, A., Kahl, D., **Koo, J.**, **Sandwick, R.**, Balazs, S., Barton, S., Bond, M., Bowker, S., Maness, M., Nall, M. (*Perry County Downtown Revitalization Project Summary 2020*. Community and Economic Development Initiative of Kentucky, College of Agriculture, Food, and Environment, University of Kentucky.

Davis, A., Kahl, D., **Koo, J.**, **Sandwick, R.**, Balazs, S., Barton, S., Bond, M., Bowker, S., Maness, M., Nall, M. *Whitley County Downtown Revitalization Project Summary 2020*. Community and Economic Development Initiative of Kentucky, College of Agriculture, Food, and Environment, University of Kentucky.

Koo, J. (Ed.). *Huntertown Community Interpretive Park*. Community Report. Department of Landscape Architecture, University of Kentucky.

Koo, J. & Jones, N. (2021). *Martin County Connectivity Plan*. College of Agriculture, Food, and Environment, Cooperative Extension Service, University of Kentucky. Lexington, KY.

Sandwick, R. Housing Security Plan: Addressing Homelessness and Affordable Housing in Winchester, KY.

Sandwick, R. Rails to Trails Master Plan: Adapting the CSX rail line in Winchester, KY into a multi-modal trail.

2020

Sandwick, R. Depot St. Master Plan: Long term vision for the northern bookend of Main St. in downtown Winchester, KY.

Sandwick, R. Riverfog Park: A central social space for Williamsburg, KY.

2019

Koo, J. (Ed.). *Heartlands of the Cumberlands*. Community Report. Department of Landscape Architecture, University of Kentucky.

Sandwick, R. Harlan Downtown Project: Prioritizing public realm investment opportunities in downtown Harlan, KY

2018

Crankshaw, N. and Higgins, A. *Cultural Landscape Assessment and Treatment Recommendations for the Brouillet House, Vincennes, Indiana,* Indiana State Museum and Historic Sites Corporation. (In partnership with Cultural Resource Analysts, Inc.)

Koo, J. (Ed.). *Connecting Cave Country*. Community Report. Department of Landscape Architecture, University of Kentucky.

Koo, J. *UK CEDIK Policy, Systems, and Environment: Year 1 and Year 2 Mapping Activities* [Maps]. Community & Economic Development Initiative of Kentucky, College of Agriculture, Food, and Environment, University of Kentucky. Available at https://psekentucky.wordpress.com/for-participants/resources/

Sabol, Christina, **Ned Crankshaw**, **Brian Lee** and Douglas Appler*, Geographic Information System Processing of Remotely-sensed Data for Analyzing Land Cover Change in Cultural Landscapes.* Video. National Center for Preservation Training and Technology. https://www.ncptt.nps.gov/blog/geographic-information-system-processing-of-remotely-sensed-data-for-analyzing-land-cover-c/

Sabol, Christina, **Ned Crankshaw**, **Brian Lee** and Douglas Appler, *GIS Mapping Innovations for Documenting Change in Rural Cultural Landscapes.* Project report. National Center for Preservation Training and Technology.

Sandwick, R. Jenkins, KY: Elkhorn Lake Recreation Master Plan: A master plan for Elkhorn Lake.

2017

Crankshaw, N. and Higgins, A. *Cultural Landscape Report for the T. C. Steele State Historic Site, Brown County, Indiana.* Indiana State Museum and Historic Sites. (In partnership with Cultural Resource Analysts, Inc.)

Koo, J. (Ed.). *Princeton Parks and Public Spaces Network Planning and Design*. Community Report. Department of Landscape Architecture, University of Kentucky.

Koo, J., Dunay, M., McKinley, T., Lockwood, E. & Turner, B. *Warsaw Walkability Assessment and Trail Planning.* Community Report. Department of Landscape Architecture/CEDIK, University of Kentucky.

Sass, C.K., Griffith, B.W. Landscape Architecture Foundation - Case Study Investigations: Case study brief of Lower Howard's Creek Cultural and Nature Preserve Management Plan, *LAF-Case Study Investigations*.

