2014-2015

Department of Landscape Architecture Periodic Program Review

May 2015

Self-Study Checklist

UKAg

Department of Landscape Architecture Self-Study Report Checklist		
	Academic Department (Educational) Unit Overview:	**Page Number or NA**
1	Provide the Department Mission, Vision, and Goals	Pages 27, 29, 30
2	Describe centrality to the institution's mission and consistency with state's goals: A program should adhere to the role and scope of the institution as set forth in its mission statement and as complemented by the institutions' strategic plan. There should be a clear connection between the program and the institutions, college's and department's missions and the state's goals where applicable.	Page 27
3	Describe any consortial relations: The SACS accreditation process mandates that we "ensure the quality of educational programs/courses offered through consortial relationships or contractual agreements and that the institution evaluates the consortial relationship and/or agreement against the purpose of the institution." List any consortium or contractual relationships your department has with other institutions as well as the mechanism for evaluating the effectiveness of these relationships.	NA
4	Articulate primary departmental/unit strategic initiatives for the past three years and the department's progress towards achieving the university and college/school initiatives (be sure to reference Unit Strategic Plan, Annual Progress Report, and most recent Implementation Plan)	Page 27
5	Department or unit benchmarking activities: Summary of benchmarking activities including institutions benchmarked against and comparison results: • number of faculty • number of students • etc.	Page 133
	Faculty and Graduate Students:	
6	Number of faculty and FTE breakdown by DOE, faculty list, brief bios or CVs	Pages 100, 105-129
7	Overview of current research program and plans. Describe primary faculty contributions to the three-four strongest research and creative areas in the department.	NA
8	Describe primary faculty contribution to teaching and service at the department level that have enhanced college and university strategic initiatives.	Pages 44, 74, 75
9	Describe attrition (cumulative number not tenured, resigned, retired, or other) of the program faculty over the past three years. Discuss the expected effect on program under review and other issues related to ability to retain qualified faculty during the past three years.	Page 71
10	List current number of unfilled lines and discuss current actions or plans to fill line. Include general description of "start-up" packages.	NA
11	Number of graduate students and departmental-level TAs and RAs. List the salary range for TAs and RAs and estimate the number on fellowship for the current or most recent fall semester.	NA
12	Describe the reasons students reject fellowships or assistantship offered from the university, college, or department/unit.	NA
13	Number of postdocs	NA
14	List of grants and contracts for the period of review, including funding amounts	Page 135
15	Faculty fellowships	NA
16	Faculty honors & recognition	Page 138
17	Publication list for period of review, including graduate and undergraduate publications	Pages 105-129
18	Undergraduate research activities & initiatives (if applicable)	Page 62

	Documentation of Implementation of Policies & Procedures: Identify the educational policies and procedures established through faculty governance and responsible parties for implementation. Explain dissemination and transparency.	**Page Number or NA**
19	Evidence of adherence to educational policies and procedures established through the faculty governance process, including consistency in applying policies related to grading, probation, admissions, termination	Page 139
20	Evidence of consistent review and monitoring of course substitution, course equivalency credits, course substitutions, course transfers toward degree completion, and vetting of exceptions, degree requirements	Page 139
21	Evidence of adherence to unit procedures on faculty personnel actions (e.g., appointment, promotion and tenure) and budget request preparation	Page 139, 140
22	Evidence of course scheduling and teaching assignment	Page 94, 140
	Academic (Degree) Program Description:	
23	Program demand/unnecessary duplication: • Number of UG and G students enrolled and credit hour production • Number of UG and G degrees conferred • Explanation of how curriculum is different from existing programs at other state institutions or that access to these programs is limited • Explanation of pursuit of collaborative opportunities with similar programs at other institutions and how collaboration will increase effectiveness and efficiency	Page 140 Page 140 NA NA
24	Program history and background/organizational structure: Critical events/background information which will help in understanding the program currently.	Pages 11-12
25	Program uniqueness: Unique components, distinctive innovations. Is the program a response to changes in the discipline or other academic necessities?	Page 140
26	Describe how the program is administered (e.g., is there a program coordinator and/or program committee? What is his or her role or function? How do the administrators of the program operate?)	Page 40
27	Describe the recruitment and development plan for the program (include attention to faculty, staff, and students).	Page 141-143
28	Program delivery: Review of distance learning course offerings, services and outcomes to ensure compliance with best practices, SACS policies, and federal rules, University Senate and college curriculum committees. Describe flexibility of program delivery. Are classes available at convenient times and in convenient formats for non-traditional students, etc.	Page 144
29	Program contributions to undergraduate general education or UK General Education Core	Page 144
	Program Quality and Student Success: The curriculum should be structured to meet the stated objectives and student learning outcomes of the program.	
30	Student Learning Outcomes Assessment • Evidence of attainment of student learning outcomes for all program delivery, as applicable (e.g., traditional, online, distance education, etc.) • Program assessment of Student Learning Outcomes for graduate programs and undergraduate programs • Assessment results reports and findings for improvement (include evidence) • Evaluation of students' post-graduate success	Page 65
31	External awards or other recognition of the students and/or program	Page 145, 146
32	Six-year graduation rate	NA
33	Employer satisfaction with graduates as measured by surveys and/or alumni satisfaction	NA
34	Job placement for undergraduate and graduate students or graduate school admission	Pages 98, 99
35	Pass rates on licensure/certification	NA
36	Describe processes used to ensure currency of curriculum (industry advisory boards, pass rates on licensure, standardized tests, etc.)	Page 146

		Page Number or NA
37	Describe quality of orientation, advising, other student services/developmental programs, effectiveness of advising, innovations in advising and efforts to improve	Page 66
38	Instruction: Overview of current instructional program(s) and plans; describe measures of teaching effectiveness and efforts to improve (e.g., faculty development initiatives for instruction, teacher mentor programs) • Class sizes and faculty nucleus for program instruction • Instructional equipment • Faculty credentialing to support core/elective course offering • Internship/independent studies/ co-curricular	Pages 53, 58-59, 61-62, 78-80, 92, 100-130
39	Program qualifications/standards for incoming students, program admission	Page 146
	Program Resources:	
40	Cost and funding of program. Please show detail. • Student credit hour per instructional faculty FTE • Budget summary information and adequacy. Include external funding.	Pages 146, 147
41	Facilities (description and adequacy)	Pages 77-79
42	Equipment (including IT capacity) description and adequacy	Pages 79, 80
43	Personnel summary and adequacy (faculty and staff numbers, demographics)	Pages 100-104, 148
45	Support from other university units such as college, research, administration, human resources, development and alumni affairs	Page 40
	Input from Affected Constituents:	
46	Evaluation data from staff, faculty, students, (e.g., surveys, focus groups, interviews, etc.) Information gathered from accreditation visit/external reviewers and progress updates since last program review (append external review comments for accredited reviews).	Pages 13-20, 22, 23
	Operations:	
47	Quality of faculty & staff communications and interactions, such as awards/recognitions, opportunities for input, unit meeting schedule, unit retreat schedule, opportunities for faculty and staff to interact, organizational chart	Pages 75, 137, 148
	Service, Extension and Non-Extension Programs:	
48	Summary of quantity and quality of outreach and community service; interrelationship of public service with research and other aspects of the program; nature and quality of service to the university and discipline	Page 74, 75, 149-151
49	Summary of extension programs by topic	NA
50	Summary of county-level programs	NA
51	Summary of youth programs	NA
52	Summary of community-based programs and training	NA
53	Extension publications, videos, etc.	NA
54	Evidence of public service activities such as congressional testimony, service on boards	NA
55	Number of FTE extension faculty and extension specialists	NA
56	Description and evaluation of outreach, service, and engagement activities	NA
57	Number of clientele served, programs, and training opportunities	NA
	Other Areas:	
58	Quality Enhancement Plan (Multimodal Communications Across the Discipline): Please indicate program contribution to the goals of the QEP. See http://www.uky.edu/presentationu/	Page 152
59	University Diversity Plan: Please indicate ways in which the program contributes to the University's Diversity Plan. See http://www.uky.edu/DiversityPlan/diversity_plan.html	Page 152

Self-Study

The Department of Landscape Architecture was reviewed by the Landscape Architecture Accreditation Board (LAAB) from Nov. 15-19, 2014. This self-study includes components required by the Landscape Architecture Accreditation Board for reaccreditation.

Self-Evaluation Report

FIRST-PROFESSIONAL PROGRAM IN LANDSCAPE ARCHITECTURE

DEPARTMENT OF LANDSCAPE ARCHITECTURE
COLLEGE OF AGIRCULTURE, FOOD AND ENVIRONMENT
UNIVERSITY OF KENTUCKY

November 16 - 19, 2014

LAAB Visiting Team

Educator/Team Chair
Mr. Brian Orland, FASLA, Distinguished Professor
Pennsylvania State University

Academic Administrator
Dr. Christopher Silver, FAICP, Dean
University of Florida

Practitioner
Ms. Jennifer Jones, FASLA
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Landscape Architectural Accreditation Board
American Society of Landscape Architects
636 Eye Street, N.W.
Washington, D.C. 20001-3736

FEBRUARY 6, 2010

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 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 program has at least three FTE instructional faculty who hold professional degrees in landscape architecture, at least one of whom is full-time.

   b. An academic unit that offers first-professional programs at both bachelor's and master's levels, has at least six instructional FTE, at least five of whom hold professional degrees in landscape architecture, and at least two of whom 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. 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 Bachelor of Science in Landscape Architecture program meets the minimum conditions to apply for LAAB accreditation.

Ned Crankshaw	Professor and Chair
Program Administrator Name	*Title*

Program Administrator Signature *Date*

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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 A full-time Landscape Architect, Prof. Horst Schach, was hired to teach landscape design courses in response to growing pressure in Kentucky to expand in the landscape architecture area.
1972-1973 A formal proposal for a degree program in Landscape Architecture (BSLA) was made by the College of Agriculture.
1975 The program received an evaluation visit from Prof. Robert P. Nicholls, Chairman, ASLA Committee in the guidance of new programs.
1976 By action of the Board of Trustees, the Landscape Architecture Program was approved and the Department of Horticulture was designated as the Department of Horticulture and Landscape Architecture. Horst Schach is appointed Program Chairman.
1978 Initial accreditation visit, resulting in initial two year accreditation.
1980 Accreditation visit results in full accreditation.
1980 A selective admission policy was approved by the Faculty Senate.
1982 Major revision of curriculum - five year program, professional numbering series for courses, and +/- designation for grading system instituted.
1984 Accreditation visit results in five year accreditation.
1989 Findings of the 1989 accreditation visit granted a three-year provisional status. The critical deficiency cited by the visiting team was that of inadequate facilities.
1990 Work began to implement plan for new facilities.
1991 Construction began on renovation of E.S. Good Barn. An Advisory Council of practitioners was formed and began meeting with faculty and administrators.
1992 Studios are moved to E.S. Good Barn.
1993 Program received 20% of faculty FTE to teach courses in GIS.
1995 Program received full-time teaching position for introductory studio which previously had been the responsibility of the College of Architecture.
1997 Accreditation visit results in five year accreditation.
1999 Department status granted with one additional faculty position.
1999 UK Student Chapter ASLA hosts a very successful LABASH.
1999 An additional faculty position was added to the department, although the 20% FTE for the GIS position was lost.
2000 Chancellor Zinser initiates meetings between Landscape Architecture, Interior Design and Architecture to explore “potential for a design center or institute.” Those discussions were to explore, “greater opportunities for collaboration, visibility and funding while retaining the autonomy of each program within its current academic unit.” An Ad-Hoc Committee was formed to further explore these opportunities.
2001 Dr. Lee Todd is inaugurated as the University of Kentucky President and initiates discussions of possible reorganization of the university. A Futures Committee was formed to report on units to receive additional funding and academic unit restructuring.
2002 The Futures Committee recommends the formation of a College of Design possibly to include Landscape Architecture, Interior Design and Architecture, as well as numerous other recommendations pertaining to other academic units.
2002 The Landscape Architecture faculty was evenly split on its response to the Futures Committee recommendation.

2002 An Implementation Committee was subsequently appointed by the Provost, including the Deans of Agriculture, Architecture and others, to make recommendations regarding the fate of the College of Human & Environmental Science (which was recommended to be dissolved by the Futures Committee), and the formation of a College of Design. The Implementation Committee recommended that Interior Design and Architecture be combined into a new college but that Landscape Architecture should remain in the College of Agriculture.

2002 A College of Design was formed consisting of Architecture, Interior Design and Historic Preservation. Landscape Architecture remained in the College of Agriculture.

2003 Landscape Architecture program received accreditation until 2008.

2004 First student initiated Career Day held in February. The event is held now each year as Portfolio Review Day.

2006 Professor Ned Crankshaw recognized by the ASLA Professional Awards – Analysis and Planning.

2007 E.S. Good Barn is wired (and wireless) for Internet access for direct student access and students required to bring personal computer to studio.

2008 First UK student team recognized by the ASLA Student Awards – Community Service
Landscape Architecture program received accreditation until 2014

2009 Mr. Ned Crankshaw first faculty member promoted from associate professor to professor with tenure since program became an identifiable department
Dr. Brian Lee first faculty member promoted from assistant to associate professor with tenure since program became an identifiable department
Dr. Brian Lee recognized as a Teaching Fellow by the North American Colleges and Teachers of Agriculture

2011 Professor Ned Crankshaw appointed as Chair
Ms. Carolina Segura, 9-month lecturer hired
International Study becomes required with entering class
Credit bearing Professional Internship becomes required for entering class

2012 Professor Horst Schach becomes Emeritus Professor
Design Week held with DesignWorkshop – Aspen

2013 First faculty member appointed with explicit Extension appointment in addition to instructional responsibilities, Dr. Jayoung Koo
Dr. Christopher Sass hired as a faculty member with an emphasis in water resources

2014 Approvals earned to transition from a 5-year to a 4-year undergraduate degree following changes to LA curriculum and a substantial reduction (15 credits) in general education requirements (UK Core)
Dr. Ryan Hargrove promoted from assistant to associate professor with tenure
Dr. Brian D. Lee recognized by CELA for Service-learning – Senior

2. Response to Previous LAAB Review.

Describe the progress that has been made on the Recommendation 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 suggestions for Improvement and provide an update.

2008 LAAB Accreditation Report Outcome.

The recommendations/suggestions below were included in the Department of Landscape Architecture's 2008 Landscape Architecture Accreditation Board accreditation report following an evaluation visit to the program in November 2008. The 17 items below were all categorized by the report as suggestions, which means that re-accreditation on the next visit cycle is not dependent on action taken by the department in response.

LAAB Suggestion 1

Work with administration to resolve conclusively the lingering discussions related to the future of the Department's college affiliation.

Unit Response to review recommendation

Perception of lingering discussions regarding the Department of Landscape Architecture's college affiliation appears to be inaccurate.

Actions

No action needed

Timeline

NA

Assessment method

NA

Results

NA

Analysis of results and reflection

NA

Ongoing improvement actions

NA

LAAB Suggestion 2

Institute long-term planning to establish clearer objectives for relating the needs of the region to the development of the Department (Standard 1)

Unit Response to review recommendation

Ensure that department research and outreach is relevant to the region, without placing inappropriate limitations on faculty scholarship.

Actions

Faculty scholarship is clearly focused on the needs of the Commonwealth and of improved teaching and learning in landscape architecture.

Timeline

Ongoing.

Assessment method

Review of faculty research over intervening period.

Results

Some faculty research is focused on regional issues; other research has no particular connection to region and is equally valid research.

Analysis of results and reflection

Faculty research directions are the prerogative of the faculty. The questions should be: is the research relevant to their area, is it useful, and does it impact practice. Faculty research in the department meets these criteria.

Ongoing improvement actions

None

LAAB Suggestion 3

Work with the College's research office to establish departmental research priorities and encourage faculty to pursue funding in support of these priorities (Standard 2).

Unit Response to review recommendation

Of the six faculty, four have clearly defined research priorities. One is approaching retirement and is not pursuing a long-term coordinated research program, and another is leaving UK at the end of the 2012 academic year. Future faculty hires will be made partly on the basis of their ability to articulate a research agenda and their perceived potential for carrying out that agenda; timeline 2009 – 14

Assessment method

Faculty Annual Performance Review.

Results

Faculty have clearly defined research priorities and are successfully pursuing their research areas.

Analysis of results and reflection

Not all research in landscape architecture involves substantial funding needs or sources. Funding is successfully pursued by faculty at levels appropriate to support their work.

Ongoing improvement actions

Continued mentoring of faculty.

LAAB Suggestion 4

Develop strategies to formalize faculty mentoring to insure that all faculty members receive appropriate guidance (Standard 2).

Unit Response to review recommendation

The single non-tenured faculty member who is expected to be reviewed for tenure in 2013-14 is receiving active mentoring in the department. An institutionalized process for mentoring is under discussion, but consensus on process has not yet been reached.

Assessment method

Evaluation of faculty through Annual Performance Review and Promotion and Tenure process.

Results

All faculty engage in open discussion with the Chair and peers in regard to effective performance of assignments. The Chair and senior faculty actively mentor junior faculty members. LA faculty have been evaluated positively in APR and the three promotion cases in the review period were successful.

Analysis of results and reflection

Mentoring in the department is working successfully.

Ongoing improvement actions

Continued mentoring of faculty.

LAAB Suggestion 5

Identify and develop faculty search pool enrichment strategies (Standard 2).

Unit Response to review recommendation

The Department will develop candidate pools for future faculty hires that include a higher number of suitable female and minority candidates. Contacts with other department chairs, active recruitment of identified candidates, and potential use of lecturers as a proving ground for tenure track faculty are all considered as implementation actions; timeline is 2009-14.

Assessment method

Evaluation of candidate pools and resultant hires.

Results

Three faculty hires were made in the review period. Candidate pool diversity increased over previous position hires. Two of the three hires were women and two of three were members of minorities.

Analysis of results and reflection

Diligent work to broaden pools is useful in the face of a generally non-diverse universe of candidates.

Ongoing improvement actions

Continued effort at developing diverse candidate pools.

LAAB Suggestion 6

Provide students with additional guidance with regard to selecting course offerings in other colleges that would enrich their educational experience (Standard 3).

Unit Response to review recommendation

Improve the advising experience and the elective recommendations in the Department's curriculum. Advising is mandatory for all students in the department prior to course registration. The Department will be revising its curriculum in response to strategic planning that is now in progress; mandatory advising is already taking place and curriculum revisions will be complete by the end of 2012.

Assessment method

Contact with students, communication with CAFE advising services office.

Results

Student satisfaction with the applicability of out-of-college courses is higher.

Analysis of results and reflection

Communication with other departments to make better course recommendations has been very helpful.

Ongoing improvement actions

Continued communication with other departments about course offerings and continued coordination of advising within the department.

LAAB Suggestion 7

Explore alternative strategies that would productively broaden student exposure to related design disciplines (Standard 3).

Unit Response to review recommendation

A design thinking class is in place for the new Gen Ed program that enrolls students from multiple disciplines. The Department and the College of Design are in the discussion stage relative to collaborative student projects. In the 2011-12 academic year at least one collaborative project is expected, with more possible; 2009-14.

Assessment method

Evaluation of collaborative experiences available.

Results

Students have engaged in collaborative studio projects with students from Interior Design and Historic Preservation. Contacts with Architecture have been unsuccessful in generating reciprocal interest.

Analysis of results and reflection

Collaboration with Interior Design students has been particularly beneficial and is continuing. While a connection with Architecture would also be useful, interest from both parties is necessary for collaboration.

Ongoing improvement actions

Continued development of collaborative studio projects.

LAAB Suggestion 8

Identify ways to facilitate collaborative research, secure additional external funding and encourage increased scholarly productivity (Standard 4).

Unit Response to review recommendation

Scholarly activity is unevenly engaged in the Department. Future hires will emphasize ability to engage research. The ultimate level of productivity is limited by the current heavy teaching component in the Department's distributions of effort. These distributions will need to be evaluated with College Administration to arrive at a mix of effort that allows faculty to engage research at levels that are considered appropriate and sustainable alongside the teaching mission of the Department; ongoing.

Assessment method

Faculty Annual Performance Review.

Results

Faculty research is more broadly based and at appropriate levels for a unit with primary teaching assignments.

Analysis of results and reflection

Effort available for research has grown within the faculty as the number of faculty has increased and has allowed teaching loads to be more distributed. Faculty have responded with appropriate levels of scholarly engagement and productivity in their areas of specialization.

Ongoing improvement actions

Continued coordination of teaching loads and research effort.

LAAB Suggestion 9

Efforts should be made to develop strategies to enrich the applicant pool to increase the diversity of the student body (Standard 5).

Unit Response to review recommendation

The Department is working with the College of Agriculture student recruiter to develop strategies. Increased contact with applicants and an improved website are actions already taken; ongoing.

Assessment method

Size and diversity of incoming classes.

Results

Diversity has increased slightly but overall number of students is lower than intended capacity.

Analysis of results and reflection

Website is designed to be primarily a tool for communication with prospective students. College recruiting efforts may be good for programs closely aligned with the word "agriculture" but do not appear to attract students interested in design. The department has hired a part-time recruiter to aid in identifying interested high school students.

Ongoing improvement actions

Continued improvement and updating of website, high school recruiting, scheduling of LA 111 to serve as a potential recruiting environment for transfer students.

LAAB Suggestion 10

The Departmental web site should be improved so that it functions more effectively as a departmental recruitment tool (Standard 5).

Unit Response to review recommendation

The website has been redesigned and is regularly updated; ongoing.

Assessment method

Periodic review of website information and operation.

Results

Website is much better at communicating information of interest to prospective students.

Analysis of results and reflection

Whether the website has its intended effect is difficult to measure.

Ongoing improvement actions

Continued improvement and updating of website.

LAAB Suggestion 11

Efforts should be made to find ways to expand and formalize the alumni advisory board (Standard 6).

Unit Response to review recommendation

This recommendation is redundant with 12.

LAAB Suggestion 12

Departmental communication with alumni needs to be formalized and expanded to include a broader representation of alumni in departmental affairs to encourage greater levels of alumni participation in fund raising and development activities (Standard 6).

Unit Response to review recommendation

Alumni are being included in our strategic planning, they attend our public lectures and our career fair, we have continually collaborated with them in professional service activities, and we engage them in student instruction and enrichment. Alumni will also be involved in our learning assessment in 2011-12; ongoing.

Assessment method

Communication with alumni to assess relationship between alumni and department.

Results

Department has always had close collaboration with alumni and continues in this vein.

Analysis of results and reflection

Alumni contributions to the department through juries, lectures, adjunct teaching and financial contributions to scholarship funds are outstanding. Cooperation with alumni and their sense of the progressive direction of the department have maintained this valuable relationship.

Ongoing improvement actions

Continued communication and partnering.

LAAB Suggestion 13

Opportunities to expand intra-college collaboration should be explored to build a foundation for more productive teaching and scholarship (Standard 8).

Unit Response to review recommendation

The department's strategic planning process is considering ways in which to develop more intra-college collaboration; Strategic planning will be complete by the end of 2011.

Assessment method

Period discussion and evaluation of intra-college partnerships by LA faculty.

Results

Partnerships within the college are strong and include work with the Arboretum, the NRES program, CEDIK, water resources, collaborative research projects, design of college facilities, and college faculty leadership.

Analysis of results and reflection

Faculty members in LA are actively engaged with other faculty and administration in CAFE.

Ongoing improvement actions

Continued engagement.

LAAB Suggestion 14

Explore methods to share departmental community based activities to the larger College and University community (Standard 8).

Unit Response to review recommendation

Opportunities for increasing visibility will be explored and implemented where feasible and useful; ongoing.

Assessment method

Review of publications, popular press, websites, and other reporting on community engagement activities.

Results

Community engagement is well-recognized at the College level, less so but still adequately at the University level.

Analysis of results and reflection

College and University leadership involved with community engagement are aware of and collaborate with the department in developing engagement work.

Ongoing improvement actions

Continued fostering of partnerships in the College and University.

LAAB Suggestion 15

Work with College and University to identify additional resources that can be directed to meet the expanding demand for community assistance work (Standard 8).

Unit Response to review recommendation

Strategic planning underway is considering how to further develop this capacity; Strategic planning will be complete by the end of 2011.

Assessment method

Attainment of department strategic plan goals relative to community design assistance.

Results

The department continues to provide community design assistance tied to service-learning projects in studios. As outlined in the department's strategic plan, a faculty position with extension responsibilities was created and filled. That faculty member has broadened community assistance by working with paid student interns during the summers to provide community design assistance and communicates project results to additional communities.

Analysis of results and reflection

Community design assistance is at an appropriate level relative to the size of the department faculty.

Ongoing improvement actions

Continuing with current engagement trajectory.

LAAB Suggestion 16

Work with the College to identify additional space to facilitate group projects and model construction (Standard 9).

Unit Response to review recommendation

Current facilities appear to provide adequate space for model building. Collaborative work space, however, is not adequate. Develop a collaborative work space for the use of students in Landscape Architecture and other departments in the College of Agriculture that provides digital connectivity and a flexible furniture configuration; Space availability and funding sources will be explored with the College; 2011-14.

Assessment method

Monitoring success in further developing quality student work space.

Results

The department has developed, with the financial assistance of the College, a digital collaboration space for landscape architecture students in a loft above the studio spaces.

Analysis of results and reflection

Space working as intended.