Sass, C.K., Griffith, B.W. Landscape Architecture Foundation - Case Study Investigations: Case study brief of NKU's Norse Commons, *LAF-Case Study Investigations*.

Sass, C.K., Griffith, B.W. Landscape Architecture Foundation - Case Study Investigations: Case study brief of UK's Alumni Plaza, *LAF-Case Study Investigations*.

2016

Crankshaw, N. and Higgins, A. *Cultural Landscape Report for the Fauntleroy House, New Harmony State Historic Site, New Harmony, Indiana.* Indiana State Museum and Historic Sites. (In partnership with Cultural Resource Analysts, Inc.)

Crankshaw, N. and Higgins, A. *Cultural Landscape Report for the Labyrinth Memorial, New Harmony State Historic Site, New Harmony, Indiana.* Indiana State Museum and Historic Sites. (In partnership with Cultural Resource Analysts, Inc.)

Koo, J. (Ed.). *Kentucky River Regional Trail System Planning and Design*. Community Report. Department of Landscape Architecture, University of Kentucky.

Koo, J., Maloney, M., & Sookying, A. *Empowerment for North Limestone Neighborhood Sustainability: Establishing Public Spaces and Art*. Department of Landscape Architecture/CEDIK, University of Kentucky.

Young, R. *North Limestone Cultural Plan* (Major Contributors: Brackney, P., Breen, J., Hains, B., Hustedde, R. , **Koo**, **J.**, Nonn, K., Pavey, S. & Wiese, I.). Lexington, KY: North Limestone Community Development Corporation. Available at https://www.northlimestoneculturalplan.org/

2015

Koo, J. *Bernheim Project: Bike/Hike Trail Planning*. Community Report. Department of Landscape Architecture/CEDIK, University of Kentucky.

Koo, J. (Ed.). *North Limestone Public Spaces and Art*. Community Report. Department of Landscape Architecture, University of Kentucky.

Koo, J., Sookying, A., Lannom, E. & Turner, B. *Hindman Wayfinding Project*. Department of Landscape Architecture/CEDIK, University of Kentucky.

TOOLKITS/GUIDES

2021

Koo, J., & Bond, M. *SPARK!* Extension *Creative Placemaking Toolkit*. University of Kentucky. Lexington, KY. Available at http://cedik.ca.uky.edu/spark

2020

Koo, J. *Radical Walking Toolkit: Huntertown Community Interpretive Park*. Department of Landscape Architecture, College of Agriculture, Food, and Environment, University of Kentucky

2018

Koo, J. & Hustedde, R. *Radical Walking Toolkit [for Youth]*. Community and Economic Development Initiative of Kentucky (CEDIK), College of Agriculture, Food, and Environment, University of Kentucky. Available at https://cedik.ca.uky.edu/community-design/tools

SERVICE - PROFESSIONAL

2021

Crankshaw – Chair, American Society of Landscape Architects Committee on Education

2020

Crankshaw – Landscape Architectural Accreditation Board, Member (2015-2020), Chair (2017)

Phemister – Kentucky Chapter American Society of Landscape Architects, Student Scholarship Committee (2020-present)

2018

Phemister – Kentucky Chapter American Society of Landscape Architects, At-large Member of Executive Committee (2018-present)

2017

Lee - Council of Educators in Landscape Architecture, Editor, *LA Journal* (2017-2019)

2015

Hargrove – Council of Educators in Landscape Architecture, Budget and Finance Committee (2015-2017)

Hargrove – Council of Educators in Landscape Architecture, Regional Direction (2015-2017)

Sass – Kentucky Chapter American Society of Landscape Architects, Executive Committee (2015-2018)

SERVICE - COMMUNITY/PUBLIC

Koo – Huntertown Community Interpretative Park Committee, Versailles, KY (2020)
Phemister - Child Development Center of the Bluegrass, Student Tree Planting Event, Coordinator and Facilitator (October 14, 2021).
Phemister - Highlands High School, Highlands High School Outdoor Learning Spaces, P-12 Work with Educators (November 17, 2021).
Phemister - Child Development Center of the Bluegrass, Volunteer Planting Event, Coordinator and Facilitator (May 2, 2020 - May 3, 2020).
Phemister - Julius Marks Elementary School, Julius Marks Outdoor Learning Environment, P-12 Work with Educators (August 9, 2019).
Phemister - Child Development Center of the Bluegrass, Open House, Coordinator and Facilitator (August 13, 2019).
Phemister - LFUCG Parks and Recreation: Shillito Park playground community build, Shillito Park playground community build (September 19, 2019).
Phemister - Ashland Park Neighborhood Association, Tree Committee (July 2018 - May 2021).
Phemister - Kentucky Science Center, Future STEM Professionals Summit, Guest Speaker (June 23, 2018).
Phemister - Ashland Elementary PTA, Playground and Garden Committee (July 2017 - May 2021).
Sandwick - Keep Lexington Beautiful, Board Secretary (2020-present).
Sandwick - Keep Lexington Beautiful City Commission (2020).
Sandwick - Kentucky Association for Environmental Education, Outdoor Classroom Symposium, Coordinator and Facilitator (June 18, 2019).
Sandwick - Kentucky Walkable Communities Committee, Frankfort (2017-present).
Sass - Trees Louisville, Volunteer (August 2015 - Present).
Segura Bell - Greater Gardenside Business Association (2017 - 2019).
Segura Bell - Greater Gardenside Neighborhood Association (2017 - 2019).

Community Consultations
(Excludes projects that further developed into facilitation projects by Koo)

Koo –

- City Park, Midway, Woodford County
- City Park, Salyersville, Magoffin County
- Community Action Council, Lexington, Fayette County
- Community Gardens, Louisville, Jefferson County
- Downtown and City Park, Versailles, Woodford County
- Downtown/Walkability/Trailhead, Mt. Sterling, Montgomery County
- Liberty Senior Community, Lexington, Fayette County
- Lost River Cave, Bowling Green, Warren County
- Public Spaces/Trailhead, Burkesville, Cumberland County
- Safe-routes-to-school, Bonnieville, Hart County
- Safe-routes-to-school, Versailles, Woodford County
- Spencer County Extension Office, Taylorsville, Spencer County

Training/Workshop – lead, co-lead, or organizer

2021

Bond, M. & **Koo, J.** *Incorporating Placemaking, Arts, and Community Design in Extension Programming*. State Extension Conference

Hargrove –*The Intersection of University Design and Landscape Architecture: Creating Inclusive and Engaging Outdoor Spaces,* Human Development Institute, HDI Seminar Series

Sandwick, R. Kentucky Chapter of the American Planning Association (KY APA): *Introducing the Mayor's Design Workshop and Opportunities to Engage Planners in Rural Communities*

Sandwick, R. *Community Engagement Strategies,* Indiana Land Use Summit

Segura Bell, A.C. *UK Design Week 2021 Workshop*

2020

Koo J., Bond M. *Arts Extension Toolkit: Combining Placemaking, Arts, and Community Design in Extension Programming*, National Association of Community Development Professionals (NACDEP), National Association of Community Development Professionals, United States. Accepted, National.

2019

Hargrove , R. *Finding Purpose, Process, Production*, Anchal Design Studies Workshop

Hargrove, R. *Generating Big Ideas in the Context of Creative Problem Solving*, North Carolina State University, College of Design - Design Workshop

Hargrove –*Where Design Ideas Come From,* Indiana University School of Education, Instructional Design Research Group

Koo, J. *Community Design 101: Placemaking - Strengthening Your Public Spaces* [Webinar]. Cooperative Extension Service, Professional Development Series Training. April 16, 2019.

Koo, J. *Community Design 101: Streetscapes - Visioning Vibrant Relationships* [Webinar]. Cooperative Extension Service, Professional Development Series Training. March 19, 2019. Available at https://cedik.ca.uky.edu/cd101_webinars

Koo, J. *Community Design 101: Walkability and Connectivity for Healthier Communities* [Webinar]. Cooperative Extension Service, Professional Development Series Training. January 24, 2019.

Koo, J. Insights to SITES: a sustainability rating system. UK Turf and Landscape Short Course. Feb 20, 2019. Shepherdsville, KY.

Phemister, J. *Play Theory and the Value of Loose Parts in Children's Play and Child Development.* (June 14, 2019).