Ongoing improvement actions

Ongoing monitoring of space needs.

LAAB Suggestion 17

Consider developing a course or working with other departments or colleges to develop a course in software applications specifically for the needs of LA students (Standard 9).

Unit Response to review recommendation

The department delivers effective courses in graphic and GIS software and their applications; Resolve the issue of a suitable course in computer assisted design for Landscape Architecture students; Strategic planning is underway and will address this issue; Strategic planning will be complete by the end of 2011.

Assessment method

Development of a course and ongoing assessment of student outcomes.

Results

A faculty member with strength in digital graphic technology was hired in 2011 and developed a course in computer aided design and drafting. This course has clear application to the needs of landscape architecture students.

Analysis of results and reflection

Student work in other courses clearly exhibits the improved learning the computer aided design and drafting course.

Ongoing improvement actions

The department continues to evolve existing graphics courses and has additionally added a course in advanced three-dimensional modeling.

3. Describe current strengths and opportunities.

- Revised curriculum accomplished for a four year (129 credit hour) degree
- Required International Study Experience
- Required Internship/Research Experience
- Approximately 20% of graduates go on to advanced degrees
- Strong graduate success in finding employment post-graduation despite the economic downturn during the review period. The class of 2014 had 100% employment or graduate school success
- Ability to provide an academic home/family to students within a large research intensive higher education institution
- Student body diversity in socio-economic tapestry segments
- Each studio is typically taught by a standing faculty member assisted by a private practitioner. This allows student exposure to as many as seven different adjunct faculty during his/her educational experience.
- All faculty positions filled
- Faculty is diverse with backgrounds and expertise with all tenure or tenure track faculty having either an undergraduate or graduate or both degree levels in landscape architecture. In addition, more than 80% of the tenure or tenure track faculty holds a Ph.D.
- Teaching loads are realistic and allow for individual scholarly/service pursuits.
- Faculty involvement goes far beyond the program -- some examples include:
  - Three faculty have been LAAB-ROVE Team chair and/or members
  - Numerous offices held in Kentucky Chapter of ASLA
  - Chair/Member of Commonwealth licensing board
  - University Tenure and Promotion Area Committee
  - University Senate
  - Retroactive Appeals Board (for students)
  - University Appeals Board (for students)
  - Disciplinary Hearing Officer
  - Academic Ombudsman Search Committee
  - Graduate faculty for the Historic Preservation and Forestry programs
  - College Representative on the University level Graduation Composition and Communication Requirement Review Committee
  - Office of Faculty Advancement (Provost's Office) Advisory Group Committee Member
  - University Faculty Learning Communities (chair and members)
  - College Advisory Committee on Appointment, Promotion, and Tenure
  - College Faculty Council (Chair and members)
  - Natural Resources and Environmental Science Program Steering Committee
  - College Undergraduate Curriculum Council
- Dedicated annual faculty travel funding has increased during this review period from $500 to currently $1,200. This support helps faculty members maintain appropriate professional exposure. Department travel funding is determined on a yearly basis.
- The program has been involved in service-learning experiences quite heavily. Students in various and in combined studios often use "real world" projects as part of the pedagogy. Projects may last a week to an entire semester, expose students to working with community partners and expands their ability to solicit public input while developing their communication skills. These activities keep the program visible and ultimately serve

the college, the university, and the profession because of the positive awareness generated.

- To enhance our outreach efforts we have a faculty member with a majority Extension appointment and a connection with CEDIK (Community & Economic Development Initiative of Kentucky - http://cedik.ca.uky.edu/aboutus)
- Positive and/or growing relationships with Interiors, Biosystems and Agricultural Engineering, Horticulture, Natural Resources and Environmental Science, Forestry, Transportation Center - College of Engineering, Arboretum, Fine Art Museum
- Part-time Student Recruiter position for an initial 2-year period
- We have the Academic Common Market which allows students from Alabama, Delaware, and Tennessee to be able to come to this program for in-state tuition costs.
- We have a college administration that has been very supportive of the on-going departmental changes and challenges especially in recent years.

4. Describe current weaknesses and challenges.

- Under critical capacity of student enrollment with females highly underrepresented
- The outward aesthetic appearance of the E.S. Good Barn does not identify the existence of the program, is a poor representation of site design, and does not serve as a learning resource
- Reduction in full-time research support staff due to only soft money funding
- Limited dedicated research/scholarly workspace beyond faculty offices and a few temporarily negotiated offices/spaces

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

There have been a number of changes since the last review in 2008 and are outlined in the History of the Program. Changes are the result of modifications in faculty levels and interests, general education requirements, and in professional practice, etc. We will start with the most recent changes and work in reverse chronological order to the last review period. The context for the changes described here are the results of a renewed and concerted effort to look at our program for the first time since the mid-1990s and with new faculty in mind.

The most substantial change was to move from a 5-year to a 4-year program fully effective with the class entering in the fall of 2014. This change was made possible primarily by a change from the University Studies Program (USP) to the new UK Core program. Under USP we were a 145 credit hour program and now under UK Core we are officially a 129 credit hour program. USP required 45 credits of general education courses and the UK Core program requires only 30 credits. We shifted from an eight studio semester program to a seven semester studio program including the terminal design implementation studio (LA 973, Design Implementation III or “Working Drawings”). During the review period, with the addition of a new faculty member (Dr. Hargrove) we have been able to offer LA 111, Living on the Right Side of the Brain, which focuses on creativity, not only to our beginning students, but also to the greater university as a UK Core course. With this course we saw (and heard from the students) about a lot of repetition with one of the introductory studios. We saw an opportunity to effectively reduce the introductory studio experience from two semesters to one semester because of the overlap of material being covered in LA 111. The balance of the material previously covered in the eliminated introductory studio has been incorporated into other studios or was deemed by the faculty as non-essential for current practice or graduate study.

In the Topical Studies course selections we had a breadth and depth thinking with students selecting from within a list of courses taught by standing faculty members. In concept this was a good approach but in reality we could only offer two depth courses on a regular basis, thus eliminating the concept of choice since students were required to complete two courses. In short the system was not working all that well and needed to be modified. Therefore, we decided to continue to offer the Topical Studies courses with some modification and "repurposing." The modification was to still offer the breadth and depth course options but not require students to complete courses in a particular area. At the same time of modifying the breadth and depth requirements we also reduced the number of required Topical Studies courses from five to four. With this one course reduction we were able to implement a required International Study course as well as a required Internship/Research Experience. In effect, these are two very specialized Topical Studies courses that emphasize experiential education which we see as valuable to our students.

Introduction to Landscape Architecture (LA 105)

With Professor Schach moving to Emeritus status there was an opportunity to restructure how to teach the Contemporary Landscape Architecture (LA 206) course. The LA 206 course was normally taken by sophomore or above students. One of the frustrations we heard from students was that they often spent his/her first year not very involved directly with the major/department. Most of the time beginning students almost exclusively took general education courses, except for LA 205 (LA History) in the spring of their freshman year. By rethinking the LA 206 course intent, we have incorporated many of the elements of LA 206 in terms of writing and public speaking experience into the new LA 105, as well as two field trips and a local post occupancy evaluation of small urban spaces project. The new LA 105 course also has incorporated a number of recent program graduates to talk about what they are doing as practicing professionals. The idea is that contemporary practice is addressed by people who are relatively close in age to the students. Contemporary practice is also addressed through individual student research of some of the most noted firms in the profession. In addition, students individually review and summarize two-year periods of *Landscape Architecture Magazine* which is then used in class to develop a topical timeline of landscape architecture spanning the last 40-60 years of issues by articles, editorials, and advertisements. With the revisions to university requirements, we are able to better utilize concepts and skills learned in the first Composition and Communications course (CIS/WRD 110). The LA 105 course is targeted towards first semester freshman, transfer students, and undeclared students.

Capstone & Professional Practice Seminar (LA 490)

This is the Professional Practice course. After many years of trying to coordinate the Professional Practice course (LA 941) with the School of Architecture it became clear that the arrangement was not meeting our expectations to provide enough content relative to landscape architecture. We determined that we needed to offer a professional practice course within our department. The first offering occurred during the Spring 2014 term. One of the important elements of this course is that there is a lead faculty member with several additional faculty members providing specific expertise in the areas of practice, service, or research. For example, Dr. Nieman has been very actively involved over the years with licensure, so he teaches several sessions concerning the history and importance of licensure and the process involved. In addition, there are a number of practicing professionals who contribute to the course. Students are encouraged to attend and participate in the Kentucky Chapter ASLA Annual Conference which the department helps support financially.

See Chart on page 24 illustrating course changes in program between 2008-2014.

6. 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.

Dr. Brian Lee acted as the primary coordinating author with Ms. Karen Goodlet providing support for base reporting data, writing, and editing of the Self-Evaluation Report. Professor Ned Crankshaw read and edited initial drafts and provided information as needed as well as approved the final report. All members of the faculty had the opportunity to edit all sections of the report for clarity and content. The UK Student Chapter ASLA President has received a copy of the report. Copies were distributed to each student cohort for their information once the 2014-2015 academic year began.

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

LA Course Number Changes	Year - Course #						
Title	2008	2009	2010	2011	2012	2013	2014 Fall
Introductory Courses							
LA History	205						
Contemporary LA History	206					drop	
Introduction/Survey of LA					105		
Independent Work in LA: Living on Right Side			895				
Living on the Right Side of Brain				UK 100	111		
Design Studio Courses							
Studio I	821						121
Studio II	822						222
Studio III	833						223
Studio IV	834						drop
Studio V	841						324
Studio VI	842						425
Adv Studio/Studio VII	975						426
Implementation Courses							
Design Implem I	871						371
Design Implem II	872						372
Adv Design Implem/Design Implem III	973						373
Topical Studies Couses							
LA Graphics/Graphics I	850				805		161
Design with Plants	851						345
History Urban Form	853					drop	
Historic/Cultural Landscape Preservation	854						307
GIS & Land Analysis/Geospatial Apps Land Analysis	855						355
Design Theories	857						305
Regional Land Use Planning/Systems	858						308
Adv Graphics/Graphics II	952					862	262
Adv GIS & Land Analysis/Contemp Geospatial Apps	956					856	556
Adv Regional Land Use/Adv Land Use Planning Apps	959					869	457
Independent Work in LA - General	895						395
Senior Project	971					drop	
Independent Work in LA: AutoCAD*					895		
Digital Rep I						825	162
Digital Rep II						863	462
Other Courses							
International Travel					890		390
Special Topics: SR						897	397
Internship						899	399
Professional Practice	941					drop	
Capstone Seminar						990	490

*CAD course previously completed at BCTC or other community college, or by taking CE 106, Computer Graphics

Color Key

course number in 2008
new course number
dropped course

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.*

Note: The information below reflects the environment we operated under during the majority of the review period. In the last year, there has been an effort at the university level to revise the strategic plan with implementation beginning in the fall of 2014. Subsequently, there is a strategic planning effort just getting underway within our college. Our department has a faculty member as part of the college's strategic planning team. We expect to be revising the departmental strategic plan once the other university/college plans are completed as well as the LAAB review and our university's Periodic Program Review are both completed.

A. Program Mission

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

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)

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

The department's current full strategic plan can be found at:
http://administration.ca.uky.edu/sites/administration.ca.uky.edu/files/Strategic%20Plan%202009-2014%20LA.pdf

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 values embedded in our BSLA program are articulated within the Department's mission (A.1 above), as well as illustrated in more detailed statements of educational goals and objectives (Sections B.1 and C.1 below).

The BSLA program is nested within an institutional framework, and reflects the college and university ethos of excellence, integration, and impact. Alignments between the missions of Department, College, and University are understood as reciprocal and interdependent. Working together, faculty and administration identify and shape Department initiatives that align, support, and advance larger College and University values.

University of Kentucky – 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.
(http://www.uky.edu/Provost/strategic_planning/mission.htm)

Vision
The University of Kentucky will be one of the nation's 20 best public research universities.

Values
The University of Kentucky is guided by its core values:

- Integrity
- Excellence
- Mutual respect and human dignity
- Diversity and inclusion
- Academic freedom
- Personal and institutional responsibility and accountability
- Shared governance
- A sense of community
- Work-life sensitivity
- Civic engagement
- Social responsibility

There were five goals to the university's 2009-2014 Strategic Plan

- Goal 1: Prepare Students for Leading Roles in an Innovation-driven Economy and Global Society
- Goal 2: Promote Research and Creative Work to Increase the Intellectual, Social, and Economic Capital of Kentucky and the World beyond Its Borders
- Goal 3: Develop the Human and Physical Resources of the University to Achieve the Institution's Top 20 Goals
- Goal 4: Promote Diversity and Inclusion
- Goal 5: Improve the Quality of Life of Kentuckians through Engagement, Outreach, and Service

The Department of Landscape Architecture contributes to each of these areas. Each of these five goals is further articulated and supported by a set of detailed objectives, and initiatives, along with specific metrics to be achieved in the next few years. Together, these goals comprise

the overall work guiding development of departmental strategic goals, actions, and indicators for the departmental strategic plan.

College of Agriculture, Food and Environment
http://administration.ca.uky.edu/coaStrategicPlan2009-2014

The mission of our College is:

- to promote sustainable farming and food systems, from production through consumption;
- to enhance health and well-being of people and the environment in which they live; and
- to expand economic opportunity by sharing the knowledge and tools for wise, innovative uses of natural resources and development of human potential.

As full partners in the University of Kentucky and in every Kentucky County we:

- facilitate lifelong learning, informed by scholarship and research;
- expand knowledge through creative research and discovery; and
- serve Kentuckians by sharing and applying knowledge.

The College shall honor, sustain and advance the land-grant heritage and mission will be recognized for excellence in fostering:

- learning that changes lives,
- discoveries that change the world, and
- opportunities that shape the future**.**

B. Educational Goals

1. State the academic goals of the program.

The current departmental strategic plan has seven goals related to the entire department. The five goals below are directly related to the academic nature of the program while the other two focus on additional physical space for activities (6), and ties to the professional community (7).

1. Diversify the composition of the faculty and diversify faculty effort so that it reflects a balanced mix of the teaching, research, and extension missions of the College of Agriculture, while retaining a primary emphasis on professional undergraduate education.
2. Redesign the undergraduate curriculum to promote coherence in its structure, prepare students for contemporary professional landscape architectural practice, and provide the greatest value for students' investment of time and resources.
3. Enrich the undergraduate curriculum with a formalized program of travel, internships, and research experiences.
4. Increase the quantity and diversity of undergraduate enrollment.
5. Develop a design assistance center that will coordinate student-faculty teams with requests for design assistance from communities.
6. Obtain additional physical space for instruction, research, and engagement efforts.
7. Strengthen ties to the professional landscape architecture community.

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

The goals primarily revolve around undergraduate landscape architectural education. Almost all faculty members have the majority of his/her Distribution of Effort (DOE) dedicated to the instructional mission of the institution with lesser percentages focused on scholarly and service missions.

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

There are university reporting requirements and processes that often focus on quantitative aspects of how the program is making progress typically on all or a subset of the goals on a yearly basis. These reports are compiled by Ned Crankshaw and Karen Goodlet with input from faculty as needed. In the last several years, the faculty have spent anywhere from a half day to one or two days per year with and without outside facilitation as well as graduates, practitioners and current students to discuss the program as well as develop ideas about why/how aspects should change or stay the same. This is the process that we have used to develop the strategic plan(s) as well as understand where progress has and has not been made. It is because of this periodic and on-going dialogue that the program has been able to incrementally be transformed during this review period.

C. Educational Objectives

1. List the educational objectives of the program.

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

2. Describe how educational objectives fulfill the academic goals.

Below are the seven numbered strategic plan goal statements which have been expanded from section B-1 for more clarity and context. Each goal is then supported with objectives and further articulated with specific strategies to describe why and how we comprehensively address educational objectives as a program. The goals through strategies are adaptable to departmental needs and capacities and are done so through a longer range planning process as well as through opportunities that we create or are presented to us. The goals, objectives, and strategies will indicate scholarship/research/Extension; we see these three mission areas as intertwined and they directly or indirectly fulfill the academic goals we have for the program. We all recognize and support the imperative to focus considerable effort on the undergraduate program. Our strategic plan gives a concisely integrated description although some areas have not been fully completed at the time of this writing, while other areas have exceeded our initial ideas as well as conditions have changed.

The department's current annual progress report of the strategic plan can be found at: http://administration.ca.uky.edu/sites/administration.ca.uky.edu/files/Strategic%20Plan%20Progress%20Report%20LA.pdf

Goal 1. Diversify the composition of the faculty and diversify faculty effort so that it reflects a balanced mix of the teaching, research, and extension missions of the College

of Agriculture, while retaining a primary emphasis on professional undergraduate education.

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

Objectives:

- Expand to a minimum of eight full-time faculty members by 2014 to create the capacity for additional research and engagement effort while operating the undergraduate program at full enrollment.

- Establish faculty distributions of effort that include at least three faculty members with approximately 35% research distribution of effort (over the current 15%), and at least one faculty member with a 50% extension distribution of effort.

- Increase scholarly/research productivity commensurate with research effort in faculty assignments.

- Increase the proportion of female faculty members to at least 25% by 2014.

Strategies

- Budgetary and faculty position strategy:

- The department has had six FTE faculty members from 2008-09 to the present. A three-year lecturer line was added to the department to begin in August, 2011.

- Phased retirement for Horst Schach begins 2011-12 with a 50% nine month appointment. Salary savings from this position could, with agreement from the college administration, be used to hire a new faculty member which would take the department to 7.5 FTE faculty members. When Horst Schach retires, his position along with supplemental funds could be used to create a 50% extension/50% teaching position. This faculty member would coordinate departmental outreach activities. If the lecturer position is retained, the faculty at this point would number eight members.

- Negotiate faculty DOEs within a framework that increases research effort, while remaining focused on the professional undergraduate program in landscape architecture. Revise the Department of Landscape Architecture Rules of Procedure to reflect the acceptability of varying DOEs within the department along with the associated weighting of performance within different areas of effort.

- Work with the College of Agriculture to obtain Cooperative Extension funding for 50% of one position in Landscape Architecture, based on assessment of needs for the position in the state and on models for the position from other institutions.

- Use recruiting tools including personal contact with department chairs and direct contact with female and minority candidates to increase the diversity of applicant pools for open faculty positions.

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

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

Objectives

- Effectively incorporate the University of Kentucky General Education program into the curriculum.

- Investigate a range of current curriculum models that effectively deliver educational value and, if appropriate, incorporate ideas from them into the Department's curriculum.

- Define educational outcomes and then create the educational means to achieve them.

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

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

Strategies

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

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

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

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

Objectives

- Incorporate international travel and study into the curriculum so that students gain the benefits of international study, can prepare for the financial cost, and receive appropriate course credit.

- Coordinate a mixture of University of Kentucky faculty-led international study and programs hosted by other institutions so that students have a variety of regularly offered options that meet their individual interests.

- Evaluate the current domestic travel opportunities in the program, which are organized by individual studio instructors, and consider other options which may enhance students' educational experiences.

- Incorporate internships into the curriculum so that their importance is emphasized, students can plan them into their undergraduate career, and the educational value of the internship experience is evaluated.

- Incorporate undergraduate research experiences in the curriculum in addition to, or as an alternative to, professional internships.

Strategies

- Include travel, internships, and undergraduate research into the new curricular model. Clarify whether these experiences are required or optional and how they are sequenced with other courses. Develop course requirements and expected outcomes for travel, internship, and research experiences.

- Form agreements with other universities' international travel programs, develop programs led by Department of Landscape Architecture faculty, or both.

- Develop agreement within the department faculty on the level of departmental coordination needed for domestic travel that is organized as a component of specific studio courses.

Goal 4. Increase the quantity and diversity of undergraduate enrollment.

In recent years, the Department's entering classes have not consistently met the target enrollment of 25 students. In 2014, we have the fewest number of enrolled students that we have had in more than a decade. In addition, enrollment of female students plunged at one point during the review period so that two student cohorts had no female students after starting with a few. In 2014-2015, the student body is approximately 22% (11 of 51) female with all class cohorts having female members.

Objectives

- Fully enroll the entering studio class with 25 students each academic year, beginning in 2012 without lowering existing admissions requirements.

- Achieve total landscape architecture undergraduate enrollment, including freshmen, of 100 students by 2014.

- Graduate 20 students per year by 2014.

- Achieve 30% female student enrollment in the entering class by 2014.

- Maintain or increase minority enrollment.

- Further develop an educational climate that is intentionally supportive of a diverse student body including female, minority, and LGBT students.

Strategies

- Capitalize on the recruiting strategies of the College of Agriculture that reach extensive audiences. Examples include the following:
    - Ensuring that landscape architecture students are members of the Agriculture Ambassadors
    - Maintaining current materials for preview nights and communicating with students who express interest in landscape architecture
    - Developing materials explaining landscape architecture to send to guidance counselors
    - Use more intensive recruiting strategies with targeted audiences. Examples include the following:
        - placing landscape architects in the architecture and design track of the Governor's Scholars Program
        - incorporating LA 111 *Living on the Right Side of the Brain* into the University General Education Program and expanding enrollment
        - including LA 205 *Landscape Architecture History* and LA 206 *Contemporary Landscape Architecture* in the new Visual Arts minor
        - participating in targeted recruiting events such as the NRES, Forestry, and Landscape Architecture open house for guidance counselors.
    - Develop a profile of our student body to establish a better understanding of the department's recruiting audience.

- Use recruitment efforts to create a larger pool of applicants. Continue to use the selective admissions process in combination with a larger applicant pool to increase the quality of the entering class.

- Track performance on the entrance exam and success in the landscape architecture program to evaluate the department's current method of selecting students.

Goal 5. Develop a design assistance center that will coordinate student-faculty teams with requests for design assistance from communities.

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

Objectives

- Serve more Kentucky communities in more varied ways than can be reached by our traditional studio-based projects.

- Provide for mechanism to be able to take in requests and evaluate them on generalized criteria including lead-time and a variety of responses.

- Coordinate student groups that may be smaller than an entire studio for projects that are more appropriate for a smaller and more focused group. Collaborate with other departments on student teams or applied faculty and graduate student research projects that benefit communities.

- Collaborate with CEDIK and with other partners, both internal and external to the University.

- Extend the community benefit of projects through case studies, best practices guidelines, and communication with communities through Cooperative Extension publications and other venues.

- Fund design assistance projects primarily through fees paid by communities.

Strategies

- Document the service projects conducted by students and faculty in the Department of Landscape Architecture in the recent past.

- Investigate and describe models for landscape architecture design assistance in other universities.

- Develop a model for design assistance, possibly involving existing centers and identify resources for its support.

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

Undergraduate instructional space is adequate for the Department's current program to operate at 25 students per class maximum. Growth beyond that number, or the addition of a graduate program, would create the need for additional instructional space. Faculty and research space are more pressing concerns in the period through 2014. Students working on faculty-directed research projects work in instructional space in the Good Barn or in faculty members' offices. At one point during this review period, one of our research assistants was working out of space principally dedicated to storage.

Objectives

- Increase the quality of the Research Associate/Assistant current work spaces

- Growth in faculty size will require additional faculty offices.

- Additional space will be required for research associates/assistants, particularly if faculty research assignments increase.

- A proposed design assistance center would require an office space. The size of the space should be adequate for collaborative work by small groups.

Strategies

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

Goal 7. Strengthen ties to the professional landscape architecture community.

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

Objectives

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

Strategies

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

D. Long Range Planning Process

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

The planning process is a combination of top down and department level activities. The department has a strategic plan that was approved by our faculty on August 25th, 2011. This strategic plan has spanned from 2011 to 2014 and is a revised plan originally intended to span from 2009 to 2014. Typically, the department is required to identify how it can contribute to the larger college and university missions. What is critical is that the departmental plan is developed through faculty discussion and consensus building with input from a variety of stakeholders. We are at the end of a planning period for the department and the college. An announcement has been made requesting nominations for the college's strategic planning committee by the college administration. One of our faculty members has been nominated and we are waiting to learn if the faculty member has been appointed to the committee. Beyond the LAAB review, our department will undergo an internal university periodic program review in the spring. After these two reviews are completed, we expect to undergo a strategic planning process that will use the results of the two reviews as a starting point along with our current strategic plan and departmental Rules of Procedure.

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

Yes, the plan has seven goals identified with additional clarifying text followed by several objectives for each goal. There are also a number of specific strategies identified for each of the seven Goals/Objectives.

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.**

For the current strategic plan there were a number of activities that took place over time that shaped the final document. Activities included faculty meetings and retreats (half and day-long), as well as an outside facilitated day-long session with several students, program graduates, and practitioners. This discussion was attended by the faculty but our participation was intentionally limited in order to allow for the outside participation. There was a smaller listening session with very recent graduates of the program to better understand the transition from UKLA to either employment and/or graduate school. All of these activities contributed to the drafting of the strategic plan and subsequent unanimous approval by the faculty and acceptance by the college leadership. Currently, the College is beginning the process of a new strategic plan. We have sought to have direct representation on the committee. We expect to revise the departmental strategic plan pending the outcomes of the college's effort, this LAAB Review, and the upcoming required university periodic program review.

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.**

Our primary dissemination outlet is the departmental web page (http://www.uky.edu/Ag/LA/). In addition, we are using other avenues to reach out about the program and the profession in general. One of the best ways we are disseminating information to the public is through the work we are involved with in the Commonwealth's communities. The service-learning work through our courses and studios are some of the best examples of how the program disseminates information to the public. We use college communication venues, such as *The mAGazine,* as often as we can as with feature stories to small sidebars as appropriate. A student and a faculty member were recently interviewed on the University's National Public Radio affiliate (WUKY) http://wuky.org/post/world-landscape-architecture about the department and the profession. For several years, we have been involved with Park[ing] Day in downtown Lexington with student participation and co-leading organizational activities. With the recent hiring of a faculty member with a predominate Extension appointment, we have been able to work in a more integrated fashion with CEDIK (Community and Economic Development Initiative of Kentucky - http://cedik.ca.uky.edu/).

We have recently hired a part-time academic student recruiter to help with getting information to targeted potential students. This year we have participated in UK Preview Nights (http://www.uky.edu/Admission/PreviewNights) that are organized by the university to help prospective students become more aware of the colleges across the university. We often have a student ambassador at the college level that represents our program at many outreach events hosted on and off campus (http://academics.ca.uky.edu/CollegeAmbassadors).

In short, we are always looking for ways to get information about the program out and take advantage of opportunities presented to us or that we create.

2. PROGRAM AUTONOMY, GOVERNANCE & ADMINISTRATION

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

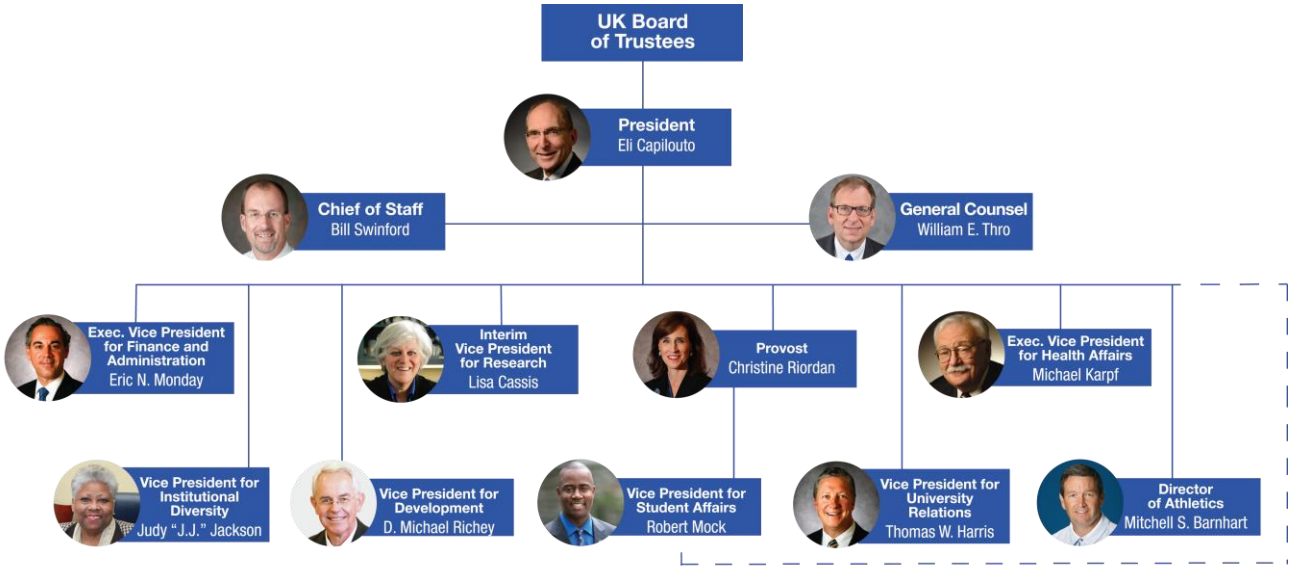
INTENT*: Landscape architecture should be recognized as a discrete professional program with sufficient financial and institutional support and authority to enable achievement of the stated program mission, goals and objectives.*

A. Program Administration

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

Yes. This program is clearly a discrete and identifiable unit within the University. Departmental status is governed by University statute. Historically and culturally, departments at the University of Kentucky have significant autonomy with regard to formation and revision of curriculum, budget control, and hiring and retention of faculty. The Department of Landscape Architecture is one of fourteen departments (not including Units/Centers) in the College of Agriculture, Food and Environment (CAFE). The Chair reports directly to the College Dean. We have a longstanding culture of governance at the department level, while working within the framework of a strong college of a land grant institution.

See University/College Organizational Charts on next two pages


UK Board of Trustees
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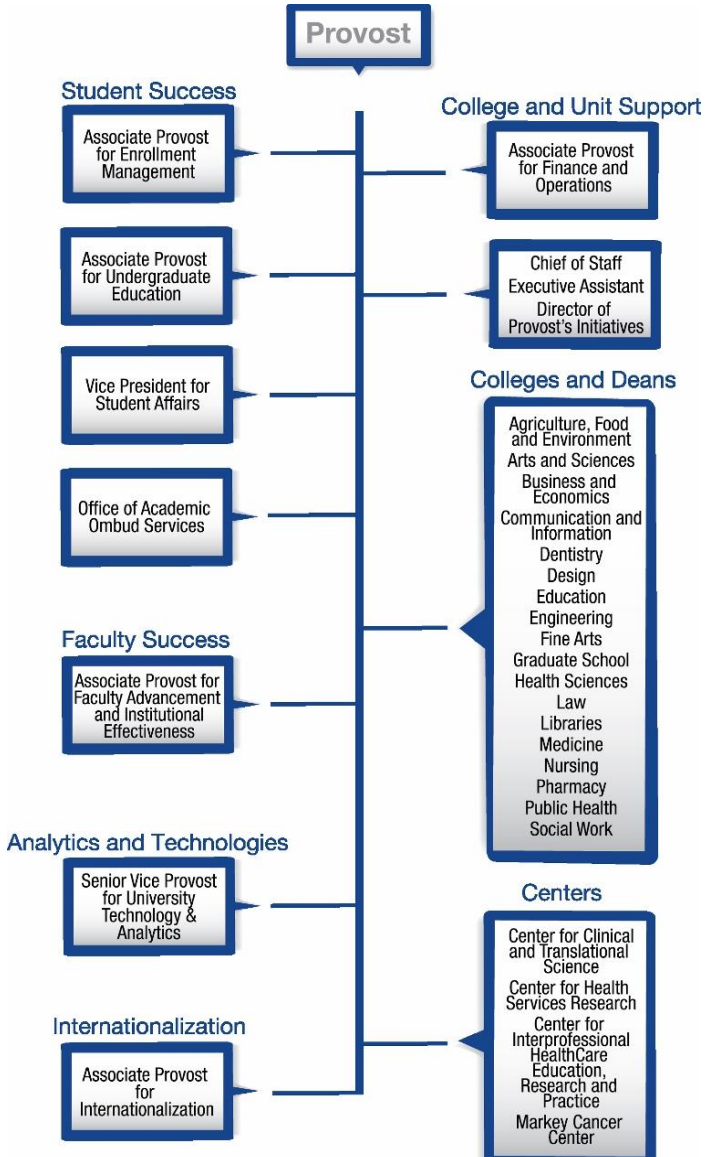
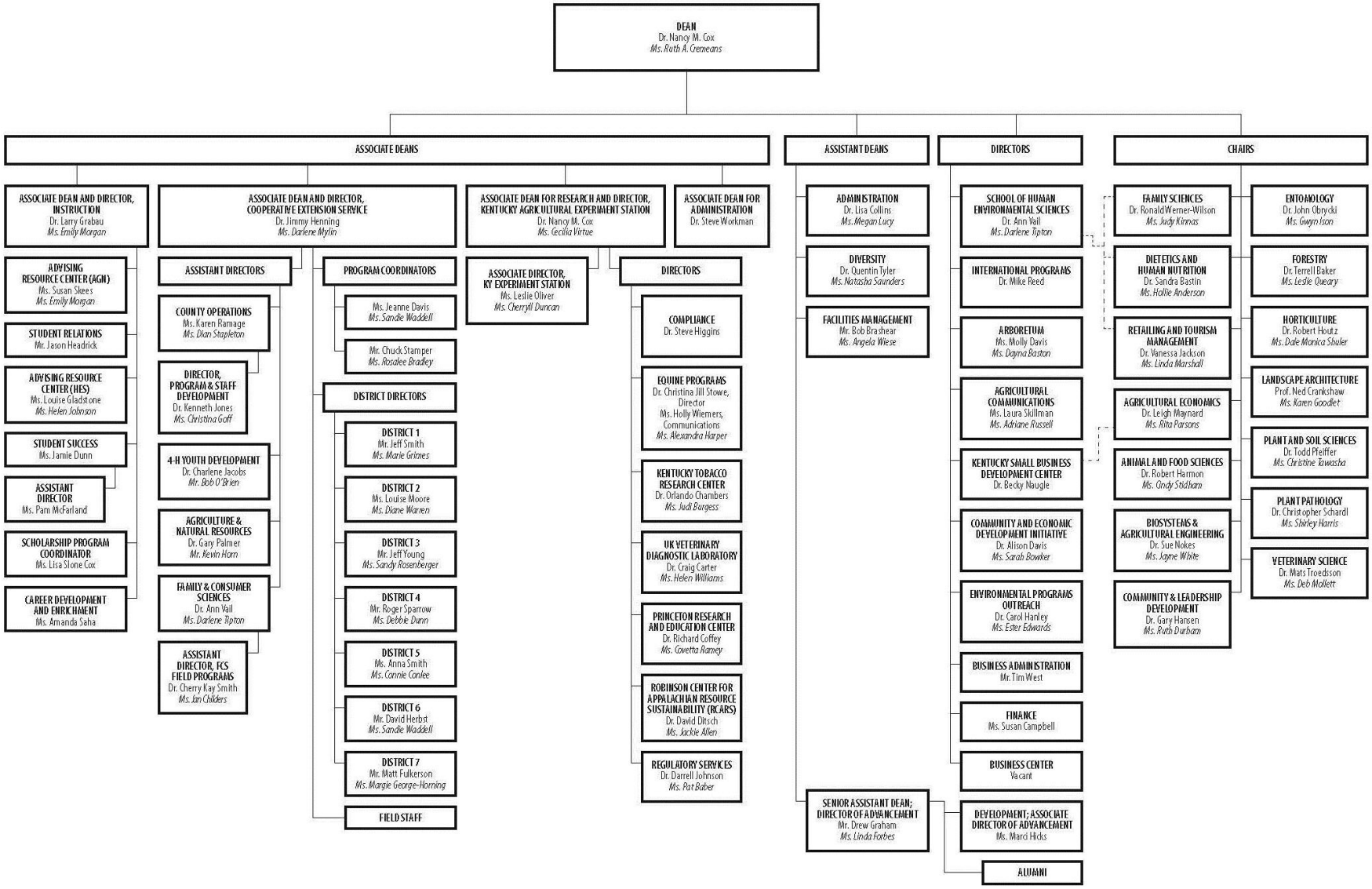

Provost
Student Success
Associate Provost for Enrollment Management
Associate Provost for Undergraduate Education
Vice President for Student Affairs
Office of Academic Ombud Services
Faculty Success
Associate Provost for Faculty Advancement and Institutional Effectiveness
Analytics and Technologies
Senior Vice Provost for University Technology & Analytics
Internationalization
Associate Provost for Internationalization
College and Unit Support
Associate Provost for Finance and Operations
Chief of Staff
Executive Assistant
Director of Provost's Initiatives
Colleges and Deans
Agriculture, Food and Environment
Arts and Sciences
Business and Economics
Communication and Information
Dentistry
Design
Education
Engineering
Fine Arts
Graduate School
Health Sciences
Law
Libraries
Medicine
Nursing
Pharmacy
Public Health
Social Work
Centers
Center for Clinical and Translational Science
Center for Health Services Research
Center for Interprofessional HealthCare Education, Research and Practice
Markey Cancer Center

ORGANIZATIONAL CHART

University of Kentucky • College of Agriculture, Food and Environment



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

Yes.

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 Rules of Procedure within the department, college, and university. We have a departmental Strategic Plan for which the Chair leads the development and implementation process, while all the faculty contributes to the development and approval as well as implementation. We have regularly scheduled faculty meetings each term and have other meetings as needed. 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, promotion and tenure process, performance reviews, program and course changes/development, etc. The Chair also primarily controls the departmental funding and budget functions for endowments and operational funds, while individual faculty control award/grant budgets. Typically in the early part of the academic year, the majority of a faculty meeting is devoted to reviewing and discussion budget opportunities and constraints.

Most importantly, there is an open door understanding in our department to address any issues or ideas that come about during normal operations. The faculty and the Chair feel free to talk informally at any time. There is on-going two-way communication amongst faculty members and 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?**

Yes. There are a number of sources of support depending on the need at the departmental, college, and university levels. There is some money to provide support to attend conferences. We have college grant administrators that are helpful in developing and managing grant proposal budgets and follow on administration. We have university level grant development people who can help with proposal development. We have college and university level funding sources to help with instructional needs that typically require proposals/applications and are internally competitive.

2. **What are student/faculty ratios in studios? How are student faculty ratios influenced by the program? What is considered normal?**

The ratios have fluctuated during the review period. With selective admissions we are prepared to accept approximately 25 students per year. At the start of this review period, the program was approximately double its current size in terms of student enrollment. In recent years, our enrollments have generally not reached the 25 student entrance mark. Normal ratios for this period have been in the upper teens to high single digits in terms of student/faculty ratios by cohorts without including in the calculation the occasional part-time professional as a faculty member. The extremely low student to faculty ratio is generally seen as a problematic point for

our program because of the reduced diversity brought to the studio experience as well as the new university budget model that is being implemented.

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

Yes. There are a range of scholarships directly advertised and dedicated to the students through national, university, and college levels. We have three endowed scholarship funds to help provide at least partial support to a number of students each year. Despite having funds available and a relatively easy application process, we are disappointed that more of our students do not take advantage of internal and external opportunities.

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

Yes. We have almost 2 FTE (Administration (1), Computer Support (0.25), and Recruiting (0.25) to support the program and 1.25 FTE individually faculty dedicated Research Specialist/Computer Programmer.

C. Commitment to Diversity

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

This area has been identified as needing improvement by the faculty. A commitment to diversity is included in the department level strategic plan with identifiable indicators. In recent years, progress has been made in hiring faculty that represent other than the typical male with European American heritage. In terms of student enrollment, according to the 2010 Census there are approximately 4.4 million people in the Commonwealth with 87.8% as White Alone. In the White Alone - 20 to 24 year old group there are 246,033 roughly split equally between males and females. A similar split exists for the 25 to 29 year old group as well. When the two groups are combined, they are 85.1% White Alone for this segment of the population. Currently, our student population is similar to this mixture.

The diversity aspect most troubling to us is that of gender diversity because females of any race/ethnicity are highly under represented relative to the potential sub-population. There has been one graduating class during this review period that did not include any females (Class 2013). Based on data supplied by our college (Dr. Larry Grabau), when the program has a female student we tend to retain them at a higher percentage than males and females tend to perform better academically overall than males. Most recently (August 2014 – Admissions Week 48), of the 11 students who have applied and were offered admission as freshman, not one identifies as female. Of the 11 students, two are from Kentucky, Ohio, Illinois and one each from Virginia, Alabama, Connecticut, New Jersey, and Washington. One of the items for our new departmental recruiter is to focus on opportunities to raise awareness in venues particularly targeted towards female applicants.

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?**

Yes. The faculty has the responsibility for curriculum and operating practices. The best evidence of this is the recent transition from a 5-year to 4-year program initiated by the faculty. The faculty participates in incremental university guided program review. In addition to this LAAB review,

the program will go through an internal university review which will involve our faculty and individuals outside of our department faculty. Each year the Chair, goes through the financial budget during a faculty meeting and there is discussion as to how money is intended to be spent relative to the program's needs. We have periodic faculty meetings to address operating practices and general departmental issues. Typically, faculty meetings occur every few weeks depending on need and schedule with a brief list of major topic(s) to be discussed and the meetings are typically announced for a term or a little longer at a time. There are formal ways for faculty members to have input as described/mandated by university policy and procedures. More importantly, there is a general sense that issues can be brought up as needed inside or outside of a regularly scheduled meeting simply by talking 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?**

Yes. A written document was agreed upon by the faculty prior to this review that describes the evidences of progress related to faculty promotion and tenure at the department level. Through the larger institution faculty are involved with the criteria and procedures at different levels.

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?**

Yes. Non-tenured faculty submit materials for annual review in the fall and tenured faculty submit materials every other year. Through the Dean's Office, the college/university process is outlined at http://administration.ca.uky.edu/faculty. There is also an annual Promotion and Tenure Workshop hosted by the college's faculty council. This is a 2-hour workshop held typically in February each year and faculty are encouraged to attend 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 (Lee and Hargrove) were promoted to Associate Professor with Tenure and one member (Crankshaw) was promoted to Full Professor.

E. Faculty Numbers

1. **Does an academic unit that offers a first professional program have a minimum of 5 fulltime faculty who hold professional degrees in landscape architecture?**

Yes, Crankshaw, Nieman, Lee, Hargrove, Koo, and Sass all hold either undergraduate and/or graduate degrees in landscape architecture.

2. **Does an academic unit that offers first professional programs at both bachelor's and master's levels have a minimum of 7 fulltime faculty, at least 5 of whom hold professional degrees in landscape architecture?**

Not Applicable

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

Yes. In our departmental strategic plan we addressed this area and we have accomplished almost all that we set out to do with the support of our previous and current College Deans.

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

Yes. We have a faculty FTE higher than it has been for over a decade. This has and will allow each faculty member the opportunity to teach typically one studio and two lecture courses per year. This teaching load will better allow faculty to pursue scholarly and service interests than what was possible when we had fewer faculty members.

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.***

- ***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.***

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.

Paragraph A (above) is relevant to this review.

A. Mission and Objectives

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

The program/department has a 36 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 members 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 and/or go on for further academic work in landscape architecture or a related field. The primary educational goal is to orient each student to the wide range of the profession and to the specialties that best suit individuals.

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 which 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 institutions which 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.

Five-Year Program was generally sequenced as follows:
The first year was structured to enable students to acquire the basic university level coursework needed in natural sciences, social sciences, humanities, arts, and mathematics (A.K.A – University Studies Program (USP) now UK Core). Students also typically enrolled in LA 205 – LA History in the spring. In the last few years, students have enrolled in LA 105 – Introduction to Landscape Architecture and LA 111 – Living on the Right Side of the Brain. These courses had been the only contact with major students during their first year. LA 105 has only been offered for the last two years of the review period and LA 111 for the last several years.

The professional sequence in design (LA 821 & 822), graphics (analog and digital), soils science (PLS 366), plant identification (PLS 220), began in the second year. Students focused on abstract design thinking as well as building knowledge and skills needed for landscape architectural design studios and technical courses. This was also the point at which internal/external transfer students would typically join the program.

The third year introduced essential ways to address landscape architectural problems, with emphasis on the basic principles design processes - analysis, programming, design at the site scale (LA 833 & 834). Methods of analyzing landscapes and human behavior further supplied the student with a logical basis for design decisions, and the use of computers for design, modeling, and presenting (orally/graphically) design ideas was emphasized. Additional required coursework included grading and drainage (LA 871) as well as woody plant materials (PLS 320). Students also took USP/UK Core, Topical Studies, Specialty Support, or Elective courses as needed/desired. At this point, a student should have had enough rudimentary knowledge, skills, and abilities to take on a range of landscape architectural problems.

The fourth year was structured to take advantage of the foundational courses as well as extend a student's capability. In the fall, there was a housing and neighborhood design studio (LA 841) which focused on personal to global sustainability issues predominately in an urban context with an emphasis on personal and community health indicators. At the same time students were enrolled in LA 872 - Design Implementation II (methods & materials). In the spring, there was an urban design studio (LA 842). Students also took USP/UK Core, Topical Studies, Specialty Support, or Elective courses as needed/desired.

The fifth year was considered a capstone year in the program's design and technical sequences. In the fall, students enrolled in the technical capstone, LA 973 – Advanced Design Implementation (Working Drawings). By the end of the term, students had individually developed and revised a set of construction drawings which included design, grading, drainage, layout, lighting/irrigation, and planting plans. The spring was considered the capstone for the design sequence with LA 975 – Advanced Landscape Architecture Studio. This studio was the program's primary but not the only community outreach setting. At the completion of this studio a student should have been able to recall and interpret previous strategies when employing spatial and non-spatial analyses to formulate and evaluate plans/designs at a variety of scales

while including artistic, social, economic, ethical, and ecological reference frames whilst functioning as an individual, team member and/or team leader to draw conclusions and make reasoned recommendations in verbal, written, and graphic forms for future community action. Students also took USP/UK Core, Topical Studies, Specialty Support, or Elective courses as needed/desired.

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 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 believe students need to possess at graduation time. One of our current faculty was part of the expert panel that contributed to the LaBOK directly. These two components are integrated with and modified by faculty expertise and capacity as they investigate and teach about the changing ecological, social, technological, and professional landscape architectural conditions.

The department has committed to engaging emerging and experienced professionals from practices to serve in each studio as an additional instructor for several decades. These additional instructors are identified by each faculty member based on studio content and are utilized as needed in each studio. The intended benefit of these experts is to enrich student understanding with contemporary best/worst practices, standards, and techniques. These professionals provide the added benefit of influencing the broader curriculum through formal and informal discussions with the faculty members. From a student perspective, they often bring the “real world” to the studio. In addition, we frequently engage professionals not associated directly with the studios in for incremental and final reviews of student work.

More recently we have begun requiring a Professional Internship or Research Experience (LA 899/399) for each student. Earlier in the review period, we encouraged these types of experiences but did not require a student to undertake at least one. Through informal communication channels, we hear from practitioners who have mentored our students. We also ask students to showcase and reflect on his/her experience(s) during a departmental public presentation each fall.

As previously indicated, we frequently engage professionals in reviews of student work directly in a studio. In addition we support (sometimes organize) a Portfolio Review Day each spring for all LA majors. This student led event originally started as a Career Day and has evolved since 2005. A keynote speaker addresses portfolio development/presentation and the balance of the time is spent with a round robin sequencing of students meeting in small groups with different professionals. Each student has his/her portfolio reviewed by three/four professionals. Typically the day ends with a panel discussion about the strengths and weaknesses the professionals observed in the portfolios. This past year, Portfolio Day was integrated with the Kentucky Chapter ASLA’s annual conference. Informally, we receive curriculum feedback through this process.

In reality, 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: 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. Also, 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. In the context of general education reform (UK Core), the faculty sat down in half and full-day meetings/retreats over a period of several months to share each of our views about the program strengths and weaknesses. Taking that information, the faculty developed creative solutions to what we perceived as shortcomings in the program in terms of knowledge, skills, abilities, and values we expect our graduates to know which took the program from five to four years.

B. Program Curriculum

1. How does the program curriculum include coverage of:

History, theory and criticism
Natural and cultural systems including principles of sustainability.
Public policy and regulation.
Design, planning and management at various scales and applications including but not limited to pedestrian and vehicular circulation, grading, drainage, and storm water management.
Site design and implementation: materials, methods, technologies, applications.
Construction documentation and administration.
Written, verbal and visual communication.
Professional practice.
Professional values and ethics.
Plants and ecosystems.
Computer applications and other advanced technologies.

All of the 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 University Studies Program or 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 subject matter from one to multiple times in different ways and by different faculty members by graduation. For example, in some course syllabi, faculty members will make specific reference to the ASLA Code of Professional Ethics as part of how the course will operate in conjunction with university policies. While in LA 990 (490) – Capstone & Professional Practice Seminar, more is done with ethical dimensions. Another example is how students take a whole 4 credit hour course in grading and drainage (LA 871 – Design Implementation I) and then some of the information/process is used again in the following studio in the context of housing and neighborhood design. The students revisited and used the same information in LA 973 - Design Implementation III, when they develop a set of construction drawings. There are a number of examples where specific content or ideas are intended to be introduced, used, and revisited at different points. In the last few years, we have begun a departmental wide emphasis on a "course notebook or portfolio" as part of the products of a course. Each faculty member has the freedom to tailor the notebook how he/she sees it as most useful to the course's learning objectives. Some faculty members focus more on a traditional notebook to contain handouts and assignments while other faculty members approach it from the perspective of a reflective learning portfolio that includes all the work (notes/handouts) from the term.

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

During this review period we have gone through a number of changes as previously described. The changes have included a renumbering of courses to comply with changes dictated to us by the Commonwealth's Council on Postsecondary Education. Many of our courses used an 800 or 900 level numbering system and we were required to use a 100 – 500 level numbering system. We have also replaced some course with new courses as well as added new courses while

changing existing courses. What follows are the official Landscape Architecture major program sheets and course description listings that represent the degree requirements and courses that were offered when the program was a five-year program and currently as a four-year program. We have also included a conversion table to assist with the changes in course numbering.