Phemister, J. The Value of Play in Healthy Communities. (April 30, 2019).

Sandwick, R. Bluegrass Tomorrow Smart Growth Workshop: Placemaking as an Incremental Approach to Downtown Revitalization

Segura Bell, A.C. and UK Built Environment Group. *UK Design Week 2019 Workshop: Regenerative Landscape: Conserve, Manage, Restore, and Generate - Andover Golf Course*

2018

Koo, J. *Bring in the Students!.* With Banta, D., Camp, A., Clark, R., Hutson, C., Siewers, H, and Tabor, S. *Explore Trail Towns: Capturing Trail Based Tourism.* Mid-America Trails and Greenways Planning Conference (MATAG), Post-Conference Workshop, May 16, 2018, Columbus, OH.

Koo, J. *Community Design 101: Trailblazing - Beyond a Path* [Webinar]. Cooperative Extension Service, Professional Development Series Training. October 23, 2018. Available at https://cedik.ca.uky.edu/cd101_webinars

Koo, J. *Community Design 101: Wayfinding Planning and Design in Communities* [Webinar]. Cooperative Extension Service, Professional Development Series Training. November 13, 2018.

Koo, J. *New England Community and Economic Development Extension Educators Visits Kentucky Trail Towns: Berea/Livingston, Morehead/Olive Hill*. May 21-23, 2018. Lexington, Berea, Livingston, Morehead, Olive Hill, KY.

Koo, J. *Public Space and Landscape Architecture [Radical Walking in Downtown Lexington]*. Agriculture Education Technical Update Training, June 15, 2018, Lexington, KY.

Koo, J. & **Sandwick, R.** *Radical Walking Toolkit - Train the Trainer*. Presented at Promise Zone Downtown Partner Convening, October 4, 2018, Hazard, KY.

Sandwick, R. *Brushy Fork Institute: Chalk and Talk.*

Sandwick, R. *Consortium for Creative Placemaking: Chalk and Talk.*

Segura Bell, A.C. and UK Built Environment Group. *UK Design Week 2018 Workshop* - Branching Out: Flowing in & Out Town Branch Park

Segura Bell, A.C. *First UKLA Sketch Crawl: On-Site Sketching Demonstration*

2017

Hargrove - *Urban Sketch Crawl*, Professional Continuing Education Lecture and Workshop with Aaron Elswick, KY ASLA

Koo, J. *Community Design and Walkability*. Cooperative Extension Service, CEDIK Advisory Council Meeting, June 22, 2017, Maysville, KY

Koo, J. *Composition to Construction: Hands on Introduction to Landscape Architecture*. Governor's School for the Arts, June 26, 2017, Danville, KY

Koo, J. *Mapping the Built Environment in the 21st Century*. Cooperative Extension Service, 4-H/Youth Development, Teen Conference, June 13-14, 2017, Lexington, KY

Sandwick, R. Appalachian Studies Association (ASA): Tactical Urbanism for Rural Communities

Segura Bell, A.C. and UK Built Environment Group. *UK Design Week 2017 and Beyond Design Week: Retrofitting the Retro. Reconnecting People & Place. Southland Dr.*

2016

Hargrove - *Demystifying the Design Process,* Carnegie Center for Literacy and Learning - Camp Carnegie Summer Program - Guest Workshop Leader

Hargrove - *Saper Vedere: Knowing How to See*, Vanderbilt University, The Curb Center - Guest Workshop Leader

Koo, J. *Mapping Your Community with Youth*. Cooperative Extension Service, 4-H/Youth Development In-Service 4-H Extension Agent Training, December 6-7, 2016, Lexington, KY

Segura Bell, A.C. and UK Built Environment Group. *UK Design Week 2016 and Beyond Design Week - Retrofitting the Retro: Reconnecting People & Place - Southland Dr.*

2015

Hargrove - *Spaces/Places*, The Kentucky Center Governor's School for the Arts, Visiting Artist Workshop, Guest Lecture, Centre College

Hargrove - *A Design Perspective: Knowing How to See*, UK Kentucky 4H Summer Program, Guest Workshop Leader

SERV ICE - SERVICE-LEARNING

CLASS PROJECTS

2022

Crankshaw - LA 223 - *Earth-Spirit Center*, Louisville, Kentucky.