LA Course Conversion - Old/New Course Numbers

Old Course		New Course	
LA 105	Survey of LA	LA 105	
LA 205	History of LA	LA 205	
LA 805	Graphics I	LA 161	
LA 821	Studio I	LA 121	
LA 822	Studio II	LA 222	
LA 825	Digital Rep I	LA 162	
LA 833	Studio III	LA 223	
LA 834	Studio IV	Dropped	
LA 841	Studio V	LA 324	Studio IV
LA 842	Studio VI	LA 425	Studio V
LA 851	Design with Plants	LA 345	
LA 854	Landscape Preserv	LA 307	
LA 855	Intro GIS	LA 355	
LA 856	Adv GIS	LA 556	
LA 857	Design Theories	LA 305	
LA 858	Reg Land Use Planning	LA 308	
LA 862	Graphics II	LA 262	
LA 863	Digital Rep II	LA 462	
LA 869	Adv Land Use Planning	LA 457	
LA 871	Design Implem I	LA 271	
LA 872	Design Implem II	LA 372	
LA 890	International Study	LA 390	
LA 895	Independent Study	LA 395	
LA 897	Special Topics: SR	LA 397	
LA 899	Internship in LA	LA 399	
LA 973	Design Implem III	LA 373	
LA 975	Studio VII	LA 426	Studio VI
LA 990	Capstone Seminar	LA 490	

New Course		Old Course
LA 105	Survey of LA	LA 105
LA 121	Studio I	LA 821
LA 161	Graphics I	LA 805
LA 162	Digital Rep I	LA 825
LA 205	History of LA	LA 205
LA 222	Studio II	LA 822
LA 223	Studio III	LA 833
LA 262	Graphics II	LA 862
LA 271	Design Implem I	LA 871
LA 305	Design Theories	LA 857
LA 307	Landscape Preserv	LA 854
LA 308	Reg Land Use Planning	LA 858
LA 324	Studio IV	LA 841
LA 345	Design with Plants	LA 851
LA 355	Intro GIS	LA 855
LA 372	Design Implem II	LA 872
LA 373	Design Implem III	LA 973
LA 390	International Study	LA 890
LA 395	Independent Study	LA 895
LA 397	Special Topics: SR	LA 897
LA 399	Internship in LA	LA 899
LA 425	Studio V	LA 842
LA 426	Studio VI	LA 975
LA 457	Adv Land Use Planning	LA 869
LA 462	Digital Rep II	LA 863
LA 490	Capstone Seminar	LA 990
LA 556	Adv GIS	LA 856
XXX	DROPPED COURSE	LA 834

UNIVERSITY OF KENTUCKY

Landscape Architecture

College of Agriculture, Food and Environment and School of Human Environmental Sciences

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

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

Admission Requirements

Admission to the University of Kentucky and to the College of Agriculture, 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 145 semester hours with at least a 2.0 grade-point standing (on a 4.0 scale). Remedial courses may **not** be counted toward the total hours required for graduation. In addition to satisfying the 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 *2013-2014 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
ECO 101 Contemporary Economic Issues
or
SOC 101 Introduction to Sociology 3

IV. Intellectual Inquiry in the Natural, Physical, and Mathematical Sciences
EES 110 Endangered Planet:
An Introduction to Environmental Geology
or
EES 120 Sustainable Planet:
The Geology of Natural Resources 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

–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

Graduation Writing Requirement

After attaining sophomore status, students must complete a Graduation Writing Requirement course. Please see your academic advisor for courses that meet this requirement.

Graduation Writing Requirement hours **3**

Premajor Requirements — Hours

Premajor requirements met by UK Core courses:

LA 111 Living on the Right Side of the Brain 3

ECO 101 Contemporary Economic Issues
or
SOC 101 Introduction to Sociology 3

EES 110 Endangered Planet: An Introduction to Environmental Geology
or
EES 120 Sustainable Planet: The Geology of Natural Resources 3

Subtotal: Premajor hours **9**

Departmental Professional Requirements

LA 105 Introduction to Landscape Architecture 3
LA 205 History of Landscape Architecture 3
LA 805 Graphics I 3
LA 821 Landscape Architecture Design Studio I 6
LA 822 Landscape Architecture Design Studio II 6
LA 825 Digital Representation I 3
LA 833 Landscape Architecture Design Studio III 6
LA 834 Landscape Architecture Design Studio IV 6
LA 841 Landscape Architecture Design Studio V 6
LA 842 Landscape Architecture Design Studio VI 6
LA 871 Design Implementation I 4
LA 872 Design Implementation II 4
LA 890 International Study 3
LA 973 Design Implementation III 6
LA 975 Landscape Architecture Design Studio VII 6
LA 990 Capstone Seminar 2

Students must complete **15** hours from the following list of Topical Studies courses:

LA 851 Design with Plants 3
LA 854 Cultural Landscape Preservation 3
LA 855 Introductory Geospatial Applications for Land Analysis 3
LA 856 Contemporary Geospatial Applications for Land Analysis 3
LA 857 Design Theories in Landscape Architecture 3
LA 858 Regional Land Use Planning Systems 3
LA 862 Graphics II 3
LA 863 Digital Representation II 3
LA 869 Advanced Regional Land Use Planning Applications 3
LA 895 Independent Study in Landscape Architecture 1-6
LA 897 Special Topics in Landscape Architecture (Subtitle required) 3
LA 899 Internship in Landscape Architecture 3

Subtotal: Major hours **88**

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 230 Conservation Biology 3
FOR 340 Forest Ecology 4

Select **two** additional upper-level courses from the 300-500 series with advisor assistance 6

Subtotal: Specialty Support ..... **minimum of 20**

Electives

Electives should be selected by the student to lead to the minimum total of 145 hours required for graduation. Electives may be chosen from the Landscape Architecture Topical Studies or other university courses at any level.

Subtotal: Electives ..... **minimum of 6**

TOTAL HOURS: **145**

2013-2014 Bulletin (Five Year Program)

http://www.uky.edu/sites/www.uky.edu.registrar/files/LA_10.pdf

COURSE DESCRIPTIONS:

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 environments in which humans live, work, and play. Contemporary landscape architectural issues, practitioners and work are presented. Lecture, three hours per week.

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.

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.

LA 805 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 pencil, marker, pastel, and airbrush. Lecture, two hours; studio, two hours per week.

LA 821 LANDSCAPE ARCHITECTURE DESIGN STUDIO I. (6)
Introduction to the fundamental elements and principles of design and drawing. Emphasis on the representation and perception of pictorial space; and observation and association as a means to visual literacy. Lecture, three hours; studio, nine hours per week. Prereq: Student must be accepted into the LA Program and enrolled in LA 805 (or previous completion of equivalent graphics course).

LA 822 LANDSCAPE ARCHITECTURE DESIGN STUDIO II. (6)
Application of the basic design vocabulary established in the fall semester for solving more complex spatial problems. Focus on the identification, creation and exploration of space in three dimensions, and the development of conceptual problem solving. Lecture, three hours; studio, nine hours per week. Prereq: LA 821 with a minimum of grade of “C” and enrollment in LA 825 (or previous completion of equivalent CAD course).

LA 825 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 AutoCAD as a tool for producing the sequence of drawings commonly used in professional design offices. The interface of AutoCAD with various other digital applications to produce representations of site information is also emphasized. Lecture, 2 hours; laboratory, 2 hours per week. Prereq: LA 805.

LA 833 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 and landscape topology. Project presentation and public speaking sessions are videotaped and critiqued. Required field trip. Lecture, three hours; studio, nine hours per week. Prereq: LA 822 with a minimum grade of “C”, LA 105, LA 205 and LA 825 or equivalent CAD course.

LA 834 LANDSCAPE ARCHITECTURE DESIGN STUDIO IV. (6)
Design studio emphasizing design process applied to site design and integration of design theories. Investigation and application of context, composition, typology, landscape ecology and other theoretical constructs as design determinants. Expression of design using two and three dimensional communications media. Required field trip. Lecture, three hours; studio, nine hours per week. Prereq: LA 833 with a minimum grade of “C”, PLS 320 and GLY 110 or 120.

LA 841 LANDSCAPE ARCHITECTURE DESIGN STUDIO V. (6)
Studio design course emphasizing design process and principles in the development of design solutions for a variety of projects. Lecture, three hours; studio, nine hours per week. Prereq: LA 834 with a minimum grade of "C", PLS 320 and PLS 366 or FOR 205.

LA 842 LANDSCAPE ARCHITECTURE DESIGN STUDIO VI. (6)
Studio design course with emphasis on project-type design and an introduction to large scale site planning. Lecture, three hours; studio, nine hours per week. Prereq: LA 841 with a minimum grade of "C".

LA 851 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 205, LA 805 and PLS 320, or permission of instructor.

LA 854 CULTURAL LANDSCAPE PRESERVATION. (3)
An introduction to cultural landscape preservation philosophy, strategies and methods. Exploration of regional landscape preservation case studies and application of preservation principles and methods to solve landscape preservation problems with an emphasis on research and process. Lecture, two hours; studio, two hours per week. Graduate credit will be limited to master's students enrolled in the Historic Preservation graduate program and the awarding of graduate credit in each case requires the approval of the Director of Graduate Studies in Historic Preservation.

LA 855 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.)

LA 856 CONTEMPORARY GEOSPATIAL APPLICATIONS FOR LAND ANALYSIS. (3)
Advance concepts in data base analysis, model development, and ancillary functions in geographic information systems. Lecture, two hours; laboratory, four hours per week. Prereq: LA 855/NRE 355 and either STA 291 or STA 570. (Same as NRE 556.)

LA 857 DESIGN THEORIES IN LANDSCAPE ARCHITECTURE. (3)
This course will act as an introduction to some of the conceptual design issues integral to the studio experience. The objective of the course is to develop a theoretical and philosophical foundation for our actions and interventions in the environment. Prereq: LA 834 or permission of instructor.

LA 858 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. Prereq: LAAR major or permission of instructor.

LA 862 GRAPHICS II. (3)
Study and application of advanced level graphic communication methods with emphasis on integration of multiple media and technologies. Lecture, two hours; laboratory, two hours per week. Prereq: LA 825.

LA 863 DIGITAL REPRESENTATION II. (3)
Digital Representation II introduces students to the representation of essential elements of the landscape (structures, landform, water, vegetation, and atmosphere) in three dimensions utilizing Autodesk and Sketch Up software. Students learn about basic 3D modeling tools that will prepare them later 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 per week. Prereq: LA 862.

LA 869 ADVANCED REGIONAL LAND USE PLANNING APPLICATIONS. (3)
This course builds on the systems learned in LA 858 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 858 or LA 855, or permission of the instructor.

LA 871 DESIGN IMPLEMENTATION I. (4)
An introductory study of landscape architecture design implementation; construction materials, including wood, paving types and wall types, along with their applications; development of surface grading and drainage; and preparation of working drawings and materials specifications. Lecture, two hours; studio, six hours per week. Prereq: LA 825 or permission of the instructor.

LA 872 DESIGN IMPLEMENTATION II. (4)
A continuation of design implementation to develop competency in solving problems relating to subsurface drainage systems, road alignment, and detailed site engineering. Lecture, two hours; studio, six hours per week. Prereq: LA 871 with a minimum grade of "C".

LA 890 INTERNATIONAL STUDY. (3)
Advanced topical studies in landscape architecture allowing for individual research or a work/travel experience coordinated with an academic pursuit. May be repeated to a maximum of six credits.

LA 895 INDEPENDENT STUDY IN LANDSCAPE ARCHITECTURE. (1-6)
Advanced topical studies in landscape architecture allowing for individual research on a work/travel experience coordinated with academic pursuits. May be repeated to a maximum of six credits. Prereq: Permission of faculty.

LA 897 SPECIAL TOPICS IN LANDSCAPE ARCHITECTURE (Subtitle required). (3)
Topical seminars on current issues of significance to landscape architecture. May be repeated to a maximum of six credits under different subtitles.

LA 899 INTERNSHIP IN LANDSCAPE ARCHITECTURE. (3)
This is a self-directed course that provides academic credit for a pre-approved internship relating to the practice of landscape architecture. Such an internship involves working for a minimum of eight weeks (320 hours) 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 required that a Practice Portfolio and a daily journal of professional engagement be kept. Prereq: LAAR major and Third-Year standing or higher.

LA 973 DESIGN IMPLEMENTATION III. (6)
Advanced instruction and practicum in the development phase of design drawings. Students will produce a comprehensive set of working drawings that apply the principles and techniques commonly used in the landscape architecture profession. Lecture, three hours; studio, nine hours per week. Prereq: LA 872 with a minimum grade of "C".

LA 975 LANDSCAPE ARCHITECTURE DESIGN STUDIO VII. (6)
Application of landscape architecture design principles to solve problems at a variety of scales emphasizing process as well as form generation in a creative and historic context. Lecture, three hours; studio, nine hours per week. Prereq: LA 842 with a minimum grade of "C".

LA 990 CAPSTONE SEMINAR. (2)
A capstone course in which students will formally document their competency relative to knowledge, skills and abilities developed while in this program. In addition, 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). Prereq: LA 842 or permission of instructor.

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 129 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 *2014-2015 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 223 Landscape Architecture Design Studio III 6
LA 324 Landscape Architecture Design Studio IV 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

–CONTINUED–

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Landscape Architecture • 2

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
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 399 Internship in Landscape Architecture 3
LA 425 Landscape Architecture Design Studio V 6
LA 426 Landscape Architecture Design Studio VI 6
LA 490 Capstone and Professional Practice Seminar 2

Students must complete **9** 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 457 Contemporary Regional Land Use Planning Applications 3
LA 462 Digital Representation II 3
LA 556 Contemporary Geospatial Applications for Land Analysis 3

Subtotal: Major hours 79

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 230 Conservation Biology 3
FOR 340 Forest Ecology 4
GEO 530 Biogeography and Conservation 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 129 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: 129

2014-2015 Bulletin (Four Year Program)

http://www.uky.edu/registrar/sites/www.uky.edu.registrar/files/LA_11.pdf

COURSE DESCRIPTIONS:

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 environments in which humans live, work, and play. Contemporary landscape architectural issues, practitioners and work are presented. Lecture, three hours per week.

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. Lecture, three hours per week.

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. Lecture, three hours; studio, nine hours per week. Field trips may be required. Prereq: Student must be accepted in the Landscape Architecture Program and enrolled in LA 161 (or previous completion of equivalent graphics course).

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 instructor.

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 profession al 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.

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.

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. Lecture, three hours; studio, nine hours per week. Field trips may be required. Prereq: LA 121 with a minimum grade of “C” and enrollment in LA 162 (or previous completion of equivalent CAD course).

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 121 with a minimum grade of “C”, LA 105, LA 162 or equivalent CAD course; and PLS 366 or concurrent enrollment in PLS 366.

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.

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. Field trips may be required. Lecture, two hours; studio, six hours per week. Prereq: LA 162 or permission of the instructor.

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 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.

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 320, or permission of instructor.

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.)

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”.

LA 373 DESIGN IMPLEMENTATION III. (6)
Advanced instruction and practicum in the development of design implementation drawings. Students will produce a comprehensive set of working 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” and PLS 320.

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. Three credits. This course may be repeated with additional credits applied as an elective.

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: Permission of faculty.

LA 397 SPECIAL TOPICS IN LANDSCAPE ARCHITECTURE: (Subtitle required). (3)
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. (3)
This is a self-directed course that provides academic credit for a pre-approved internship relating to the practice of landscape architecture. Such an internship involved working for a minimum of eight weeks (320 hours) in a private or public landscape architecture office or in another professional setting associated with landscape architecture. Other experiences could include conservation work, research projects, or community engagement work. A practice portfolio, daily journal or professional engagement, and a summative presentation are required. This course may be repeated with additional credits applied as an elective. Prereq: LA 223 and completion of a Learning Contract.

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".

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".

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.

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 later 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 per week. Prereq: LA 262 or consent of the instructor.

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) required. Prereq: LA 425.

LA 556 CONTEMPORARY GEOSPATIAL APPLICATIONS FOR LAND ANALYSIS. (3)
Advance concepts in data base analysis, model development, and ancillary functions in geographic information systems. Lecture, two hours; laboratory, four hours per week. Prereq: LA 355/NRE 355 and permission of instructor. (Same as NRE 556.)

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, 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, technology, etc.) are

expected to be cumulative and to synthesize appropriate professional knowledge. Faculty, students, alumni and professionals who encounter 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 and honors, reputation of the program, and professional placement, all suggest that the BSLA curriculum is meeting both needs. Particularly in the design sequence and professional sequence, students are exposed to a variety of practitioners, individually and within their class cohort. Students (and faculty) receive feedback at portfolio reviews, open studios, 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 also serve as jury members each year for the yearly 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. Due to global economic conditions the three consecutive classes of 2009, 2010, and 2011 had to struggle to find full time employment, with success rates ranging from 65-75%. We know from our efforts to track graduates at six-months after graduation that 78% of the 2012 and 89% of the 2013 graduates were employed in the field or in graduate school and the class of 2014 is at 100%.

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 approximately 22.5% of our graduates have gone on to graduate school with 100% completing or on schedule to complete degrees at institutions such as Pennsylvania State University, University of Florida, University of Pennsylvania, University of Wisconsin, University of Massachusetts, University of Michigan, Rhode Island School of Design and others.

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

This is a structured and sequenced professional curriculum. All students are required to take an array of general education courses (USP or UK Core). In addition, all students are required to take five Topical Studies (LA electives) courses (15 credit hours) and six Specialty Support courses (20 credit hours). In addition, students choose the type and location of their International Study course within established guidelines. As a Topical Studies course, students may choose a professional Internship/Research Experience.

In most cases, there is course choice within a group of courses for students. We had a minimum of six free Elective credit hours in the five-year program, which has been reduced to a minimum of three credit hours in the four-year program.

Any student can elect to take more than the required number of credit hours and some students complete more credit hours than graduation requires. Historically, we have had transfer students, students who already have an undergraduate degree, as well as students completing academic minors as time and interests allow.

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 certainly room for how each faculty member expresses course and professional expectations depending on a number of considerations such as content, pedagogical course timing, instructional setting, etc. There is a general expectation that a syllabus will explain the who, what, why, where, when, and how of the course. Recently, the entire university went through the Southern Association of Colleges and Schools Commission on Colleges (SACS COG) review process for university accreditation. As part of this process syllabi were examined by the central administration to make sure all required (and in some cases more) elements were included with each syllabus before they were placed on file for the accrediting team. More information about the guidelines can be found at
http://www.uky.edu/Faculty/Senate/files/Forms/Senate%20Syllabi%20Guidelines.pdf

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 student governing procedures and responsibilities expected of all participants in the class. Faculty members are responsible for the development of their own course syllabi, which are typically collected by the Department at the beginning of each term.

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 and 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?**

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?**

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 requires a 2.00 minimum GPA for "good standing" continued enrollment and the Department has a prerequisite of a minimum "C" grade in the studio and implementation sequence courses.

At the college/university level, average time to graduation data are compiled for 6-year graduation rates and shared with the department chair periodically. Students who enter the BSLA program as freshmen typically graduate at the end of five years. The first year of study emphasizes general education, the remaining four years focused on Landscape Architecture courses, Specialty Support courses and electives. Students who transfer into the program after completing their freshman year typically graduated at the end of four years in our program. Those who enter after completing two years in another program typically take four years in our program to complete their degree.

A few students need an extra semester/year to complete their degree requirements, usually as a result of health or academic issues. There is a process in place for students that involves Academic Probation, Suspension, and Dismissal when he/she does not meet basic standards of academic progress. There is also a process in place for students to return to the university after dismissal for academic reasons.

The use of reflective learning portfolios give 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 university's Center for Excellence in Learning and Teaching (CELT) each term and for each course. 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. We traditionally have had a well-connected but informal communication network to the professional community. Many of our students did professional internships even before it was a required program element. The now required Internship is helpful in learning from students as well as internship supervisors about the strengths and weaknesses of the program. The Portfolio Review Day is also another mechanism that we use to receive informal feedback from the professional community about the development of our students.

In addition to this LAAB review the department/program 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/faculty/reviews). 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.

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

The 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 "bubble" form to being completely "online" and more information can be found at http://www.uky.edu/iraa/faculty/tce. The numeric results are summarized and sent to the instructor as well as comments. From these reports, the instructor is able to evaluate his or her performance while the Department/College is able to gain a perspective on the quality of instruction and course. When the "bubble" form was used, results

could take a semester or so to be received by the instructor. The recent "online" approach has sped up the reporting process while not changing the questions.

During this review period, there were also a number of structured and informal conversations concerning the entire curriculum. These conversations informed the decisions of why and how to modify the program from 145 credit hours to 129 (minimum). Currently enrolled students were included in these discussions as logistically possible as well as graduates and practitioners.

The Chair has met with groups of students whenever the students or the Chair has felt it necessary for communication during a semester or at the end of a semester. Similar to how faculty feel there is an open door for communication, we believe that door is also open to students as individuals, groups, classes, and through the student organization.

E. Augmentation of Formal Educational Experience

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

During this review period the off-campus experience requirements have been changed by the faculty. We now require a professional internship or research experience. The students are required to submit a learning contract for approval prior to starting the experience. Our department provides a best effort for helping to identify internship opportunities. A number of students have also taken advantage of working directly with faculty members either on research or community design assistance projects over the years.

We also have instituted an International Study requirement. There is flexibility in how a student can fulfil this requirement. To date, all students who have needed to fulfill the requirement have participated in the two to three week departmentally sponsored/supported trip. A student can also choose to undertake a longer/different study abroad option through other institutions such as AIB in Bonn, Germany, or the Danish Institute for Study Abroad in Copenhagen, Denmark. In the new curriculum, the most logical time for a student wishing to do a semester abroad is during the fourth year fall semester due to the nature of the course sequencing.

Of course studios and other courses use field trips as needed to augment the learning experience. Field trips occur from LA 105 through the final studio. Field trips are as short as a class period or last to almost a week and are typically related to course content. For example, an early studio focused on the landscape's biophysical aspects might take a multi-day transect trip over the Appalachian Mountains or go west to the prairie. LA 372, Implementation II – methods and materials, will usually have a design build project as well as visits to local material supplier/manufacturers. Extended domestic travel is valued by the faculty and incorporated typically into the Spring term (April) studios in a way that the majority of the studios leave during the same time period in order to build a greater sense of importance, while reducing other course disruptions. There is also recognition that for some students this extended away period from campus does create a hardship (financial and/or logistical) at times. In light of the International Study requirement, we are in very preliminary discussions about how to more effectively integrate these experiences.

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

A learning contract and a syllabus are used to identify personal and programmatic objectives of the internship. The Internship and International Study courses are recent required additions to

the program. There has been informal evaluation but not a formal systematic evaluation of those requirements. Although we value the domestic travel, we are cognizant of the financial, timing, and logistical constraints for some students. Typically, constraints are handled on a case by case basis. There is also recognition that a more deliberative understanding needs to be developed for field trip linkage and course content. This is something that is being addressed as the new curriculum is being phased in over the next two years.

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

Most of the International Study and Internships occur in the summer. Therefore, each fall there is a departmental wide series of ~five minute student presentations explaining what the internship was about along with a question and answer period. For the International Study courses (2012 & 2013), students create and present a descriptive/reflective experience during the fall term.

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

1. **In addition to the professional curriculum, describe how students also pursue coursework in other disciplines in accordance with institutional and program requirements.**

Required coursework outside of the professional component is dictated either through the University Studies Program (USP) http://www.uky.edu/registrar/bulletinCurrent/usp.pdf or now the UK Core program http://www.uky.edu/ukcore/Overview. Students pick from pre-identified courses meeting area requirements. Under the USP program the department had a slightly narrower set of courses a student had to take as pre-major in certain areas, such as Economics and Geology. Under the UK Core requirements a student is free to choose any of the courses in the pre-identified lists except in the Arts and Creativity area where the program requires LA 111, Living on the Right Side of the Brain. There are also Specialty Support and free Elective courses required.

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

Yes. These courses are all dictated either through the University Studies Program (USP) http://www.uky.edu/registrar/bulletinCurrent/usp.pdf or now the UK Core requirements http://www.uky.edu/ukcore/Overview. The program also requires students to take upper level courses in Specialty Support. This is true of both the five and four-year programs. The UK Core requires 30 credit hours and under the new four-year major there is an additional 99 credit hours of major, specialty support, and free elective courses.

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 have the opportunity to develop an independent study with a faculty member as a regular credit bearing course.
- Students are required to choose four Topical Studies courses that are regularly offered from a larger list. For example, a student could focus on computer application by taking Graphics II and Digital II as well as Introduction to Geospatial Applications for Land Analysis and Contemporary Applications for Land Analysis as their four Topical Studies courses.

- Previously in the fifth year Spring community assistance studio each student identified a project of need in the community and developed it as part of team studio in terms of communication and presentation.
- Officially recognized certificates are relatively new to the University of Kentucky and students are free to pursue a certificate programs. 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 were typically taken first as 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 involved 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, perhaps exploring different types or scale of practice, public agency, or not-for-profit organization.

In most cases, except the design studios and implementation sequences, students are able to choose from a list of courses in an area. We have the 15 credit hours (five courses) of Topical Studies courses which a student can choose from a larger list of offerings. The Specialty Support requirements have some choice available in most instances. 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 see different options and developing a draft plan of study right from the very first semester on campus. As a student gains more experience, studios and other courses expect the student to draw upon previous coursework as well as pull in new resources either from other courses or from the primary literature. Intermittently, individual studios have collaborated on design projects and at times the whole department has been involved with vertical studio design projects.

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

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. These projects 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 base line that is augmented as they progress through the program.

All students are required to complete an approved professional internship or research experience. At the end of their internships students submit materials that document their internships and make a departmental presentation. Students also receive feedback on their resumes and portfolios from practitioners who attend the annual Portfolio Review Day.