2021

Koo - LA 324 - *Gallatin County Wildcat Trail*, Warsaw, KY (Gallatin County), June 2021-Dec 2021

Koo - LA 324 - *Huntertown Community Interpretive Park*, Versailles-Woodford County, May 2020-Jun, 2022

Hargrove - LA 372 - *Huntertown Interpretive Signage.* Design and community engagement for a family of wayfinding and interpretive signs.

2020

Hargrove - LA 372 - *University of Kentucky Community Gardens.* Design of a community garden space in the Graduate/Family Housing Complex.

2019

Koo - LA 324 - *Breathitt County Cooperative Extension Office Community Garden*, Jackson, KY (Breathitt County), Jan-May, 2019

Koo - LA 324 - *Hyden|Leslie County Public Spaces and Downtown Revitalization*, Hyden, KY (Leslie County), Aug-Dec, 2019

Hargrove - LA 372 - *University of Kentucky Campus Bike Shelter.* Design and construction of a covered bike shelter on the University of Kentucky campus.

2018

Koo - LA 324 - *Manchester Downtown Revitalization*, Manchester, KY (Clay County), May-Aug, 2018

Koo - LA 324 - *Williamsburg Public Spaces and Downtown Revitalization*, Williamsburg, KY (Whitley County), Aug-Dec, 2018

Hargrove - LA 372 - *University of Kentucky Campus Voting Campaign.* Design and construction of campus signage and wayfinding for voting events.

2017

Koo - LA 324 - *Cave Country Public Open Space Network Design*, Mammoth Cave National Park Region, (Barren, Edmonson, Hart Counties), Aug-Dec, 2017

Koo - LA 324 - *Warsaw Walkability Assessment and Trail System Planning*, Warsaw, KY (Gallatin County), Mar 2016-Mar 2017

Koo - LA 372 - *University of Kentucky Campus Bike Plaza.* Design of a multimodal transportation hub on the University of Kentucky campus.

2016

Crankshaw - LA 223 - *Walter Bradley Park, Midway Kentucky.*

Koo - LA 324 - *Princeton Parks and Public Spaces Network with City of Princeton, KY*, Princeton, KY (Caldwell County), Oct-Dec, 2016

Hargrove - LA 372 - *Southland Gateway Project: Toward a sustainable Southland.* Design and construction of a gateway to the Southland drive corridor.

Hargrove- LA 426 - *36 Miles: Revealing the Ohio, Louisville, Kentucky.* A collaborative educational initiative being run by the University of Kentucky Department of Landscape Architecture in partnership with the University of Louisville Hite Art Institute. This initiative served as a pilot project to reconnect the general public with the history and culture of the Ohio River by telling its story in an approachable, highly graphic way. The final work was shared in a public gallery exhibition at the Louisville Visual Arts Center.

2015

Hargrove - LA 121 - *Town Branch Water Walk*, LFUCG, Lexington, Kentucky. The Town Branch Water Walk is a collaboration between designers, educators, nonprofit and corporate sponsors, and was developed through the LFUCG Stormwater Incentive Grant Program. Maps and podcasts were developed by landscape architecture students at the University of Kentucky in collaboration with SCAPE Landscape Architecture and MTWTF graphic design studio. http://www.townbranchwaterwalk.com

Koo - LA 324 - *Bluegrass Regional Trail System with Bluegrass Tomorrow*; Bluegrass Bike, Hike, Horseback, Water Trail Alliance; National Park Service, Rivers, Trails and Conservation Assistance Program; Bluegrass Area Development District, Lexington, KY (Jessamine, Mercer, Garrard, Madison, Clark, Estill, Fayette Counties), Sept-Dec, 2015

Koo - LA 324 - *Empowerment for North Limestone Neighborhood Sustainability: Establishing Public Spaces and Art: Youth Voices*, with North Limestone Community Development Corporation, Lexington, KY (Fayette County), Jan-Dec, 2015

Koo - LA 324 - *GoGarden, Community Garden Planning and Design*, with Morgan County Extension Office and the Bluegrass Community Foundation, West Liberty, KY (Morgan County), Jan-May, 2015

Koo - LA 324 - *Hindman Wayfinding Planning and Design*, with Appalachian Artisan Center and Hindman Historic District (Dulcimer Project), Hindman, KY (Knott County), Jun-Dec, 2015

Hargrove - LA 372 - *West Valley Fitness Trail*, West Valley School, Kalispell, Montana. Design and construction of a one-mile nature and fitness trail with exercise stations and interactive learning features.

INDIVIDUAL STUDENT PROJECTS (Faculty Advisers)

2021

Cox (Instructor - LA 426 Capstone Course) Students used the Biltmore Estate as the basis for their individual projects and presented their final work to representatives of the Biltmore Estate.

- C. Adams, *Vineyard Village* (Phemister, faculty consultant)
- E. Gootee, *Azalea Garden Abloom*
- W. Hodges, *The Biltmore Arboretum*
- R. Knifely, *Sounds of the Biltmore*
- G. Lewis, *Biltmore Estate: Luxury Hunting*
- Lucas, *Built-More Sustainably* (Phemister, faculty consultant)
- K. Matoszkia, *Bilt to play More* (Phemister, faculty consultant)
- R. Snyder, *Weaving Through the Walled Garden* (Phemister, faculty consultant)
- Uwamahoro, *Restorative Garden*
- M. Whalen, *E.V.n' F.L.O.: preserving agriCULTURE* (Phemister, faculty consultant)

Sandwick - Harrison Knifley, *French Broad River Trail Master Plan, Asheville, NC*
Sandwick - Wes Hodges, *Rails to Trails Master Plan, Winchester, KY*
Segura Bell - Quincy Ipsaro, *Built Environment Group Sustainability Intern*

2020
Hargrove - Jake Rose, Amanda Reese, Matthew Rhodes
Koo - Jeong-ok Park, *Wondrous Natural Trail: In the Lost River Cave*
Koo - Melissa Habermehl, *Making a Healthy Mark on Loretto*
Phemister - Nick Ackerman, *Weaving Through the Walled Garden*
Sandwick - Lana Proffitt, *Urban Design Master Plan, Loretto, KY*
Segura Bell - Quincy Ipsaro, *Built Environment Group Sustainability Intern*

2019
Hargrove - Justin Bamback, Nick Ackerman, Angela Sanchez, Sara Regis, Zac Clark, Jennifer, Guajardo, Devin de Buysere, *The Winner's Circle*
Koo - Joseph Browning, *Home Grown*
Koo - Timothy Warmoth, *Activating Jackson*
Phemister - Dawson Fugate, *Exploration and Design of Outdoor Learning Environments and Playscapes in Collaboration with Fayette County Public Schools Sustainability and Plant Operations*.
Phemister - Megan Griebel, *Child Development Center of the Bluegrass Project Development*
Phemister - Max Hammer, *Exploration and Design of Outdoor Learning Environments and Playscapes in Collaboration with Fayette County Public Schools Sustainability and Plant Operations*.
Phemister - Tyler Strader, *Exploration and Design of Outdoor Learning Environments and Playscapes in Collaboration with Fayette County Public Schools Sustainability and Plant Operations*.
Phemister - Yingzhu Ma, *Exploration and Design of Outdoor Learning Environments and Playscapes in Collaboration with Fayette County Public Schools Sustainability and Plant Operations*.
Sandwick - Olivia Von Bokel, *Brutalist Architecture on the American College Campus*, UK School of Interiors.
Segura Bell - Haylee Geisthardt, *Built Environment Group Sustainability Intern*
Segura Bell - Jeongok Park, *Improving Bicycle Infrastructure Using SPIN Bike-Share Trip Data*