In addition to the 22.5% of graduates pursuing advanced degrees, approximately 55% of our graduates from the last six years are employed in the profession (or related fields) despite the global economic decline over the review period. Of these, 92% work in the private sector, including landscape architecture firms, design/build firms, and multidisciplinary firms. The remaining work in the public sector, typically for state or local agencies. The class of 2014 achieved 100% in-field employment for those student(s) who did not attend graduate school.

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 in individual courses are the primary mode of assessing work for entry-level positions as a student progresses through the program. We also participate in a narrowly driven university assessment process each year for program learning outcomes. The process is being refined at the university level and has varied to some degree over the last few years. For example, a group of faculty spent an entire day reviewing work examples from the second year studio sequence to assess the courses and the outcomes. Informally, the departmental Portfolio Review Day allows for additional assessment in a snapshot of the perceptions for what students and professionals see as important and quality work examples. Of course, some of 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 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, the faculty member of record designs the experiences to teach landscape architecture. At different points, 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 with a traditional design process through different communications projects a young professional would likely be expected to contribute to including working drawings, oral/visual presentations, and written/illustrated reports/proposals. Although, different aspects can be seen in different assignments, the best overall concise examples can be seen in the Design Implementation III (LA 973) and Design Studio VI (LA 426) studios.

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

Studio faculty provide desk critiques, organize pin-ups, and review juries as appropriate. The review panels 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 is by means of monitoring grade point averages with the minimum of a "C" grade in design studio and implementation sequence courses for required for forward progress.

B. Student Advising

1. **How does the student advising and mentoring program function?**

Each student is advised by a faculty member. Students are free to choose a faculty member he or she feels comfortable working with for advising/mentoring. Students meet individually with a faculty member in advance of scheduling for classes each term. This is the formal mechanism for advising but it is not uncommon for any the faculty to discuss academic/career issues with students as requested or deemed necessary. Faculty maintain regular office hours and will schedule appointments individually as needed by students. In fact, students will often go to different faculty members to get different perspectives and faculty members refer students to other faculty members when a student has a particular interest that is closer to a faculty member's interests or experiences. There is formal advising with scheduled appointments and then the very much "open door" advising that occurs as well. Students also use an online academic degree auditing tool known as APEX (http://www.uky.edu/degreeaudit/) that is specific to each student's course needs.

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

Occasionally the college has provided student satisfaction survey results by faculty member. Other than the college's occasional program, we do not have or feel the need to spend limited resources assessing the advising since we have good placement in the field and in graduate school.

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

Yes. This process starts from essentially day one in LA 105 and continues through the Capstone & Professional Practice Seminar (LA 490) course. We now require a professional internship/research experience of every student and we have encouraged this opportunity for well beyond this review period when it was not required for the degree. Fundamentally, career advising is viewed as a part of being a faculty member. 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. Students also take advantage of the college's Advising Resource Center.

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

Yes, the response is similar to number three in terms of a continual developmental process. We often take advantage or create opportunities in this area. For example, last year the entire department participated in the Kentucky Chapter ASLA annual conference. The department provided no cost transportation to and from Louisville, negotiated a minimal registration fee for students, and helped financially support the actual conference. This involvement also involved changing the traditional time of the conference from June to March. We have a regular distribution list maintained by our Administrative Support person so that relevant opportunities can be passed on to students. Periodically, we have conducted discussion sessions concerning graduate school opportunities for interested students either over lunch or after studio. In LA 105, typically at least one of the guest speakers is brought in via Adobe Connect to discuss graduate school opportunities at his/her institution. In addition, the other professional landscape architects often discuss how his/her firm operates and the work that they do. The intent is to bring in a range of professionals as well as a state chapter representative in order to showcase what is possible. There is an intended bias to invite relatively recent program graduates that represent professional practice variety. When studio cohorts travel it is common for the group to stop at other graduate programs, such as the University of Tennessee or Kansas State University, and certainly at professional offices as much as the schedule permits.

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 either Facebook or 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 conducted each spring. Our Administrative Support person often has contact with former students and passes on information about how and what graduates are doing. Our impression is that graduates are supportive of the program in general.

Current students are encouraged to talk directly with faculty or the Chair about his/her academic experiences. Certainly, we have been undergoing a number of changes over the last few years in advance of the new curriculum being implemented right now. It is our impression that most students are satisfied in general with the changes and the direction of the program for the future. It is fairly well understood that when students have an issue they can bring the issue 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. 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 (http://www.uky.edu/UKHome/subpages/studentlife.html). For example, one of our students (class of 2009) is the former triple term president of the UK Bass Fishing Team and now is a Bassmaster Elite Series Professional. He was the 2012 Bassmaster Rookie of the Year. He certainly took advantage of the opportunities afforded to him in terms of extra-curricular activities. Maybe a little less dramatic, it is quite common for students to participate in the Intermural 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/department. The last several years has seen students organizing attendance at LaBash. We have a tighter integration with the Kentucky Chapter ASLA now that the annual meeting is held in the spring and we hold the Portfolio Review Day in conjunction with that meeting in order to encourage students to attend. In years past, many students attended the national ASLA meeting. The feedback we received from many students year after year was that the meeting was very expensive and did not explicitly involve student participation. It is expected that four to six students will attend CELA 2015 to present work they completed with faculty members during the summer of 2014.

5. FACULTY

STANDARD 5: The qualifications, academic position, and professional activities 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, a diverse community of productive, dedicated educators, is 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 faculty member, he or she may provide professional consulting services in addition to normal 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 the faculty members have distinct areas of expertise, they contribute in some capacity to all three areas.

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

Yes. In fact, the last three faculty additions were made to provide depth in digital visualization, community design/engagement, and the urban water resource because we identified these as areas of weakness and necessary for our students for successful professional practice. These faculty members complement previously existing capability in cultural landscapes, planning, design implementation, creativity, landscape ecology, and geospatial analysis. Each faculty member is associated with a particular studio and the recent reconceptualization of the program was 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 as an "adjunct" instructor that teaches along with a standing faculty member. Although not technically "Adjunct Faculty" by university standards, the department values each of their input to the program because they bring specialized professional practice experience to the studio. They have participated in the major retreats we held in conjunction with rethinking the curriculum over the past few years. These professionals

also have participated in the hiring of the faculty members in the last decade. This is significant because five of the seven faculty have been hired in the last decade or less. Some of the adjunct instructors have been co-teaching in the program longer than some of the standing faculty. The new Director of the UK Arboretum is a graduate of the program and currently is going through the formal university Adjunct Faculty vetting process. Informally, all of these professionals have conversations with the faculty they teach with to contribute to refining the studio they are involved with during any given year.

Professionals/Part-time Instructors (2008-2014)

Name		Degree	Adv Degree	Registered	Employment
Austin	Steve	BSLA	JDD		Bluegrass Tomorrow - Currently on faculty at Washington St Univ
Carman	John	BSLA		RLA FASLA	CARMAN
Clines	Colleen	BSLA	MLA		Anchal Project, Executive Director
Dreckman	Maureen	BSLA			MKSK Studios
Hale	Jason	BSLA		RLA	CDP Engineers
Hardwick	Ted	BSLA			Ted Hardwick Landscape LLC
Hathaway	Erin	BSLA	MPS/Business Art & Design		Great Ecology Inc
Jackson	Renee	BSLA	MPA		Downtown Lexington Corporation, President
Johnson	Louis	BSLA	MArch		Lord Aeck Sargent
Knight	Andy	BS	MLA	RLA	MKSK Studios
McCoy	Michael		MLA	RLA	City Solutions Center, Director of Planning
Pacyga	John	BLA		RLA	Verdant Design; 3-Space, Creative Director
Piper	Elizabeth	BSLA		RLA	Element Design
Sebastian	Jordan	BSLA	MLA		KY Dept Environmental Protection
Warren	Schuyler	BS	MLA/MCRP		Blugrass Greensource

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. Historically, the DOE was 85% teaching, 15% research/creative work, with service and engagement just expected. This typical DOE has been modified in recent years to better fulfill scholarly and extension missions as outlined in the department's strategic plan. In addition, having all faculty lines filled has allowed for more flexibly in taking on additional scholarly projects and service endeavors for the department/college/university and professional community.

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; two members of the current and emeritus faculty are Fellows of the ASLA. We have written or edited books, book chapters, journal articles and essays, and contributed to numerous proceedings since 2008. Our departmental efforts have been documented in college/university media such as *The mAGazine* and on the National Public Radio affiliate – WUKY as well as in *The Chronicle of Higher Education*.

Faculty members serve the college and the university in a variety of ways. We collaborate with faculty in other disciplines through guest lectures, studio and research projects, thesis advising, cross-listed courses, and steering committee membership for interdisciplinary programs. Faculty members have also participated in the development of undergraduate certificates.

2. **How do faculty teaching and administrative assignments allow sufficient opportunity to pursue advancement and professional development?**

The varied DOE encourages faculty to pursue research and creative practice in a flexible arrangement. The expectation is that faculty members will contribute to studio reviews, will participate annually in field trips, and as applicable will serve on graduate student committees (Masters and PhD) in other departments. This interweaving of roles knits together advancement and professional in meaningful collaborations.

Faculty typically teach topical seminars and studios on areas of interest and choice so that research can be integrated with studio/course inquiry. The recent curriculum redesign incorporated the discussion about where/how faculty members could be most satisfied and effective in the program. We do not offer classes during the summer (with the exception of internships and education abroad) 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?**

Tenure-track 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 review. These reviews all address the areas of teaching, research and service. At the department level, we have a document 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 between the Chair and the faculty member. 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 at http://administration.ca.uky.edu/faculty/evaluations.

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/summit 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 some departmental funding dedicated to mostly support conference attendance such as to CELA or other regional/national/international conferences. We also have some limited endowment funding to use with restrictions to undertake primarily service and instructional efforts. One faculty member has had funding through the Hatch program for years while other faculty members have primarily pursued competitive government, foundation, and non-profit funding.

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 assistant professors to associate professor, and all tenured full professors participate in the evaluation of associate professors to full professor. The participation is done through reviewing dossier materials and making recommendation(s) to the Chair. The full process can be reviewed at http://administration.ca.uky.edu/faculty/evaluations.

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, departmental meeting, and the like as appropriate. We also typically try to work with our college's communications office to promote success primarily through writing press releases, publication short notes, and college/university webpage features. Success is valued although sometimes we do not do enough to make as big of a deal out of some of our successes as we should be doing. This is primarily because of the time it takes to create the materials to promote the success.

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 Agriculture 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, 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 community by holding leadership positions with the Kentucky Chapter ASLA and/or the professional state registration board. Three faculty members are or have been involved with LAAB as well.

Academic advising is formally done by five of the seven 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?

Academic and professional recognitions on and off campus are evaluated when promotion and merit raises are awarded. At the same time, recognizing that dedication to teaching and service can often be under-acknowledged at a Research I institution, we have sought to recognize these kinds of contributions by nominating faculty for awards through organizations such as CELA and the North America Teachers and Colleges of Agriculture (NACTA). Notably, the nominations for these awards typically come from *within* the department or college, the Chair and/or a faculty member drawing attention to the excellence of his/her colleagues.

Raises in terms of amount and timing vary due to a number of factors mostly beyond the control of the department. There is a process established to use the annual performance review materials for making decisions. In addition, periodically the college/university reviews faculty salary equity within units and beyond in order to look for irregularities, retain faculty members, and productivity incentives.

2. What is the rate of faculty turnover?

During this review period, we have hired two new tenure track assistant professors and one new lecturer. The former chair and full professor retired. One tenure track assistant professor resigned to pursue other opportunities beyond the university prior to promotion and tenure review.

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

STANDARD 6: 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.

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

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 we believe the objectives of public service activities relative to the education of our students offer practical experience with real clients/partner experiences, sites, and design program experiences. The experiences are intended to show how improvements can be made by assisting community partners who might 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 offers as well as our land grant institution.

The public service activities are effective and the quantity and diversity of these represent a balance between educationally valuable experiences and exorbitant community contributions at student educational expense. 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 have a project or entire studio focus on a learning through service project. In years past, most of the service-learning emphasis was placed in the final design studio. This is not the case anymore. Although during this review period, the final design studio has undertaken service-learning projects, this is not the only place in the program where it occurs. As a faculty, we generally value the service-learning approach just as we value a team or problem based pedagogy as appropriate. In this program, a student could be involved with service-learning in a studio, implementation, topical, and education abroad courses or credit bearing research experiences in any given semester/year. In the future, the primary community interaction studio will be in the third year fall semester. This interaction will be undertaken by our recent faculty hire with a predominately Extension appointment. As part of this redesign, we have been rethinking and implementing a more coordinated approach to

considering service-learning opportunities across the program. This faculty member has explored different community design assistance models across the country.

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

Contributions of individual faculty members are recorded in their dossiers for Annual Performance Review as well as promotion and tenure review. Service activities are documented in the popular and college/university media as appropriate. The fifth year spring studio products have been posted at http://www.uky.edu/Ag/LA/KLEAR/Service_Learning_Studio.htm. Periodically there is a push to document university engagement and we have submitted materials as appropriate. One of our faculty members was recognized for his service-learning activities with a Commonwealth Collaborative award by the previous university president.

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 committees/boards (college, university, professional, and civic). We have held two Design Week projects to benefit different parts of campus and the community. In the past year we have been heavily involved with two construction projects here in the college, the Alumni Plaza and the Farm Road Bio-retention Basin Retrofit. Occasionally, our expertise is sought by different parts of the university as well as local government and 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 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/awarded tenure and recognized with university, state, and international awards for community engagement as well as recognized by CELA last year for service-learning.

B. Interaction with the Profession, Alumni and Practitioners

1. **How does the program recognize professional organizations, alumni, and practitioners as resources?**

We value and use professional linkages in a variety of ways. Goal 7 of our Strategic Plan focuses on strengthening ties to the professional landscape architecture community. Practitioners as well as alumni were involved with the drafting of our departmental strategic plan as well as providing input on redesigning the curriculum from five years to four. We have practicing professionals teaching in studio with standing faculty members every semester. We invite professionals to design reviews or as guest speakers. Professional community members were directly involved with the hiring of the three most recent faculty members. We have combined events for students and practitioners, such as the LA Lecture Series, Portfolio Review Day and the state chapter annual meeting. We have provided expertise to the professional community on survey design and administration for continuing education program design. In

short, there is dialogue and mutual respect for what we can bring to the professional community and what they bring to the program.

2. **Does the program maintain a current registry of alumni that includes information pertaining to current employment, professional activity, postgraduate study, and significant professional accomplishments?**

Yes. We have a variety of ways we attempt to remain in contact with our graduates. It is possible to formally request contact information from the college/university development offices. The development system maintains a database with information for each graduate including home and business addresses and, when known, current job descriptions and achievements. This database can provide a list of addresses in zip code order, and a list of graduates by year. In general though we have found it more expeditious and robust to track down and maintain contact with graduates via Facebook and LinkedIn via our Administrative Support Assistant. This contact information is maintained in the department since it is already publically available. Several electronic distribution lists are maintained in order to communicate effectively between graduates and the department. With each electronic communication, the contact information is updated based on returned messages and additional investigation.

We also maintain a list of graduates who have applied to graduate school as well as the application disposition and where they ultimately matriculated. It is common for a former student to contact a person in the department and update them on his/her status as well. Typically, these contacts are shared via the departmental faculty and staff via email, faculty meetings, and conversations.

3. **Does the program use the alumni registry to interact with alumni?**

Yes, See #2.

4. **How does the program engage alumni, practitioners, allied professionals and friends in activities such as a formal advisory board, student career advising, potential employment, curriculum review and development, fund raising, continuing education, etc.?**

See #1 and #2. In addition, the professional/alumni contacts have been helpful in raising money for scholarships and when we were in the process of providing complete wired and wireless Internet access in the Good Barn Studios. Years ago we had a formal advisory board and it was not that beneficial. We have found that being directly involved with the professional community through state chapter leadership activities, licensure, joint events, lecture series, etc., is much more mutually beneficial because all of these engagement activities provide for on-going and diverse interactions.

5. **How does the program assess its effectiveness in engaging alumni and practitioners?**

We rely on informal feedback from alumni and practitioners and are responsive to their concerns as much as we can. We value and look to improve our contact with alumni and practitioners for mutual benefit.

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 is embodied in Goal 6 of our departmental Strategic Plan. We are each provided with an office in Agriculture Science North while our primary studio space in the E.S. Good Barn is a five-minute walk from the administrative/office spaces. We are somewhat limited concerning the space needed for scholarly activities. We have a single office that is a shared resource for seven faculty members. Faculty members have configured his/her office to allow up to three people to simultaneously work in less than 100 square feet. Depending on year, we have been able to "borrow" space for summer research projects but it is never a given. We can use our studio space during the summer but it does present logistical problems since faculty offices and the studio space are not in adjacent buildings. When we have used the studio space in the summer, we found ourselves walking back and forth several times a day in order to oversee the work efforts.

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 digital and analog storage space in a studio of the E. S. Good Barn. Generally, a student selects his/her own workspace. Workstations are moveable and students and instructors may rearrange workstations to foster more productive interactions. A push combination lock entry system on the studio door allows for 24/7 access to student workstations during the semester.

In general, the studio space is more than adequate for most activities. We are experimenting with more vertical mixing of studio cohorts in order to build a better sense of community and academic cross-fertilization. We have dedicated the "Inner Studio" space to be configured and used as a more formal classroom for the current year while enrollment numbers are not at capacity. We have also repurposed the loft space for use in dedicated computer based applications. Since the department has gone to a personal computer requirement, we do not need to maintain an entire computer lab in the loft but we do need some stations for running geospatial models and/or other visualizations that can run for several days. The new furniture and computers in the loft were purchased because several faculty members contributed to writing an internal grant for funding.

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, college staff, and at times university physical plant employees. HVAC and electrical issues are a combination of college and university physical plant employees. Our program moved into the Good Barn space in 1992. Over the last two decades, there have been some upgrades to lighting to save energy, bathrooms to save water, and some painting performed by our department and the college's facilities management unit. The network infrastructure was also upgraded so that each desk is wired and wireless access is available throughout the space(s).

The studio desks are showing signs of age. Some desks have been replaced with new drafting style desks. We have also made more fully functioning desks from other "salvage desks." We are now down to just enough desks to support the student enrollment that we have currently. Our intention is to increase total enrollment back up to approximately 100 students over the next few years. We will need more desks to support increased enrollment. We anticipate needing desks that can be used as traditional drafting tables as well as desks that are more conducive to computer usage in at least some studios. We are aware of desks that can meet these needs. Similar issues exist with chairs/stools. We have replaced some chairs/stools and students sometimes bring his/her own chair/stool.

Periodically, we need to call attention to conditions in the studio facility. At times, the issue is basic housekeeping and bathroom cleaning while at other times it concerns the replacing of lamps in the light fixtures or determining the cause(s) of HVAC liquid leaks. Normally, the issues can be resolved with a few meetings and phone calls and figuring out who is responsible for resolving the problem. It is vexing that there does not appear to be a proactive maintenance plan adhered to for the studio space. Each summer we have to be vigilant to be sure that the floors are stripped and waxed. The HVAC equipment is showing signs of age with valves sticking in positions that make the 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 few years, HVAC unit(s) leaks and damages ceiling and flooring which had to be repaired.

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

Yes. We go through inspections of the facility by the university Fire Marshall and other entities at least once per year.

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

1. **How does the program ensure that students and faculty have sufficient access to computer equipment and software?**

Students are required to purchase his/her own hardware and software. In some cases, software can be provided to students due to varying licensing arrangements negotiated at the university and state levels. In other cases, students purchase educational licenses. On a yearly basis, the department makes recommendations to students on hardware and software options.

Faculty include hardware and software requirements into grants and startup packages. There is also some departmental money to replace very old computers or computers that get damaged.

2. **What are the program's policies on the maintenance, updating, and replacement of computer hardware and software?**

We do not have a standard policy on replacing equipment on a regular cycle. Since the last accreditation visit the department has transitioned from a model of providing computers and software for each studio participant to a model in which we continually improve computing infrastructure for both teaching and research purposes. We try to purchase maintenance agreements when available for specialized equipment like plotters. In the studio, one plotter is more than 10 years old with the second plotter about five years old. The B&W laser printer is six or seven years old. The LCD projectors are also more than 5 years old and some lamps have been replaced. We do not have color laser printing in the studio and the color laser printer in the office, which students can use, is more than a decade old. We recently purchased three new Windows based workstations for the studio and have a year old computer available for general use. There are two large flatbed scanners that are several years old but still very functional, one is in the studio and one is in the office. We also have a very large format scanner available for faculty and student use in the office. Two years ago we purchased an InFocus MondoPad for use in studio and other classes. This was purchased because several faculty members collaborated on writing an internal grant. 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.

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

The equipment in the studio is available 24/7. University student computer lab hours vary. Each student is required to have his/her computer by the start of the third 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 printer/plotters.

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

The equipment is generally available or it can be made available if minimal prior plans are made. The Department has no formal method for evaluating the adequacy of computer lab hours, however faculty are always 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 academic community is 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?**

We are constantly thinking about and trying to upgrade equipment as often as we can. Often departmental equipment is purchased as part of individual faculty startup packages for all to use. We certainly have the basics in terms of equipment. In some instances, prospective students are indicating 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, etc.

C. Library Resources

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

We have a distributed library system at the University of Kentucky. There is a main Library (W. T. Young) along with branch libraries of different scales of collections and locations. We have the Agriculture Information Center (AIC) on the ground floor of the Agriculture Science Building. Our program tends to rely primarily on the AIC because of the geographic proximity and institutional organizational structure. Reserves can be placed here for courses as well as find recent issues of *Landscape Architecture Magazine*. This is a place where you can meet with library staff for help. The Library and the College have recently repurposed the Reading Room for more instructional/meeting space that allows for flexible configurations on a reservation basis. This is also a place where we can drop off books to be returned as well as get materials delivered to us typically in a day from any branch library. The Head of the library, Valerie Perry, worked with the department to develop the resource described in Number 2 below.

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

The Science Library (http://libraries.uky.edu/SciLib) is located on central campus in the King Building. We use this for geological references and the map collection primarily. 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 canal be found here. The Head of the library, Meg Shaw, worked with the department to develop the resource described in Number 2 below.

The Special Collections Library (http://libraries.uky.edu/SC) is also used for special research and student projects from LA 205 and beyond depending on the needs of the faculty research or studio/course project. The former head (now retired) of the library worked with the department to develop the resource described in Number 2 below.

Interlibrary Loan (http://libraries.uky.edu/ILL) allows for extending the reach we have to 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 that have focused on older print sources, this service has been invaluable.

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

Acquisitions for landscape architecture are managed by the current Library liaison (Valarie Perry 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. And 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 database 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. A specialized page can be found at http://libguides.uky.edu/content.php?pid=133742&sid=1147372 that has links to General and Research Databases including 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 are unsung forces that create and evolve the digital information landscape for our students and faculty. For example, A faculty member had worked with library staff to create a Research Guide (http://libguides.uky.edu/Landscape) primarily for the history course(s). Going further, a need was identified by another faculty member to better address the finding and appropriate use of different imagery relative to studio and lecture courses. This second faculty member working with three librarians developed a specialized 50-minute instructional presentation concerning the finding, using, and misusing images found through Internet resources such as Creative Commons, Google Images, etc. A pre- and post-assessment of image acquisition and fair use was also developed to assess the current state and what was learned. The session has been used in a few places in the program depending on a course's student learning objectives and if the student has gone through the session. Ultimately, the session will be regularly offered in LA 205 – History of LA. The image use session starts from the premise that the students have completed the two composition and communications courses as part of UK Core. No one on campus had ever asked about image use relative instructional needs and so our department in working with the library staff developed the resource page and instructional materials not only for our students but also for the university (http://libguides.uky.edu/images).

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. In the department the answer depends on the studio or course. For example, in LA 105 students are required to profile and read an article from peer-reviewed journal (digital or paper) and read at least two years of LAM (Pence Hall). LA 205 has used several aspects to the library including the Special Collections. The studios have used the Map Library to incorporate digital maps or Sanborn Fire maps into projects. 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*, *Housing Policy Debate*, *Vernacular Architecture*, *Journal of the American Water Resources Association*, and others.

4. **What are the hours that 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 EZ Proxy while some physical resources are available during normal business hours of the university. Each library post its hours respective to itself.

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

We do not do anything formally.

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

We do not do anything formally. In general, we are able to get the resources we need. Periodically, 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 and use. We still have the resources available that need to function.