2018
Hargrove - Adam Rodger, Ian Claus, Brittnay Wetherill, Conner Bryant, *Davis Park*
Hargrove - Alex Kistler, *A New Campus Green*
Hargrove - Will Greene, *DyeScape Urban Masterplan*
Koo - Beck Schultz, *Jenkins, KY| A Town of Trails*
Koo - Erin Lockwood, *A City Built on Coal: A Master Plan for Jenkins, KY*
Koo - Felipe Trejo, *Spencer County Extension Office: Reviving Community Connections*
Lee - Emma Rhodes, *Internship at the Primate Center*.
Lee - Hannah Hollowell. *Internship at Forest Health Center*.
Phemister - Thomas McKinley, *Nature Playscape at Childhood Development Center of the Bluegrass*.
Sandwick - Abigail Wolfe, *Re-Interpreting the HighSide Master Plan, Winchester, KY*, UK School of Architecture
Sandwick - Andrew Smith, *Low Impact Design Guidebook for Bourbon County, KY*
Sandwick - Kathryn Sanders, *Re-Interpreting the HighSide Master Plan, Winchester, KY*, UK School of Architecture
Segura Bell - Bailey Dwyer, *Built Environment Group Sustainability Intern*

Segura Bell - Adam Lawrence, *Relocate the S.Ky Blue Solar House from Farm Road Campus Site to the Organic Farming Unit (OFU)*

2017

Hargrove - Rakeem Bradshaw, *The Music Lounge Pop Up Park*

Hargrove - Will Hodges, *Into the Fog*

Koo - Azar Daneshvarnejad, *DATA in order to Use in ArcGIS and Analysis maps: Promise Zone of Kentucky*

Lee - Mellissa Fitzgerald. *Internship at the Salato Nature Center (Kentucky Department of Fish and Wildlife Resources)*.

Koo - Azar Daneshvarnejad, *Sustainable Education Garden Planning and Design: with emphasis on Renewable Energy and STEM*

2016

Hargrove - Meg Maloney, Jeff Embree, *36 Miles: Revealing the Ohio*

Koo - Boone Proffitt (Engineering), *The Historical Progression of Louisville's Parks System as an Urban Planning Asset*

Koo - Jonathan Wehmer, *Paris-Bourbon County (KY) Park System Planning and Design Proposal*

2015

Hargrove - Boyd Sewe, *Town Branch Water Walk*

Hargrove - Travis Klondike, *Creative Study Tour 2.0*

Hargrove - Travis Klondike, *Radical Ideas for Reinventing Undergraduate Education*

Koo - Achan Sookying, *Art Rehabilitation in the Urban Landscape: North Limestone Corridor*

FACULTY & STAFF AWARDS AND HONORS

2021

Koo - *Wethington Research Excellence Award*, University of Kentucky, Provost Office

Sandwick - KYASLA, *Merit Award in Recognition of Academic Achievement* for "Harlan Downtown Project 2019"

Sandwick - KY APA, *Special Merit Award for Outstanding Plan in a Small Jurisdiction* for "Harlan Downtown Project 2019"

Sandwick - NACDEP, *Honors in Innovation and Creativity, Team,* for the "Sidewalk Subway." First at the national level.

Segura - *Student Merit Award - The Green Way. Reconnecting Preston's Urban Communities to Trees, Water, and Each Other - Louisville, Kentucky*, KYASLA (Faculty Adviser)

2020

Koo - *Wethington Research Excellence Award*, University of Kentucky, Provost Office

Sandwick - NACDEP, *Honors in Innovation and Creativity, Individual* for the "Downtown Bracket Challenge." First at the national level.

Segura - *Student Award - Oswald Research and Creativity Competition - Design Category* (Faculty Adviser)

Segura - *Student Honor Award - ReGrant the Land, Lexington, Kentucky,* KYASLA (Faculty Adviser)

Segura - *Student Merit Award - Pulse. Restoring Vibrancy and Connection Throughout Portland - Louisville, Kentucky*, KYASLA (Faculty Adviser)

2019

Hargrove - *Chellgren Endowed Professorship* (2019-2022), University of Kentucky Chellgren Center for Undergraduate Excellence

Koo - *Excellence in Service Learning Award, Junior Level*. Council of Educators in Landscape Architecture (CELA)

Koo – (First Place) *Cross Program Award Tea*m, Northeast Region Award, National Association of Community Development Extension Professionals (NACDEP)

Koo - *Merit Award, Communication*, 2019 Kentucky Chapter of American Society of Landscape Architects (KY ASLA) UKLA/CEDIK, University of Kentucky.