ADDENDA

A. Program Details

B. Curriculum

C. Student Information

D. Alumni Information

E. Faculty Information

F. Facilities Information

G. Benchmark Institutions

H. Additional Required Items for UK Periodic Program Review

Self-Study Checklist #

14. Grants and contracts for the period of review
16. Faculty honors & recognition
19. Adherence to educational policies and procedures
20. Course substitution, equivalency credits, transfers toward degree completion, and vetting of exceptions, degree requirements
21. Unit procedures on faculty personnel actions and budget request preparation
22. Evidence of course scheduling and teaching assignment
23. Program demand/unnecessary duplication
25. Program uniqueness
28. Program delivery
29. Contributions to undergraduate general education or UK General Education Core
31. External awards or other recognition of the students and/or program
36. Processes used to ensure currency of curriculum
39. Program qualifications/standards for incoming students, program admission
40. Cost and funding of program, including student credit hour per instructional faculty FTE and budget summary information
43. Faculty and staff numbers, demographics
47. Organizational Chart
58. Quality Enhancement Plan and University Diversity Plan
59. University of Kentucky Diversity Plan

A. PROGRAM DETAILS

Faculty Resources

1. Budgeted Faculty Resources: TOTAL

	Current Year	Last year	2 Years Ago	3 Years Ago	4 Years Ago	5 Years Ago
Professors	238,529	233,729	270,568	262,168	302,012	296,412
Associates	170,379	160,679	76,345	72,024	72,024	67,923
Assistants	144,400	141,400	170,095	129,990	129,990	124,605
Instructors/lecturers – tenure track	63,900	62,000	58,000	58,000	0	0
Guest faculty members/speakers						
Year-long appointments						
One-semester appointments	0	12,900	13,000	4,900	0	0
Speakers	4,000	6,400	6,400	4,900	1,600	5,500
Endowed positions						
Undergrad teaching assistantships		5,000	6,420	7,100	5,200	2,000
Graduate teaching assistantships						
Undergrad research assistantships						
Graduate research assistantships (sponsored by your institution).						
Graduate research assistantships (sponsored by outside sources)						
Other Temporary Technical Paraprofessional ("adjunct" instructors)	22,900	22,900	22,900	22,900	22,900	22,900

2. Budgeted Faculty Resources: MALE

	Current Year	Last year	2 Years Ago	3 Years Ago	4 Years Ago	5 Years Ago
Professors	238,529	233,729	270,568	262,168	302,012	296,412
Associates	170,379	160,679	76,345	72,024	72,024	67,923
Assistants	71,500	70,000	69,800	67,500	67,500	62,115
Instructors/lecturers – tenure track						
Guest faculty members/speakers						
Year-long appointments						
One-semester appointments			13,000	4,900		
Speakers						
Endowed positions						
Undergrad teaching assistantships						
Graduate teaching assistantships						
Undergrad research assistantships						
Graduate research assistantships (sponsored by your institution).						
Graduate research assistantships (sponsored by outside sources)						
Other Temporary Technical Paraprofessional ("adjunct" instructors)	2,800	22,400	16,800	16,800	16,800	22,400

3. Budgeted Faculty Resources: FEMALE

	Current Year	Last year	2 Years Ago	3 Years Ago	4 Years Ago	5 Years Ago
Professors						
Associates						
Assistants	72,900	71,400	100,295	62,490	62,490	62,490
Instructors/lecturers – tenure track	63,900	62,000	58,000	58,000	0	0
Guest faculty members/speakers						
Year-long appointments		12,900				
One-semester appointments						
Speakers						
Endowed positions						
Undergrad teaching assistantships						
Graduate teaching assistantships						
Undergrad research assistantships						
Graduate research assistantships (sponsored by your institution).						
Graduate research assistantships (sponsored by outside sources)						
Other Temporary Technical Paraprofessional ("adjunct" instructors)	2,800		5,600	2,800	2,800	

4. Number of Faculty Members with Undergraduate / MLA / Doctorate Degrees

	Undergrad degree in landscape architecture (BLA or BSLA)	**MLA**	**Doctorate**
Professors	2	2	1
Associates	2	2	2
Assistants	0	2	2
Instructors/lecturers – tenure track	0	0	0
Part-time/adjunct (non-tenure track)			

B. CURRICULUM

1. Required / Elective Courses

Old Five-Year Program
Total Units/Credit Hours required to graduate: _145_ credit hours
Elective (Free & Directed) Credit Hours required to graduate: _6-12_ credit hours

Required Courses	**Course Numbers**	**Cr Hrs**
Landscape Architecture	LA 105, 205, 821, 822, 833, 834, 841, 842, 975, 990	50
City & Regional Planning		
Natural Sciences & Horticulture	PLS 220, 320, 366	10
Engineering	LA 871, 872, 973	14
Art or Design	LA 111, 805	6
Computer Applications & Technology	LA 825	3
Other	ECO 101 or SOC 101 (Core Area III), EES 110 or 120 (Core Area IV), STA 210 (Core Area VIII)	9
*Landscape Architecture Topical Studies (see below) - students complete 5 courses from list		15
Group or Controlled Elective Choices:	**Course Numbers**	**Cr Hrs**
Landscape Architecture Topical Studies	Five courses from list: LA 851, 854, 855, 856, 857, 858, 862, 863, 869, 895, 897, 899	15
Ecology	FOR 230, FOR 340, GEO 530 or other ecology-focused course	3-4
UK Core Area I - Arts & Creativity	LA 111	3
UK Core Area II - Humanities	One course from list	3
UK Core Area III - Social Sciences	ECO 101 or SOC 101	3
UK Core Area IV - Natural, Physical, Math Sciences	EES 110 or EES 120	3
UK Core Area V - Composition & Communication	CIS/WRD 110	3
UK Core Area VI - Composition & Communication	CIS/WRD 111	3
UK Core Area VII - Quantitative Foundations	One course from list	3
UK Core Area VIII - Statistical Inferential Reasoning	STA 210	3
UK Core Area IX - Community, Culture & Citizenship	One course from list	3
UK Core Area X - Global Dynamics	One course from list	3
Graduation Writing	One course from list	3
Free or Directed Electives	Two Free and Two at 300-500 level	6-12

New Four-Year Program
Total Units/Credit Hours required to graduate: 129 credit hours
Elective (Free & Directed) Credit Hours required to graduate: 3-6 credit hours

Required Courses	**Course Numbers**	**Cr Hrs**
Landscape Architecture	LA 105, 121, 205, 222, 223, 324, 390, 399, 425, 426, 490	50
City & Regional Planning		
Natural Sciences & Horticulture	PLS 220, 320, 366	10
Engineering	LA 271, 372, 373	14
Art or Design	LA 111, 161	6
Computer Applications & Technology	LA 162	3
Other	ECO 101 or SOC 101 (Core Area III), EES 110 or 120 (Core Area IV), STA 210 (Core Area VIII)	9
*Landscape Architecture Topical Studies (see below) - students complete 9 hours from list		9
Group or Controlled Elective Choices:	**Course Numbers**	**Cr Hrs**
Landscape Architecture Topical Studies	9 hours from list: 262, 305, 307, 308, 345, 355, 395, 397, 457, 462, 556 LA 851, 854, 855, 856, 857, 858, 862, 863, 869, 895, 897, 899	9
Ecology	FOR 230, FOR 340, GEO 530 or other ecology-focused approved course	3-4
UK Core Area I - Arts & Creativity	LA 111	3
UK Core Area II - Humanities	One course from list	3
UK Core Area III - Social Sciences	ECO 101 or SOC 101	3
UK Core Area IV - Natural, Physical, Math Sciences	EES 110 or EES 120	3
UK Core Area V - Composition & Communication	CIS/WRD 110	3
UK Core Area VI - Composition & Communication	CIS/WRD 111	3
UK Core Area VII - Quantitative Foundations	One course from list	3
UK Core Area VIII - Statistical Inferential Reasoning	STA 210	3
UK Core Area IX - Community, Culture & Citizenship	One course from list	3
UK Core Area X - Global Dynamics	One course from list	3
Graduation Writing	One course from list	3
Free or Directed Electives	minimum 1 Free and 1 at 300-500 level	6

2. Typical Program of Study
Identify length of term/semester and relation of contact hours to unit/credit hours. List courses (instructional units) for a typical program of study, using the format given below.

Instructions

1. List specific LA courses required (e.g., LA 31 Landscape Architecture Studio 4). Course numbers must correspond with those used in other sections of this report.

2. Show group or controlled elective requirements by title (e.g., Social Science Elective, Planning Elective).

3. List free electives as "Electives."

4. The sequence of courses is to be typical student coursework.

5. Reproduction of appropriate pages from the program catalog may be used for this description providing they contain the required information.

SEE NEXT PAGES

- Old Five Year Program – Typical Semester Schedule
- New Four Year Program – Typical Semester Schedule

Old Five Year Program – Typical Semester Schedule - 145 credit hours

Year	Fall Semester				Spring Semester			
	Prefix/Number		Title/ Category	Cr Hrs	Prefix/Number		Title / Category	Cr Hrs
Year One	CIS/WRD	110	CORE: Composition & Communication I	3	CIS/WRD	111	CORE: Composition & Communication II	3
	LA	105	Intro to LA	3	LA	205	History of LA	3
	ECO or SOC	101	Contemp. Economics or Intro to Sociology PreMajor/CORE: Social Sci.	3	LA	111	Living on Right Side of the Brain PreMajor/CORE: Arts & Creativity	3
			CORE: Humanities	3	EES	110 120	Endangered Planet or Sustainable Planet PreMajor/CORE: Nat/Phy Sci.	3
			CORE: Quantitative Fdns	3			CORE: Community, Culture USA	3
			Total Cr Hrs	15			Total Cr Hrs	15
Year Two	LA	821	LA Design Studio I	6	LA	822	LA Design Studio II	6
	LA	805	Graphics I	3	LA	825	Digital Representation I	3
	PLS	220	Specialty Support: Intro Plant Identification	3	PLS	366	Specialty Support: Soil Science	4
			CORE: Statistical Reasoning	3			CORE: Global Dynamics	3
			Total Cr Hrs	15			Total Cr Hrs	16
Year Three	LA	833	LA Design Studio III	6	LA	834	LA Design Studio IV	6
	LA		Topical Studies – LA Elective	3	LA	871	Design Implementation I	4
	PLS	320	Specialty Support: Woody Horticultural Plants	4	LA		Topical Studies - LA elective	3
							Graduation Writing Req.	3
			Total Cr Hrs	13			Total Cr Hrs	16
	LA	890	International Study					3
Year Four	LA	841	LA Design Studio V	6	LA	842	LA Design Studio VI	6
	LA	872	Design Implementation II	4	LA		Topical Studies - LA elective	3
	FOR	340	Specialty Support: Forest Ecology or approved course	4			Specialty Support: 300-500 level elective	3
							Free Elective	3
			Total Cr Hrs	14			Total Cr Hrs	15
Year Five	LA	973	Design Implementation III	6	LA	975	LA Design Studio VII	6
	LA		Topical Studies: LA elective	3	LA	990	Capstone Seminar	2
			Specialty Support: 300-500 level elective	3	LA		Topical Studies: LA elective	3
							Free Elective	3
			Total Cr Hrs	12			Total Cr Hrs	14

Free Electives: Minimum of 6 credit hours required; electives may be chosen from LA Topical Studies or other courses at any level.
Specialty Support/Directed Electives: Minimum of 6 credit hours at 300-500 level.

New Four Year Program – Typical Semester Schedule - 129 credit hours

Year	Fall Semester				Spring Semester			
	Prefix/Number		Title / Category	Cr Hrs	Prefix/Number		Title / Category	Cr Hrs
Year One	CIS/WRD	110	CORE: Composition & Communication I	3	CIS/WRD	111	CORE: Composition & Communication II	3
	LA	105	Intro to LA	3	LA	121	LA Design Studio I	6
	LA	111	Living on Right Side of Brain PreMajor/CORE: Arts & Creativity	3	LA	161	Graphics I	3
	PLS	220	Specialty Support: Plant Identification	3	LA	205	History of LA	3
			CORE: Quantitative Foundations	3				
			Total Cr Hrs	15			Total Cr Hrs	15
Year Two	LA	222	LA Design Studio II	6	LA	223	LA Design Studio III	6
	LA	162	Digital Representation I	3	LA	271	Design Implementation I	4
	PLS	366	Specialty Support: Soil Science	4	LA		Topical Studies	3
			CORE: Natural, Physical, Math	3			CORE: Social or Humanities	3
			Total Cr Hrs	16			Total Cr Hrs	16
Sum	LA	390	International Study					3
Year Three	LA	324	LA Design Studio IV	6	LA	373	Design Implementation III	6
	LA	372	Design Implementation II	4	LA		Topical Studies	3
	PLS	320	Specialty Support: Woody Horticultural Plants	4			CORE: Social or Humanities	3
			CORE: Community, Culture, USA	3			CORE: Statistical Inference Reasoning	3
			Total Cr Hrs	17			Total Cr Hrs	15
Sum	LA	399	Internship / Research Experience					3
Year Four	LA	425	LA Design Studio V	6	LA	426	LA Design Studio VI	6
	LA		Topical Studies	3	LA	490	Capstone/Professional Practice	2
	FOR	340	Specialty Support: Ecology	4			Specialty Support: Elective 300-500 level	3
			CORE: Global Dynamics	3			Free Elective	3
			Total Cr Hrs	16			Total Cr Hrs	14

Free Electives - minimum of 3 credit hours required at any level.
Specialty Support/Directed Electives - 3 credit hours required - may be chosen from LA Topical Studies or any course at 300-500 level.

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.

See Next Page

[1] Annual report curriculum Question 14

B.3. LA Courses taught in last academic year

Course Title	Course Number	Instructor	Credit Hours	Contact Hrs/Week	# of Students
Fall 2013					
Introduction to LA	LA 105	Team*	3	3	27
History of LA	LA 205	Sass	3	3	17
Graphics I	LA 805	Segura	3	4	15
LA Design Studio I	LA 821	Hargrove	6	12	15
LA Design Studio III	LA 833	Segura	6	12	12
LA Design Studio V	LA 841	Lee	6	12	16
Design with Plants	LA 851	Crankshaw	3	4	17
Intro. Geospatial App. for Land Analysis	LA 855	Shearer	3	6	3
Cross-listed course with	NRE 355	Shearer	3	6	8
Design Implementation II	LA 872	Hargrove	4	8	17
Independent Study in LA	LA 895-001	Crankshaw	3	varies	0
Independent Study in LA	LA 895-002	Hargrove	3	varies	2
Independent Study in LA	LA 895-003	Koo	3	varies	0
Independent Study in LA	LA 895-004	Lee	3	varies	0
Independent Study in LA	LA 895-005	Nieman	3	varies	0
Independent Study in LA	LA 895-006	Segura	3	varies	2
Special Topics in LA: Transportation I	LA 897	Sass	3	varies	2
Internship in LA	LA 899	Crankshaw	3	varies	2
Design Implementation III	LA 973	Nieman	6	12	14
Contemp. Geospatial App. Land Analysis	LA 856	Lee	3	6	0
Cross-listed course with	NRE 556	Lee	3	6	6
Spring 2014					
Living on the Right Side of the Brain	LA 111-001	Hargrove	3	3	22
Living on the Right Side of the Brain	LA 111-002	Hargrove	3	3	24
Living on the Right Side of the Brain	LA 111-003	Hargrove	3	3	22
Living on the Right Side of the Brain	LA 111-004	Hargrove	3	3	15
LA Design Studio II	LA 822	Crankshaw	6	12	14
Digital Representation I	LA 825	Segura	3	4	14
LA Design Studio IV	LA 834	Sass	6	12	10
LA Design Studio VI	LA 842	Hathaway	6	12	14
Intro. Geospatial App. for Land Analysis	LA 855	Lee	3	6	12
Cross-listed course with	NRE 355	Lee	3	6	9
Regional Land Use Planning Systems	LA 858	Nieman	3	3	13
Graphics II	LA 862	Segura	3	4	11
Design Implementation I	LA 871	Nieman	4	8	10
Independent Work in LA	LA 895-001	Hargrove	3	varies	3
Independent Work in LA	LA 895-001	Hargrove	4	varies	1
Special Topics in LA: Water in Landscape	LA 897-001	Sass	3		13
Internship in LA	LA 899	Nieman	3	varies	1
LA Design Studio VII	LA 975	Koo	6	12	14
Capstone Seminar	LA 990	Team**	2	3	14

*Team LA 105 - Lee, Sass, Crankshaw
**Team LA 490 - Nieman, Crankshaw, Hargrove, Segura

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	29	6	9	4	3	1	41	11
1 Year Ago	38	12	8	5	0	1	46	18
2 Years Ago	41	8	12	5	1	1	54	14
3 Years Ago	44	6	16	4	1	1	61	11
4 Years Ago	49	7	21	3	0	1	70	11

2. Ethnic Group/Diversity
Include only full-time current landscape architecture students.

4 % American Indian

2 % Black (non-Hispanic)

8 % Asian or Pacific Islander

2 % Hispanic

82 % Caucasian

2 % Other

3. Applications

	Current Year	Last year	2 Years Ago	3 Years Ago	4 Years Ago	5 Years Ago
*Total number of applications to LA program	21	25	20	37	28	36
*Applications from males	18	17	14	26	20	32
*Applications from females	3	8	6	10	8	4
**Total number of applications to University	19					

*These numbers reflect applications to the LA program
**Number of applications to the University is a new metric now being provided/tracked

4. Enrollments

	Current Year	Last year	2 Years Ago	3 Years Ago	4 Years Ago	5 Years Ago
Total enrollment	51	64	68	72	81	75
Males	40	47	54	61	70	67
Females	11	17	14	11	11	8

5. Student Ethnic Backgrounds

	Caucasian	African-American	African Descent	Asian/ Pacific	Hispanic	Native American	Other
Total	42	2	0	4	2	0	1
Males	32	2	0	3	2	0	1
Females	10	0	0	1	0	0	0

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	13*	3*	16*
1 Year Ago	7	4	11
2 Years Ago	17	1	18
3 Years Ago	9	1	10
4 Years Ago	15	1	16
5 Years Ago	11	1	12
6 Years Ago	19	7	26

*Estimate for graduation in May 2015

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
Ball St Univ	MUD	1	2009	2010
CalPoly/San Luis Obispo	MCRP	1	2010	2013
Embry Riddle Aeronautical Univ	MS Human Factors & Systems	1	2014	2016*
Georgia Tech	MUD	1	2010	2011
Georgia Tech	MCRP/UD	1	2012	2015*
Lesley Univ	MA Urban Env	1	2008	2011
Midway College	MA Teacher Educ	1	2008	2013
Maryland Inst College of Art	Prof Studies/Bus Art & Design	1	2008	
New York City College	MUD	1	2009	2010
North Carolina St Univ	MLA	1	2013	2015*
Pennsylvania St Univ	MLA	1	2011	2013
Rhode Island School of Design	MLA	1	2008	2010
Savannah College Art & Design	MUD	2	2011 2013	2013 2015*
Univ Florida	MLA	2	2010 2011	2012 2013
Univ Florida	PHD Env Hort	1	2011	2017*
Univ Kentucky	MS CTLE	1	2011	2013
Univ Massachusetts	MLA	2	2009 2011	2011 2013
Univ Michigan	MLA	1	2010	2012
Univ Wisconsin	MLA & WRMGT	1	2009	2012
Xavier Univ	MBA	1	2013	2015*

3. Current Employment
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	14	6	20
Teaching	0	0	0
Private Practice	31	4	35
Public Practice	3	0	3
Landscape Hort./Design Build	11	1	12
Volunteer Service (Specify) Military	1		1
Other (Specify) Graphic design Not related to profession Unemployed	 1 8 2	 0 3 0	 1 11 2
Unknown	7	1	8
TOTAL	78	15	93

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	TOTAL
Professor/LA	2	2	2	6
Assoc. Professor/LA	2	1	1	4
Asst. Professor/LA	2	3	2	7
Lecturer/Senior Lecturer	1	1	1	3
Instructor	1 PT*	1 PT*	1 PT*	3 PT
Asst. Professor/Arch.				
Visiting Lecturer/ Adjunct				
TOTALS	7+1 PT	7 + 1 PT	7 + 1 PT	21 + 3 PT

*Part-time Instructor – assigned to department but budgeted elsewhere

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.

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 %	Admin / other %	TOTAL %
		Land. Arch. Curriculum	Other programs			
Ned Crankshaw	MLA	55		15	30	100
Thomas Nieman	PhD	75		25		100
Brian Lee	PhD	70		20	10	100
Ryan Hargrove	PhD	75		25		100
Jayoung Koo	PhD	55	45			100
Chris Sass	PhD	65		35		100
Andrea Segura		75			25	100

3. Courses Taught by Individual Faculty Members – Fall 2013/Spring 2014

Instructor	Course Title	Course Number	Sem/Yr	Credit Hours	Contact Hrs/Wk	# of Students	FTE Students
Crankshaw	Design with Plants	LA 851	Fall 2013	3	4	17	3.4
	Independent Study in LA	LA 895-001	Fall 2013	3	varies	0	0.0
	Internship in LA	LA 899	Fall 2013	3	varies	2	0.4
	LA Design Studio II	LA 822	Spring 2014	6	12	14	5.6
Hargrove	LA Design Studio I	LA 821	Fall 2013	6	12	15	6.0
	Design Implementation II	LA 872	Fall 2013	4	8	17	4.5
	Independent Study in LA	LA 895-002	Fall 2013	3	varies	2	0.4
	Living on the Right Side of the Brain	LA 111-001	Spring 2014	3	3	22	4.4
	Living on the Right Side of the Brain	LA 111-002	Spring 2014	3	3	24	4.8
	Living on the Right Side of the Brain	LA 111-003	Spring 2014	3	3	22	4.4
	Living on the Right Side of the Brain	LA 111-004	Spring 2014	3	3	15	3.0
	Independent Work in LA	LA 895-001	Spring 2014	3	varies	3	0.6
	Independent Work in LA	LA 895-001	Spring 2014	4	varies	1	0.3
Hathaway	LA Design Studio VI	LA 842	Spring 2014	6	12	14	5.6
Koo	Independent Study in LA	LA 895-003	Fall 2013	3	varies	0	0.0
	LA Design Studio VII	LA 975	Spring 2014	6	12	14	5.6
Lee	Introduction to LA	LA 105	Fall 2013	3	3	27	5.4
	LA Design Studio V	LA 841	Fall 2013	6	12	16	6.4
	Independent Study in LA	LA 895-004	Fall 2013	3	varies	0	0.0
	Contemp. Geospatial App. for Land Analysis	LA 856	Fall 2013	3	6	0	0.0
	Same - Cross-listed course with	NRE 556	Fall 2013	3	6	6	1.2
	Intro. Geospatial App. for Land Analysis	LA 855	Spring 2014	3	6	12	2.4
	Same - Cross-listed course with	NRE 355	Spring 2014	3	6	9	1.8
Lee, Sass, Crankshaw	Introduction to LA	LA 105	Fall 2013	3	3	27	5.4
Nieman	Independent Study in LA	LA 895-005	Fall 2013	3	varies	0	0.0
	Design Implementation III	LA 973	Fall 2013	6	12	14	5.6
	Regional Land Use Planning Systems	LA 858	Spring 2014	3	3	13	2.6
	Design Implementation I	LA 871	Spring 2014	4	8	10	2.7
	Internship in LA	LA 899	Spring 2014	3	varies	1	0.2
Nieman, Crankshaw, Hargrove, Segura	Capstone Seminar	LA 990	Spring 2014	2	3	14	1.9
Sass	History of LA	LA 205	Fall 2013	3	3	17	3.4
	Special Topics in LA: Transportation I	LA 897	Fall 2013	3	varies	2	0.4
	LA Design Studio IV	LA 834	Spring 2014	6	12	10	4.0
	Special Topics in LA: Water in Landscape	LA 897-001	Spring 2014	3		13	2.6
Segura	Graphics I	LA 805	Fall 2013	3	4	15	3.0
	LA Design Studio III	LA 833	Fall 2013	6	12	12	4.8
	Independent Study in LA	LA 895-006	Fall 2013	3	varies	2	0.4
	Digital Representation I	LA 825	Spring 2014	3	4	14	2.8
	Graphics II	LA 862	Spring 2014	3	4	11	2.2
Shearer	Intro. Geospatial App. for Land Analysis	LA 855	Fall 2013	3	6	3	0.6
	Same - Cross-listed course with	NRE 355	Fall 2013	3	6	8	1.6

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 those persons who were brought in for the program review. Indicate by an asterisk (*) those sponsored jointly with other departments or sponsored at the college or school level. Use the format below to list this information for the present and two preceding academic years.

E.4. - Visiting Lecturers

Name		Field/Specialty	Year	Sem	Contribution
James	Allen	UK-CEDIK	2012	Fall	project critique
Marisa	Aull	UK-CEDIK	2012	Fall	project critique
Sharon	Bale	UK Dept of Horticulture	2012	Fall	Commercial flowers
Sarah	Boker	UK-CEDIK	2012	Fall	project critique
Jeremy	Colbert	UK Fine Arts Metal Shop	2012	Fall	discussion and demonstration of metal fabrication
Ned	Crankshaw	UK Dept of Landscape Architecture	2012	Fall	Reviewer
Ramona	Fry	element design, Lexingotn	2012	Fall	project critique
Lori	Garkovich	UK-CLD	2012	Fall	project critique
Kirsta	Jacobsen	UK Dept of Horticulture	2012	Fall	Sustainable agriculture
Louis	Johnson	Urban designer, Lord Aeck Sargent	2012	Fall	partner for Parking Day activity
Tim	Layton	Wesley Village Senior Housing, VP Development	2012	Fall	Senior living community needs
Finley	Messick	Kentucky Ready Mixed Concrete Association	2012	Fall	lecture on porous concrete application
Lloyd	Reeder	Landscape Lighting	2012	Fall	landscape lighting discussion/presentation
Emalee	Ridgway	Independent LA with public/private la & planning experience	2012	Fall	Compare/Contrast types of practice & Graduate School Presentation
Drew	Rogers	J. Drew Rogers ASGCA	2012	Fall	Lecture
Joe	Schiazzano	Rainbird Irrigation	2012	Fall	irrigation demonstration/lecture
Kevin	Sloan	Kevin Sloan Studio	2012	Fall	Lecture
Darrell	Slone	UK Dept of Horticulture	2012	Fall	Horticulture research farm operation
Greg	Smith	Kentucky Ready Mixed Concrete Association	2012	Fall	lecture on sustainable practices
Scott	Southall	Landscape Architect, CDP Engineers	2012	Fall	discussion of SITES and LEED
Claude	Stephens	LEED consultant	2012	Fall	beyond LEED, what is next?
Corey	Wilson	Music composition	2012	Fall	discussion of creative process
Rachel	Worley	Architect, Three Dot Design	2012	Fall	discussion of the LEED principles
Kelleann	Foster	Pennsylvania St Univ - Becoming an LA & PSU Graduate School	2012	Fall	Becoming an LA and PSU Graduate School Presentation / Q&A
Timothy	Joice	Kentucky Waterways Alliance - Policy	2012	Fall	Non-Profit Water Advocacy Policy Presentation / Q&A
Ritchie	Katko	Make it Right Foundation/New Orleans	2012	Fall	Hurricane Katrina Recovery in the Lower 9th Ward and Presentation / Q&A
Kevin	McCalla	Independent LA with private la and planning experience	2012	Fall	Typical Design Project Process Presentation / Q&A
Emily	Wright	Dodson & Flinker - Massachusetts	2012	Fall	Graduate School and Private Practice Presentation / Q&A
Mike	Albert	Design Workshop	2013	Spring	Landscape architecture practice for young professionals
Diana	Balmori	Balmori Assoc	2013	Spring	Lecture
Tony	Barrett	Barrett Partners	2013	Spring	In-office Presentation / Q&A

Brenda	Barrett	Barrett Partners	2013	Spring	In-office Presentation / Q&A
Christopher	Barton	Green Forests Work and UK_Forestry	2013	Spring	Lead Planting of 300 15/16 Backcross American Chestnet
Petra	Blaisse	Inside/Outside	2013	Spring	Lecture
Roger	Brown	Senior Lecturer, Ag Economics	2013	Spring	final design project critique
Shane	Coen	Coen Partners	2013	Spring	Lecture
Matthew	Fleece	Barrett Partners	2013	Spring	In-office Presentation / Q&A
Jason	Hale	CDP Engineers	2013	Spring	In-office Presentation / Q&A
Ben	Hammack	Building contractor	2013	Spring	final design critique, site tour
Martha	Henton	Art Education Head	2013	Spring	final design project critique
Mark	Johnson	Civitas	2013	Spring	Lecture
Bob	Keesaer	Project Architect, Louisville Metro Planning and Design Services	2013	Spring	final design critique, site tour
Phillipp	Kraemer	Chellgren Endowed Chair for Undergraduate Excellence & Professor of Psychology	2013	Spring	final design project critique
Karin	Lewis	Assistant Provost for Undergraduate Education	2013	Spring	final design project critique
Rebecca	Matheny	Louisville Downtown Development	2013	Spring	lecture/site visit, urban design principles
Bradford	McKee	Editor, LAM	2013	Spring	Lecture
Devon	Morgan	DM Graphic Design	2013	Spring	Graphic design tips for student portfolio
Kate	Orff	Scape	2013	Spring	Lecture
Andrew	Overbeck	Landscape Architect, MKSK	2013	Spring	final design critique
John	Pacyga	Verdant Design	2013	Spring	Advanced SketchUp & Vectorworks
Jim	Stickley	Landscape Architect, WRT	2013	Spring	lecture, pushing the boundaries of landscape architecture
Joey	Svec	Barrett Partners	2013	Spring	In-office Presentation / Q&A
Robert	Watts	Lilley Cornett Woods - Eastern Kentucky University	2013	Spring	Lead interpretive hike of Old Growth Forest
Clark	Welch	Louisville Downtown Development	2013	Spring	lecture/site visit, downtown design renewal
Jamie	Adams	NAI Isaacs - Commercial Realtors	2013	Fall	How a Developer Looks at a Site and LEED in Practice Presentation / Q&A
Hunter	Beckham	ASLA Sustainable Sites Initiative	2013	Fall	Lecture
Jeremy	Colbert	UK Fine Arts Metal Shop	2013	Fall	discussion and demonstration of metal fabrication
Kelleann	Foster	Pennsylvania State University, University Park, PA	2013	Fall	Becoming an LA and PSU Graduate School Presentation / Q&A
Larry	Grabau	UK - College of Agriculture, Food and Environment	2013	Fall	Book Review Persuasive Speech Evaluator
Ted	Grossardt	UK Transportation Center	2013	Fall	Fuzzy Logic and Neighborhood Design Presentation / Q&A
Alison	Gustafson	UK - Human Nutrition and Dietetics	2013	Fall	Community Nutritional and Food Deserts Presentation / Q&A
Elizabeth	Guthrie	ASLA, Staff Liaison to SITES, Manager of Pro Practice Programs	2013	Fall	lecture, what does SITES mean for future practice
Jerry	Hart	UK PPD Grounds Maintenance	2013	Fall	tour of UK Hospital root garden
Erin	Hathaway	Great Ecology - Environment and Design	2013	Fall	Book Review Persuasive Speech Evaluator
Bob	Hawley	Sustainable Streams, Louisville, Kentucky	2013	Fall	Stream geomorology and urbanization - In-field Presentation / Q&A
Louis	Johnson	Urban designer, Lord Aeck Sargent	2013	Fall	partner for Parking Day activity
Timothy	Joice	Kentucky Waterways Alliance, Louisville, Kentucky	2013	Fall	Non-Profit Water Advocacy Policy Presentation / Q&A
Dan	Jones	Chairman & CEO, 21st Century Parks	2013	Fall	lecture/site visit, Beckley Creek Park

Jayoung	Koo	UK - Landscape Architecture	2013	Fall	Book Review Persuasive Speech Evaluator
Michelle	Kosieniak,	Supt. of Planning & Design, LFUCG Parks & Recreation	2013	Fall	Parks programmatic elements
Christopher	Matocha	UK - Plant and Soil Science	2013	Fall	Book Review Persuasive Speech Evaluator
Kevin	McCalla	Ross Tarrant Architects, Lexington	2013	Fall	Typical Design Project Process Presentation
Katie	McKone	KY - Division of Water	2013	Fall	Clean Water Act and Urbanization Presentation / Q&A
Finley	Messick	Kentucky Ready Mixed Concrete Association	2013	Fall	lecture on porous concrete application
Gary	Pepper	Louisville Waterfront Development Corporation	2013	Fall	Louisville Waterfront Park from idea generation to construction and maintenance
Liz	Piper	element design, Lexington	2013	Fall	Alumni Plaza Project Presentation / Q&A
A.J.	Pratt	Alta - Planning and Design - Denver	2013	Fall	Nonmotorized Urban Transportation Options, Strategies, Latest Thinking Presentation
Tim	Queary	LFUCG - City Forester	2013	Fall	Urban Forestry and Street Tree Inventory Presentation
Lloyd	Reeder	Landscape Lighting	2013	Fall	landscape lighting discussion/presentation
Emalee	Ridgway	Independent LA with public/private la and planning experience	2013	Fall	Compare/Contrast types of practice & Graduate School Presentation
Michael	Rios	UC Davis LA Dept	2013	Fall	Lecture
Nick	Rodgers	Plantmix Asphalt Industry of Kentucky	2013	Fall	demonstration on project site
Christopher	Sass	UK - Landscape Architecture	2013	Fall	Book Review Persuasive Speech Evaluator
Deanna	Sellnow	UK - College of Communications	2013	Fall	Book Review Persuasive Speech Evaluator
Tom	Shannon	Ewing Irrigation	2013	Fall	irrigation demonstration/lecture
Greg	Smith	Kentucky Ready Mixed Concrete Association	2013	Fall	lecture on sustainable practices
Rachel	Steckler	UK - College of Communications	2013	Fall	Book Review Persuasive Speech Evaluator
Claude	Stephens	LEED consultant	2013	Fall	beyond LEED, what is next?
Tammy	Stephenson	UK - Human Nutrition & Dietetics	2013	Fall	Personal Nutrition Presentation / Q&A
Matt	Stevens	Associate Director. UGA Costa Rica Campus	2013	Fall	Sustainable tourism / Sustainable farming
Lew	Waltz	Outdoor Lighting	2013	Fall	outdoor lighting & lighting types discussion
Mark	Williams	UK - Horticulture and Sustainable Agriculture	2013	Fall	Slow Foods & Urban Agriculture; Sustainable/Organic Farming
Corey	Wilson	Music composition	2013	Fall	discussion of creative process
Matthew	Wooten	Sanitation District #1, Fort Wright, Kentucky	2013	Fall	Comprehensive stream monitoring, assessment & urbanization - In-field Presentation
Rachel	Worley	Architect, Three Dot Design	2013	Fall	discussion of the LEED principles
Tom	Wortman	2.ink Studio - Portland, Or.	2013	Fall	Beginning of Practice Presentation / Q&A
Emily	Wright	Berkshire Design Group, Northampton, Massachusetts	2013	Fall	Effectiveness of water BMPs in Neighborhood Design Presentation / Q&A
Ruth	Adams	Associate Professor of Art	2014	Spring	final design project critique
Lisa	Broome	Interim Director, UK Gaines Center for the Humanities	2014	Spring	final design project critique
Russell	Clark	NPS	2014	Spring	project critique

5. Individual Teacher's Record

Name: **Ned Crankshaw**

Rank: **Professor**

Department or unit (if not part of the program under review):

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	24	Design, Graphics, Cultural Landscapes Planting design
SUNY-ESF	1	Design, Graphics
Iowa State University	1	Site analysis, Graphics Planting design

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
Sole proprietor consulting	24	Cultural landscapes Historic districts
Mitchell-DeWan Associates	2	LA

Professional Registration: Give profession and state/province(s).

Kentucky Landscape Architect

Professional & Academic Activities. Offices held, exhibitions, competitions, committee memberships in professional societies or boards, etc., for last five years.

Multiple LAAB Rove teams and board membership beginning 2015
Promotion and Tenure reviews for multiple faculty members at fellow institutions
Multiple paper reviews for *Landscape Journal*
Multiple presentation abstract and proceedings reviews, CELA

Town Branch Commons design competition organization and juror, Lexington-Fayette Urban County Government
Design Excellence Task Force, Lexington-Fayette Urban County Government
Kentucky Chapter ASLA executive committee + 2014 and 2015 conference planning and sponsorship
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, 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.

Salt Springs Trace Restoration Plan, Lower Howard's Creek State Nature and Heritage Preserve, Clark County Kentucky, 2014.

The Rural Landscape of Casey County: Farms and Crossroad Communities. Kentucky Archaeological Survey, Report No. 213, July 2011.

Historic Resource Study, NCA Confederate Cemeteries and Related Sites. National Register of Historic Places nominations and amendments, Historic American Landscape Survey reports, and Cultural Landscape Management Plans for 18 sites in the eastern United States. Prepared for the United States Department of Veterans Affairs. 2010. Consultant to Cultural Resource Analysts, Inc.

Rural Preservation and Design in the Kentucky Crossroads Region
Rural Businesses: Best Practices for Preservation and Design
Rural Commercial Centers: Best Practices for Preservation and Design
Rural Residences and Farmsteads: Best Practices for Preservation and Design.
http://www.kycrossroadsregion.com/resources/RuralDesignGuidelines.html

*Plowing or Mowing? Rural Sprawl in Nelson County, Kentucky. *Landscape Journal*, Vol. 28, No. 2 (2009).

*Multi-Scale Design Guidelines for the Rural Landscape of Nelson County, Kentucky. In David Ames and Richard Wagner (editors) *Design & Historic Preservation: The Challenge of Compatibility*, (Newark: University of Delaware Press, 2009). Crankshaw, N., Riesenweber, J., and Schneider, K.

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 in Kentucky through the promotion of projects and professional landscape architects to the public, government bodies, and within the University.

5. Individual Teacher's 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	6	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.

Multiple presentation abstract and proceedings reviews, CELA

Multiple leadership roles within institution, for example, Faculty Learning Community (FLC) on the scholarship of teaching and learning, college faculty council, faculty advisor to the student chapter of American Society of Landscape Architects and student urban design and planning club, UK Core curriculum faculty research group, new faculty orientation faculty panel member, university service learning committee, university strategic planning process faculty committee member, and communication committee for the strategic plan.

The Landscape Architecture Continuing Education System (LA CES), Monitoring Committee Member, 2014-Present

Council of Educators in Landscape Architecture, Budget and Finance Committee, 2012-Present

Council of Educators in Landscape Architecture, Regional Director, 2012-Present

American Society of Landscape Architects Member

Lots of Possibility Competition, 2014
Ryan Hargrove, Meg Maloney, Travis Klondike
Lots of Possibility challenged individuals and teams to re-imagine vacant and abandoned properties as productive and inspiring assets to their communities. Lots of Possibility is part of the Louisville Metro Government's broader strategy to reduce the more than 5,000 vacant properties that exist throughout the city, with a high concentration in West Louisville.

River Ridge Commerce Center Gateway Competition, 2013
Ryan Hargrove, Jared Kaelin, Jan Michael Lambdin
The competition invited select institutions of higher learning in Indiana and Kentucky to submit design packets illustrating schematic and conceptual ideas for 3 separate and distinct business park features.

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

Journal Articles

* Hargrove, R., & Rice, A. The Challenge of Beginning. *International Journal of Art & Design Education*. (In press)

* Hargrove, R., & Nietfeld, J. The Impact of Metacognition Instruction on Creative Problem Solving. *Journal of Experimental Education*, Published online 19 May 2014. doi: 10.1080/00220973.2013.876604

* Hargrove, R. (2012). Assessing the long-term impact of a metacognitive approach to creative skill development. *Journal of Technology and Design Education*, 22(1/12), 1-29. doi: 10.1007/s10798-011-9200-6

* Hargrove, R. (2012). Fostering Creativity in the Design Studio: A Framework Toward Effective Pedagogical Practices. *Journal of Art, Design & Communication*, 10(1), 7-30.

Book Chapters

Hargrove, R. (2011). The Creative Classroom: A Model for Developing Creative Students. In H. Blythe & C. Sweet (Eds.), *It Works for Me, Creatively: Shared Tips for the Classroom* (pp. 47-55). New Forums Press.

Hargrove, R. (2011). Design Thinking is Creative Thinking. In H. Blythe & C. Sweet (Eds.), *It Works for Me, Creatively: Shared Tips for the Classroom* (pp. 27-31). New Forums Press.

Conference Proceedings

* Hargrove, R. (2009). The Role of Technology in Developing Students' Creative Thinking Abilities. *International Conference of Education, Research and Innovation,* (pp.4842-4851).

Monographs

Hargrove, R. (Ed.) (2009). *Design Thinking in the Design Disciplines.* North Carolina State University College of Design Publication.

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

I see the mission areas of research and teaching as being interrelated. They work in concert with one another, contributing to more effective teaching and more advanced learning. In this regard my research contributes to the body of knowledge in design education as well as the advancement of student understanding. Because of this relationship and a continued commitment to this area of research I am able to implement the findings of my research and advance students' educational experience. At the same time the teaching approach being utilized may be improved through extended testing and evaluation. The goal of my ongoing research effort is to provide service to my profession by examining educational approaches that develop students' ability to be more creative in generating solutions and more accurate in seeing results. In order to approach design problems in this manner students must build and support an understanding and awareness of the cognitive processes related to creative thinking.

My research focuses on developing students' creative thinking abilities and can be categorized in three areas of exploration. The first is the short and long term impact of studio teaching strategies specifically linked to metacognitive skill development. Metacognition, the ability to be aware of, attend to, and use information about their own cognitive processes serve designers for a lifetime and transcends changes in design styles, materials, construction methods, and technology. This research has demonstrated that students' creative thinking abilities are enhanced through specific metacognitive skill development. The second is the role of technology in developing student creative thinking abilities. I am specifically interested in how educational interventions utilizing online blogs and other Internet based technologies have been successful in enhancing student's creative thinking abilities. This research has shown that utilizing Internet based technologies with iteration and reflection as essential parts of the process provides an optimal framework for this development to take place. The third area of exploration takes a broader approach to include students across multiple disciplines. This research highlights the importance of creative thinking skills for all students at all levels of education and beyond. This area of research addresses the need for professional development and provides educators with a plan of action. I am essentially providing educators and students with a toolbox of creative strategies as well as a framework towards a reflective approach.

Building on research first conducted as a doctoral student I have continued to pursue the development of innovative teaching methods. This area of research encompassing design education and creative thinking is now being recognized as a critical component in the advancement of design thinking needed to meet the challenges of the present and future. I have presented various aspects of my research at numerous U.S. and European Council of Educators in Landscape Architecture conferences as well as professional conventions such as the American Psychological Association. My work has been published in association with these organizations as well as peer-reviewed journals and I have been invited to speak at other universities about how my research would best be implemented into a design curriculum. In addition, I have contributed as an author to a book that examines creative thinking from a teaching perspective and offers a detailed education model for developing creative students.

5. Individual Teacher's Record

Name: **Jayoung Koo**

Rank: **Assistant Professor**

Department or unit (if not part of the program under review):

Education: (College and higher)

Institution	Number of Years Attended	Degree/Date Granted
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	2 years	Community Assistance Studio LA 975(2013), LA 324/426 2014)
University of California, Davis	0.5 year	Social Factors in LA
Teaching Assistant	5 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.

Environmental Design Research Association
Association of Collegiate Schools of Planning
Council of Educators of Landscape Architecture

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

Koo, J., Loughrin, K., Lee, E., McClure, H., & Roach, B. 2014. "Bullitt County Bike/Hike Trail Research Study", Community Design Research for Bullitt County Fiscal Court. *(in progress)*

Koo, J., Loughrin, K., Lee, E., McClure, H., & Roach, B. 2014. "Creating Community Ties via a Greenway Trail System", Conference Abstracts for Council of Educators of Landscape Architecture, Manhattan, KS, March 2015. *(submitted)*

Koo, J. 2014. " Reinventing Community through Design", National Association of Community Development Extension Professionals (NACDEP), June 24, 2014, Grand Rapids, MI.

Koo, J. 2013. "Engaging Communities: a community design guide for Kentucky", Proceedings for Environmental Design Research Association, p302.

Koo, J. 2013. "Sustainable Public Open Space: enduring brownfields makeovers in urban landscapes", Conference Abstracts for Council of Educators of Landscape Architecture, p 265.

Wheeler, S.M. and **J. Koo**. 2011. "Built Landscapes of Urban Regions: an international comparison", UGEC *Viewpoints* (5) Spring 2011, pp 37~40.

Koo, J. and P.E. Owens. 2012. " "Park(ing)" Design for Public Life", Proceedings for Council of Educators of Landscape Architecture, p 82.

Koo, J. 2011. "Crissy Field: brownfields as sustainable public open space", Book of Abstracts for Association of Collegiate Schools of Planning 52, p 586 (Abstract Index# 678).

Koo, J. 2011. "Re-created Urban Landscapes: A Case Study of World Cup Park", Proceedings for Environmental Design Research Association 42, p 306.

Wheeler, S.M. and **J. Koo**. 2011. "Built Landscapes of Urban Regions: an international comparison", Proceedings for Council of Educators of Landscape Architecture, p 267.

Francis, M., **J. Koo** and S. Ramirez. 2010. "Just a Comfortable Place to Sit: Davis Sittable Space Study" Final Research Report. Department of Environmental Design, University of California, Davis.

<u>Community Projects</u>

Trails and Downtown Planning/Design, Brodhead, KY (Rockcastle County), Jan-May 2013
Downtown Carlise Planning/Design, Carlise, KY (Nicholas County), Apr-Jul, Nov-Dec 2013
Historic District Wayfinding Planning, Hindman, KY (Knott County), Jun-Jul, Nov-Dec 2013
Build-a-Better Block, Middlesboro, KY (Bell County), Jun-Jul 2013
Middlesboro Trail System, Middlesboro, KY (Bell County), Jun, Nov 2013-Aug, 2014
Park-and-Ride Planning/Design, Carlise, KY (Nicholas County), Mar-Aug, 2014
Bullitt County Bike/Hike Trail Planning, Shepherdsville, KY (Bullitt County), Mar-Dec, 2014

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

Since I started my position as an assistant extension professor at the University of Kentucky, I have focused on and contributed to the profession of landscape architecture by teaching in the Department of Landscape Architecture and serving communities through the Community and Economic Development Initiative of Kentucky (CEDIK) as part of the Cooperative Extension Service. As a landscape architecture extension specialist, I consult with communities on potential built environment projects and educate traditional extension agents on the potentials of working on community projects in rural settings and small towns throughout the state of Kentucky. Typically, I start by introducing the discipline and profession to those who are unaware of the range of projects the profession serves.

I have presented to Agriculture and Natural Resource agents regarding agritourism and physical planning strategies. For a youth group, I facilitated the 4H/Youth Development agent and teen participants on mapping resources and users along their rural Main Street. Furthermore, I am working on “Engaging Communities: a community design guide for Kentucky” that will inform and educate local leaders, extension agents, and stakeholders on six typical community design projects that can also strengthen community development. The guide will help non-professionals with what type of information to gather and how to retrieve publicly available data that can assist in their decision-making processes. By working with communities in need of design services, I am able to bring in real projects for students in the classroom setting. I have taught the capstone studio in the past but am transitioning the course to focus as much on the design process as the final product outcome.

5. Individual Teacher's Record

Name: **Brian Denis Lee**

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
The Pennsylvania State University	4	BSLA 1992
University of Pennsylvania	3	MRP 1995
University of Pennsylvania	4	Environmental Studies Certificate 1992
University of Pennsylvania	5	MLA 2000
The Pennsylvania State University	5	Ph.D. 2005 Forest Resources With Watershed Stewardship Option

Teaching Experience: (College level)

Institution	Years Taught	Subjects
University of Pennsylvania	1	LA and City Planning (computers)
University of Kentucky	11	LA 105 (Intro to LA) LA 822 (LA Design Studio II) LA 841 (LA Design Studio V) LA 975 (Advanced LA Studio) LA 855/NRE 555 (GIS & Land Anal) LA 856/NRE 556 (Cont. Geospatial Applications for Land Analysis) LA 959 (Adv Regional Planning App) LA 890/390 (International Study – Vancouver – Course planned and design but not offered due to low enrollment)

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
Andropogon Associates, Ltd.	2	Site Design, Construction Documents, Master 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.

National/International

- Landscape and Urban Planning (Journal Reviewer), 2008-Present
- Journal of the American Water Resources Association (Reviewer), 2004-Present
- Housing Policy Debate (Journal Reviewer), 2009-Present
- Council of Educators in Landscape Architecture Conference (Paper Reviewer) 2011, 2012
- Council of Educators in Landscape Architecture Conference (Research Session Moderator), 2011
- North American Colleges and Teachers of Agriculture, 2009 Teaching Fellow
- GeoDesign 2011 Conference Planning and Steering Committees, 2011
- Open Universities Australia (Examination Invigilator), 2010-2011
- Landscape Architectural Accreditation Board, Roster of Visiting Evaluators (ROVE), Educator Member, 2009-Present.
- National Science Foundation – Directorate for Social, Behavioral & Economic Sciences Division of Behavioral and Cognitive Sciences - Geography and Spatial Sciences (GSS), (Proposal Reviewer), 2012.

State

- Kentucky Spectral Library Steering Committee, 2013-Present
- Mapping and Monitoring Land Resource Change Conference Co-Chair, May 2008

University

- Graduation Composition and Communication Advisory Committee, 2013-2015
- Undergraduate Research Oversight Committee (U ROC), Advisor, 2011–2014
- University Senate (Academic Organization and Structure Committee), 2010–2013
- University Appeals Board, 2009–2012
- Academic Ombudsman Search Committee, Member, 2011
- Graduate & Professional Commencement Marshall, Fall 2011
- The William B. Sturgill Award for Graduate Education Review Committee, 2010–2011
- Service-learning Faculty Learning Community-Faculty Facilitator, 2009-2010

College of Agriculture, Food and Environment

- College Strategic Planning Team, 2014
- Promotion and Tenure Advisory Committee, 2013-2015
- Natural Resources and Environmental Sciences Planning Initiative, 2007-Present
- Environment and Natural Resources Advisory Committee, 2007-Present
- Agriculture Faculty Council, 2007-2008 (one-year term), 2010–2012 (2011-2012, Chair)
- Department of Plant and Soil Science Faculty Peer Reviewer, Fall 2010
- Natural Resource and Environmental Science 320 Module Instructor, 2005-2009, 2012-2013
- Freshmen Scholarship Reader 2012

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

Books, Invited Book Chapters, Book Chapters

Zourarakis, D.P. and **Lee, B.D.** 2010. The effects of land cover change: Increasing watershed imperviousness in Kentucky. *In* N.H. Pullen & M. Patterson (Eds.), *Geospatial Technologies in Environmental Management* (pp. 119-141). New York, New York:Springer Publishing

Brasier, K., **B.D. Lee**, R. Stedman, and J.L. Weigle. 2011. Local champions speak out: Pennsylvania's Community Watershed Organizations. Pp. 190-206. *In* L.W. Morton & S. Brown (Eds.), *The citizen effect: Multiple pathways to solving watershed problems.* New York, New York:Springer Publishing

Lee, B.D., C.L. Wilson, and A. Schörgendorfer. (2013). Subwatershed clusters for land use assessment and planning. *In* R. Dodge & R. Congalton (Eds.)**,** *Meeting Environmental Challenges with Remote Sensing Imagery.* Alexandria, Virginia: American Geosciences Institute – Environmental Awareness Book Series. Published in partnership with AmericaView, USGS Land Remote Sensing Program, American Society for Photogrammetry and Remote Sensing.