Koo - *Special Merit Award, Outstanding Student Project Lead Faculty*, 2019 KY American Planning Association (APA-KY), Fall 2017 LA 324, Department of Landscape Architecture, University of Kentucky.

Sandwick - KY APA, *Special Merit Award for Outstanding Plan in a Small Jurisdiction* for "Downtown Plan for Manchester."

Sandwick – with H. Knifley and M. Habermehl (students), KY ASLA, *Merit Award in Recognition of Academic Achievement* for "Downtown Plan for Manchester" – faculty lead

Segura - *Student Honor Award - Livable LEX - Lexington, Kentucky*, KYASLA (Faculty Adviser)

2018

Koo – (First Place) *Educational Materials (Individual), Southern Region Award*, National Association of Community Development Extension Professionals (NACDEP)

Koo – (First Place) *Excellence in Teamwork, Southern Region Award*, National Association of Community Development Extension Professionals (NACDEP)

Koo -- *Outstanding Extension Program Award*, Agricultural & Applied Economics Association (AAEA)

Koo – (Runner up) *Excellence in Teamwork, National Award*, National Association of Community Development Extension Professionals (NACDEP)

Koo -- *Merit Award, Student Project Lead Faculty*, 2018 Kentucky Chapter of American Society of Landscape Architects (KY ASLA), Department of Landscape Architecture, University of Kentucky. *(Project by 2 students from LA 324 Fall 2017)*

Sandwick - NACDEP, *Honors in Innovation and Creativity, Individual* for the "Chalk and Talk." First at the national level.

Sandwick - NACDEP, *Honors in Excellence in Teamwork.* First at the national level.

Sass - *Department of Landscape Architecture Alumni Honoree*, Kansas State University, College of Architecture, Planning and Design.

Segura - *Livable LEX – Lexington, Kentucky*, 8th Annual UK Sustainability Forum (Faculty Adviser)

Segura - *Student Honor Award - The Landing Strip. REthinking the Sidewalk Experience at Meadowthorpe's Commercial Strip Mall - Leestown Road. Lexington, Kentucky*, KYASLA (Faculty Adviser)

2017

Crankshaw - *Council of Fellows*, American Society of Landscape Architects

Hargrove - *Ken Freedman Outstanding Advisor* Award Nomination

Hargrove - *KYASLA Design Honor Award* for communications, "36 Miles", Faculty Advisor

Hargrove - *KYASLA Design Honor Award* for constructed work, "Produce Park", Co-lead Designer

Sass - *KYASLA Student Merit Award* - Scholarship/Research/Creative, Recognition Award (faculty lead)

Segura - *Student Honor Award - Southland Drive - Retrofitting the Retro - Lexington, Kentucky,* KYASLA (Faculty Adviser)

2016

Hargrove - American Planning Association - Kentucky Chapter, *Special Merit Award for Outstanding Use of Technology: Civic Engagement*, "Town Branch Water Walk"

Hargrove - American Planning Association - Kentucky Chapter, *Special Merit Award for Outstanding Project Program Tool*, "RSquared 40212"

Hargrove - *KYASLA Professional Honor Award*, "Rsquared", Lead Designer

Koo - *Special Merit Award, Outstanding Student Project Lead Faculty*, 2016 KY American Planning Association (APA-KY), Fall 2014 LA 324/426, Department of Landscape Architecture, University of Kentucky.

Segura - *Retrofitting the Retro: Southland Drive - Lexington, Kentucky*, 6th Annual UK Sustainability Forum (Faculty Adviser)

Segura - *Student Honor Award - In Motion - Lexington, Kentucky, KYASLA* (Faculty Adviser)

2015

Hargrove - *KYASLA Student Award*, "Urban Bee Lou", Faculty Advisor

Koo - *Best Presentation of Content Award* (Poster), Annual Conference of the Community Development Society (CDS)

Koo - *Special Merit Award, Outstanding Student Project Lead Faculty*, 2015 KY American Planning Association (APA-KY), Spring 2014 LA 975, Department of Landscape Architecture, University of Kentucky.

Sass - *Presentation U Faculty Fellow*, University of Kentucky (teaching, competitive fellowship)