Lee, B.D., J. Adams*, and S.D. Austin. The landscape tension index. *In* G.F Sassenrath, T.G. Mueller, & J.M. Schneider (Eds.), In *GIS Applications in Agriculture, Volume Four: Conservation Planning*,. Boca Raton, Florida: CRC Press. Chapter 10 and Hands-On Exercise. (In Press – with an anticipated publication date of 2014).

Lee, B.D., D. Carey, and A. Jones, (Eds.). *Water in Kentucky: Shaping landscapes, people, and communities.* Invited to be the lead editor by the University Press of Kentucky for an anticipated Spring 2015 publication. We have a UPK Board Approval and a written agreement.

Refereed Journals and Invited Work

Stedman, R., **B. Lee**, K. Brasier, J. L. Weigle, and F. Higdon. 2009. Cleaning up water? Or building rural community? Community watershed organizations in Pennsylvania. *Rural Sociology* 74(2):178–200.

Hamilton, N.J., B. Mijatovic, T.G. Mueller, **B.D. Lee**, B.W. Kew, H. Cetin, and A.D. Karathanasis. 2009. Google Earth dissemination of soil survey derived land-use planning interpretations. *Journal of Extension* 47(5). Available at: http://www.joe.org/joe/2009october/a3.php

Lee, B.D. 2009. Learner reflections from an introductory geographic information systems course: A case study. *NACTA Journal* 53(1). Available at http://nacta.fp.expressacademic.org/article.php?autoID=1409&issueID=228

Lee, B.D. 2010. Hills Project Profile. Pages 230-233. *In* K. Foster (Ed.), *Becoming a landscape architect: A guide to careers in design.* Hoboken, New Jersey: John Wiley & Sons, Inc.

Lee, B.D. 2010. Perceived Team Cohesion and Individual Effectiveness during a Collaborative Service-Learning Experience. North American Colleges and Teachers of Agriculture (NACTA) 56th Annual Conference: The Scholarship of Teaching and Learning. State College, Pennsylvania. June 22-25, 2010. (NACTA Journal, June 2010, and Presentation #260 https://custom.cvent.com/18A6750208F1461A8000EA09BA931C3A/files/8effdefba0d1466ab77498f16b922994.pdf)

Lee, B.D. 2012. Predicting Urbanization in Central Kentucky Using a Cellular Automata Approach. Association of American Geographers. 2012 Annual Meeting. New York, New York. February 24–28, 2012. (Invited Abstract and Presentation).

Wilson, H.N., M.A. Arthur, A**.** Schörgendorfer, R.D. Paratley, **B.D. Lee**, and R. McEwan. 2013. Site characteristics as predictors of *Lonicera maackii* in second growth forests of central Kentucky, USA. *Natural Areas Journal* 33(2):500-509.

B.W. Kew and **B.D. Lee.** 2013. Measuring sprawl across the urban rural continuum using an amalgamated sprawl index. *Sustainability* 5(5), 1806-1828; doi:10.3390/su5051806 and http://www.mdpi.com/2071-1050/5/5/1806/pdf

Refereed Conference Proceedings

Lee, B.D., A. Schörgendorfer, and *C.D. Linebach. Watershed clustering based on geomorphic and human induced landscape modifications: A central Kentucky Example. In Kentucky Water Resources Research Institute, *2009 Kentucky Water Resources Annual Symposium* (pp. 11-12) Lexington, Kentucky. March 2, 2009. Available at: http://www.uky.edu/WaterResources/2009%20%20Sym%20Proceedings.pdf (Proceedings and Presentation)

Lee, B.D., C.D. Hanley, and D. Zourarakis. Mapping and Monitoring Land Resource Change: Bridging the Geospatial Divide for Decision Making – A First Conference in Kentucky and the Region. In American Society for Photogrammetry and Remote Sensing, *Proceedings of American Society for Photogrammetry and Remote Sensing (ASPRS) 2009 Annual Conference*. (p. 55) Baltimore, Maryland. March 9-13, 2009. (Proceedings and Presentation)

Lee, B.D., A. Schörgendorfer, C.L. Wilson, L. Haight-Maybriar, and J. Webb. Subwatershed Clustering Based on Geomorphic and Human Induced Landscape Modifications: The Licking River Basin. Kentucky Water Resources Research Institute. Lexington, Kentucky. March 22, 2010. (Proceedings and Presentation - http://www.uky.edu/WaterResources/2010%20Proceedings.pdf)

Lee, B.D., and C.L. Wilson. An Initial Prioritization Approach for Potential Agricultural Best Management Practice Implementation Based on Subwatershed Indicators and Expert Knowledge. Kentucky Water Resources Research Institute. Lexington, Kentucky. March 22, 2010. (Proceedings and Poster - http://www.uky.edu/WaterResources/2010%20Proceedings.pdf)

Wilson, H.N, M.A. Arthur, R.W. McEwan, **B.D. Lee**, and R.D. Paratley. Do mature forests present barriers to non-native plant invasion? *Lonicera maackii* establishment in deciduous forests of central Kentucky. 17th Central Hardwood Forest Conference. Lexington, Kentucky. April 5-7, 2010. (Abstract, Poster, and Proceedings)

Lee, B.D. A Landscape Change Model Calibration Approach for Predicting Urbanization. 2011 Council of Educators in Landscape Architecture Conference. Los Angeles, California. March 30-April 2, 2011. (Abstract and Presentation).

Hawley, R.J., M.S. Wooten, **B.D. Lee**, and C.L. Wilson. Land-use, stream channel dynamics, and macroinvertebrate community responses: A northern Kentucky case study. Kentucky Water Resources Research Institute. Lexington, Kentucky. March 21, 2011. (Proceedings and Presentation)

Wooten, M.S., Hawley, R.J., **B.D. Lee**, and C.L. Wilson. Biological community response to land use and stream channel dynamics**.** North American Benthological Society Annual Meeting. Providence, Rhode Island. May 22–26, 2011. (Proceedings and Presentation)

Lee, B.D., and C.L. Wilson. Prioritizing Subwatershed Opportunities to Reduce Nitrogen and Phosphorus in Surface Waters. 2012 Council of Educators in Landscape Architecture Conference. Champaign, Illinois. March 28–31, 2012. (Abstract and Interactive Presentation)

Lee, B.D., C.D. Barton, and C.L. Wilson. Determining Landscape Areas for Targeted Reforestation Efforts. 2012 Council of Educators in Landscape Architecture Conference. Champaign, Illinois. March 28–31, 2012. (Abstract and Interactive Presentation)

Lee, B.D., and C.L. Wilson. The Watershed Atlas Project. 2012 Council of Educators in Landscape Architecture Conference. Champaign, Illinois. March 28–31, 2012. (Abstract and Interactive Presentation)

Lee, B.D., A. Schörgendorfer, and C.L. Wilson. Subwatershed Clustering Based on Geomorphic and Human Induced Landscape Modifications: The Commonwealth of Kentucky. Kentucky Water Resources Research Institute. Lexington, Kentucky. March 18, 2013. (Proceedings and Presentation - http://www.uky.edu/WaterResources/2013%20Proceedings.pdf)

Lee, B.D., C.D. Barton, and C.L. Wilson. **Determining Landscape Areas for Targeted Reforestation Efforts**. 2013 Council of Educators in Landscape Architecture Conference. Austin, Texas. March 26–30, 2013. (Abstract and Interactive Presentation)

Lee, B.D., and C.L. Wilson. **The Watershed Atlas Project.** 2013 Council of Educators in Landscape Architecture Conference. Austin, Texas. March 26–30, 2013. (Abstract and Interactive Presentation)

Refereed Conference Presentations

Wilson, H.N, M.A. Arthur, R.W. McEwan, **B.D. Lee**, and R.D. Paratley. Do mature forests present barriers to non-native plant invasion? A case study of *Lonicera maackii* establishment in deciduous forests of central Kentucky. Ecological Society of America Annual Meeting. August 2-7, 2009. Albuquerque, New Mexico (Abstract and Poster)

Lee, B.D. Student Reported Individual and Team Effectiveness in a Service-Learning Capstone Course: Lessons from Five Cohorts. 8th Biennial Conference on University Education and Natural Resources. March 25-27, 2010. Blacksburg, Virginia. (Abstract and Presentation).

Lee, B.D. Areas of Agreement and Disagreement using SLEUTH Landscape Change Models for Predicting Urbanization in Central Kentucky. 2010 Kentucky GIS Conference. October 13-15, 2010. Frankfort, Kentucky. (Abstract and Presentation).

Lee, B.D, D. Zourarakis, *C. Clark, C.L. Wilson. Using Real-time Crowd Sourcing to Assess the 2006 National Land Cover Data for Kentucky. 2011 Kentucky GIS Conference. October 11-13, 2011. Frankfort, Kentucky. (Abstract and Presentation).

*Clark, C. and **B.D. Lee**. A Focused Accuracy Assessment of the 2006 National Land Cover Dataset in Kentucky. 2011 Kentucky GIS Conference. October 11-13, 2011. Frankfort, Kentucky. (Abstract and Poster).

Lee, B.D., C.D. Barton, C.H. Clark*, and C.L. Wilson. Targeting Reforestation Efforts in Appalachia. Appalachian Reforestation Research Initiative 2012 Conference. May 22-23, 2012. Big Stone Gap, Virginia. (Abstract and Presentation).

Lee, B.D., A. Schörgendorfer, and C.L. Wilson. Subwatershed Clustering Based on Geomorphic and Human Induced Landscape Factors: The Commonwealth of Kentucky. 2012 Kentucky GIS Conference. October 26-26, 2012. Louisville, Kentucky. (Abstract and Presentation).

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

Brian Lee, Ph.D., Associate Professor, has used service-learning in several of his courses for over a decade. In 2008, his students in the 5th Year Spring Studio worked with the Northern Kentucky Area Planning Commission to develop “The Hills Project” which incorporated many considerations for determining the best way to develop or not develop hillsides in Northern Kentucky (http://www.uky.edu/Ag/LA/KLEAR/Hills_Project.html). This project was so successful that it won the American Society of Landscape Architects – Community Service Honor Award. Furthermore, in 2010, his students were honored by the American Planning Association – Kentucky Chapter for their work on the Beyond the Legacy Project that focused on a multi-modal regional trail network. In each of these projects the community partners have continued on the efforts that were the focus of each of these studios to advance positive social change. These two semester long projects are part of a tradition of incorporating service learning in the Department of Landscape Architecture that lasts over 25 years.

His belief in the importance of learning through service extends to his upcoming education abroad course – “Viva! Vancouver”. The course is open to all UK undergraduate students and will focus on urban sustainability issues. He is partnering with Dr. Chris Barton (UK-Forestry) and Green Forests Work (a locally based non-profit) to plant trees on reclaimed coal mines in eastern Kentucky as a way to learn about global carbon cycling while over time offsetting the carbon footprint of their round-trip flight to Vancouver, Canada. While in Vancouver, the students will work with the Stanley Park Ecological Society to learn about urban park ecological management issues and participate in on-going habitat restoration.

Finally, he is the co-editor of a book accepted by the University Press of Kentucky entitled, *“Water in Kentucky: Shaping Landscapes, People, and Communities.”*

5. Individual Teacher's Record

Name: **Thomas J Nieman, PhD**

Rank: **Professor**

Department or unit (if not part of the program under review):

Education: (College and higher)

Institution	Number of Years Attended	Degree/Date Granted
The Ohio State University	5	BLA 1966
University of Massachusetts	1.5	MLA 1968
Southern Illinois University	3	PhD 1973

Teaching Experience: (College level)

Institution	Years Taught	Subjects
University of Leeds, England	1	Design & Construction
The Ohio State University	1	Design, Plant Materials
SUNY-CES&F, Syracuse	4	Design, Planning
University of Kentucky	37	Working Drawings, Regional Planning

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
Private Practice	48	Site Design, Land Use Planning

Professional Registration: Give profession and state/province(s).

Commonwealth of Kentucky	#301	Landscape Architect

Professional & Academic Activities. Offices held, exhibitions, competitions, committee memberships in professional societies or boards, etc., for last five years.

University of Kentucky
- Faculty Senate – Retroactive Withdrawal Appeals Committee
  - 2009 to Present – Member
  - 2012 to Present – Chair
- Hearing Officer for Student Code Violations – Office of the Provost
  - 2012 to Present
- Humanities and Arts, Tenure and Promotion Committee
  - 2012 to 2013

State of Kentucky
- Kentucky Board of Licensure of Landscape Architecture
  - 2009 to Present – Member
  - 2012 to Present – President
- KYASLA – Licensure Taskforce – 2012 to Present

National
- ASLA - LARE preparation subcommittee
  - 2002 to Present
- CLARB
  - Nominating Committee – 2012 to 2013
  - Regional Director – 2014 to 2017

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

With regard to Landscape Architecture, other than instruction, two of my main contributions are:

1. KY Board of Licensure of Landscape Architecture as member and president. We have been proactive in rewriting our licensure law to be more inclusive of those attempting to enter the profession. As a result of this activity graduates of an accredited program in LA can now take the LARE upon graduation. They are no longer required to intern for two years prior to taking the exam.
2. I have been heavily involved in presenting preparation sessions for the LARE through ASLA and state chapters across the Country and Puerto Rico. I have also placed a large quantity of study materials on the ASLA web site.

From the instruction perspective, my main contribution continues to be advancing the state of the art of the technical aspects of the profession. I continue to encourage students to reach for competence such that they will be valuable assets to the practicing profession in general. The courses I teach relative to this mission are designed to be on the forward edge of the profession. The result is students who, upon graduation, can move into an office and contribute to its wellbeing at the outset. The success of this endeavor can be measured by the fact that our students are recognized across the country as being competent individuals who can pursue a project with a minimal amount of supervision.

5. Individual Teacher's Record

Name: **Christopher Sass**

Rank: **Assistant 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	1	History of LA, Intro to LA, Water in the Landscape, Design Studio IV

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
Big Muddy Workshop	0.4	Site design, planting plans, grading, rendering, presentations
Fluvial consultant	6	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 *Journal of American Water Resources Association* 2012-present
Peer Reviewer *Journal of Visualized Experiments* 2014-present
Peer Reviewer *Incite Change / Change Insight* special track CELA 2014

State/Regional
Kentucky Chapter ASLA Executive Committee, non-voting member 2013-present
Editorial written by Adam Regn Arvidson, FASLA. August 2013 *LAM*, Streams of Many Shapes.
Rosgen Level I Certification (2009)

University
University of Kentucky, Student Chapter ASLA Faculty Mentor 2013-present
Faculty Fellow, PresentationU, University of Kentucky, 2013-present
Undergraduate research mentor, University of Kentucky, Dept. of Landscape Architecture, Summer 2014

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

*****Sass, C. & T. Keane. (2012). *Application of Rosgen's BANCS model for NE Kansas and the development of predictive streambank erosion curves.* Journal of American Water Resources Association (JAWRA).

Publications under review

*Sass, C. & T. Keane. Riparian corridor change in a Northeast Kansas watershed. Submitted to *Landscape Journal*, August, 2014.

*Keane, T. & C. Sass. Geomorphic stream channel succession as a predictor of sediment dynamics. Prepping to submit to *Journal of American Water Resources Association*.

Presentations (peer reviewed)

Kentucky Sustainability Conference, Bowling Green, Kentucky (November 14-16). Presenter, *Growing roots: Sustainability from a design perspective*

Spaces and Flows, Amsterdam, Netherlands, (November 22-24, 2013). Presentation, paper invited. Expanded ecological footprints: *A spatially explicit and unit specific diagnostic approach for regional planning the United States*. B. T. Lawrence and C. K. Sass

CELA Conference, Austin, Texas, (March, 2013) Presenter, *Channel Change in Northeast Kansas Streams*. With Tim Keane

CELA Conference, Austin, Texas, (March, 2013) Presenter, *Applying ecological footprint methods to calculate the spatially explicit regional ecological capacity and demand of Jackson County, Missouri*. With Bryce Lawrence

Mid-Atlantic Stream Restoration Conference (November, 2011) Presentation, *Stream channel succession and sediment yield*. With Tim Keane and Phil Barnes

Water and the Future of Kansas Conference, Topeka, KS (September, 2011)
Presenter, *Application of Rosgen's BANCS model for NE Kansas and the development of predictive streambank erosion curves*. With Tim Keane

Capitol Graduate Research Summit, Topeka, KS (March, 2010)
Presentation, *Creation of erosion rating curves for agricultural watersheds in Northeast Kansas* (Selected from Kansas State University Research Forum, 1 of 10)

USDA-CSREES National Water Conference, Hilton Head, SC (February, 2010)
Presentation, *Stream channel succession (evolution) and sediment dynamics*. With Tim Keane and Phil Barnes

Kansas State University Graduate Research Forum, Manhattan, KS, (February, 2010)
Presentation, *Creation of erosion rating curves for agricultural watersheds in Northeast Kansas*

From Dust Bowl to Mud Bowl: Sedimentation, Conservation Measures and the Future of Reservoirs. Kansas City, MO (September, 2009) Conference presentation, *Quantification of In-channel Sediment Contributions: Eastern and Central Kansas*. With Tim Keane and Phil Barnes

USDA-CSREES National Water Conference, St. Louis, MO (February, 2009)
Presenter, *Geomorphic stream assessment and monitoring: Black Vermillion River, Kansas*. With Tim Keane, Phil Barnes and Jeff Neel

CELA Conference, Tucson, AZ (January, 2009) Conference presentation and paper, *Historical inventory and analysis of the riparian vegetation corridors in the Black Vermillion Watershed, Kansas*

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

One of my goals as an educator in the landscape architecture field is to promote a recognition of the synergy between design, science, and ecology. This is so that students may reach solutions that are sound and truly sustainable for human use and increase environmental veracity. This focus is fueled by my own past education and experiences.

Because scholarly inquiry and discovery furthers our comprehension, I feel research is vital to be successful in the university realm. Research interests also provide students real world challenges and experiences. Bringing my own research into the classroom initiates students' curiosities, their own research endeavors, and new ways of problem solving in the field of landscape architecture. Conveying my own research from the disciplines of biology and landscape architecture into the classroom offers students different perspectives for their design work, as my academic training has allowed me to explore and solve complex issues in a creative manor. I also feel opportunities for student involvement in funded research is vital to a holistic education, even at the undergraduate level. Research opportunities for students can be varied, ranging from design competitions to assisting faculty with funded research projects. My own good fortune to present and publish my research at regional and national conferences was supported through faculty funded projects at both the undergraduate and graduate levels. Thus, my intention is to secure grant funding to aid students' research and subsidize costs for presentations and student development.

I find it exciting to join such a diverse and experienced faculty here at the University of Kentucky. The experiences and support I have received in this short year have been beyond reproach and will continue as I move forward in my research and teaching practices toward tenure. I have found the students to be receptive to new and difficult ideas, pushing themselves to find an appropriate answer.

5. Individual Teacher's Record

Name: **Andrea Carolina Segura**

Rank: **Lecturer**

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 Cincinnati	2	MCP 2010
Universidad Nacional de la Plata	1	Certificate LA 2001
Universidad Catolica de Cordoba	6	BA 1997

Teaching Experience: (College level)

Institution	Years Taught	Subjects
University of Cincinnati	1	Graphic communication Physical planning Digital graphics
University of Kentucky	3	Design studios Hand graphics I & II Digital graphics I & II Site inventory & analysis International study: 2012 Argentina 2013 Argentina/Chile 2015 Barcelona Capstone seminar

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
CS Land Studio	4	Consulting Drafting & design
Design Workshop	7	Project manager Schematic design Design development Construction documents Construction observation

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.

- *UKLA Design Week 2012. Open Space Sacred Places.* April 17th to April 21st, 2012.
- *Open Spaces Sacred Places: University of Kentucky. Healing Land and Community: Breaking Barriers through Nature, Arts, and Community'.* RFP Document Production for the Open Space Sacred Places Award. June 24th to June 29th, 2012.
- *"Your Town" Workshop.* Harrodsburg, KY. October 13th to 15th, 2011.
- *Student Service Project: Wesley Village Senior Housing Community.* October 1st to December 7th, 2012.
- *Horticultural Research and Education Center.* March 2013 to date. Schematic Design and Design Development Documents.
- *Synergies in Education, Research & Practice.* 2013 Kentucky Chapter of ASLA Annual Meeting. June 29th 2013. Presentation.
- *UKLA Design Week 2014. Live and Learn outdoors.* September 8th to September 13th, 2014.

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

- *Increasing Quality of Mass Low-Income Housing. 'Mi casa, Mi Vida y Nuevos barrios. Case Study. Cordoba. Argentina.* Master Thesis. University of Cincinnati. 2010.
- *Design Week: A New Approach to Integrating Student Learning and Faculty Research.* 2013 Annual Conference of the Council of Educators in Landscape Architecture. March 26th 2013. (Abstract and Poster)
- *Design Week: The Integration of Community Engagement, Student Learning and Faculty Research.* 2013 Kentucky Engagement Conference. November 6th 2013. (Abstract and Poster)

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

One of my approaches when practicing landscape architecture rests in the idea that graphic representation is an essential tool for carrying out and communicating design intent and that a higher level of proficiency in graphic skills will facilitate and enhance the achievement of meaningful and worthwhile land interventions. This approach has now become my mission as an instructor; a mission that focuses on developing graphic communication skills that will enhance a student's design ability.

Workshops, student service projects, design week, and service work are the ground for students to apply their skills and are also an opportunity for students to collaborate with planners and designers in a real-world setting on a real-world challenge. This approach will enhance future professionals academic experience while at the same time help develop long-term relationships with academia that may lead to research relationships, and to enrich the professional development of participating staff.

5. Individual Teacher's Record

Name: **Horst Schach**

Rank: **Professor / Professor Emeritus**

Department or unit (if not part of the program under review):

Education: (College and higher)

Institution	Number of Years Attended	Degree/Date Granted
Texas Tech	4	B.S. Park Adm / 1964
Univ. of California, Berkeley	2	M.L.A. / 1966

Teaching Experience: (College level)

Institution	Years Taught	Subjects
Texas Tech	1	Teaching Assistant Horticulture & Design
Univ. of California, Berkeley	1	Teaching Assistant Plant Materials, Park Design
Univ. of Kentucky	43	History of LA, Construction, Seminar, Design

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
Consulting/Private Practice	43	Various levels of project scales Most recent work w/ horse farms

Professional Registration: Give profession and state/province(s).

Commonwealth of Kentucky	#52	Landscape Architect

Professional & Academic Activities. Offices held, exhibitions, competitions, committee memberships in professional societies or boards, etc., for last five years.

Kentucky Chapter ASLA, Trustee, 2009-10
Member, Design Review Committee, Coldstream Research Park
Advisory Committee, UK/LFUCG Arboretum
Steering Committee, Center for Rural Design, University of Minnesota
Member, Mayor's Task Force on Aging in Place
Juror for Tennessee ASLA Design Awards, 2009
Fellow ASLA

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

Panelist, 1st International Symposium on Rural Design, University of Minnesota, January, 2010.

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

5. Individual Teacher's Record

Name: **Laurie Fields**

Rank: **Assistant Professor** (resigned July 2012)

Department or unit (if not part of the program under review):

Education: (College and higher)

Institution	Number of Years Attended	Degree/Date Granted
Cornell University	3	1994 / M.L.A.
University of Michigan	3	1976 / B.F.A.
Grinnell College	2	

Teaching Experience: (College level)

Institution	Years Taught	Subjects
Univ. of Kentucky Theory	7	Design, Graphics, Design
Univ. of Arkansas	6	Design, Graphics
Morgan State Univ.	1	Design, Graphics, History of LA
George Washington Univ.	3.5	Design, Site Analysis, Final Studio Project
Rhode Island School of Design	1 term	Advanced Studio
Cornell Univ.	3 terms	Design, Summer intro course

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
DCA Landscape Architects	4	Residential/institutional site design planting plans, construction documents
CHK Architects & Planners	1	Planning department, urban design & planning
Horrigan/McGavin	1	Residential and campus site design

Professional Registration: Give profession and state/province(s).

Not licensed

Professional & Academic Activities. Offices held, exhibitions, competitions, committee memberships in professional societies or boards, etc., for last five years.

Ag Faculty Council, Member and Secretary
Faculty adviser, UK Student Chapter ASLA
Faculty adviser, UK Sigma Lambda Alpha Honor Society

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

*Landscape and the Solar Decathlon, CELA/ISOMUL 2010 (Council of Educators in Landscape Architecture/International Study group on Multiple Uses of Land), Maastricht, the Netherlands, 2010.

*Applying New Knowledge and Skills in the Design of an Outdoor Classroom, National Conference for the Beginning Design Student, Baton Rouge, LA, 2009.

*Grounding Abstract Ideas: Applying new knowledge and skills in the design of an Outdoor Classroom, Proceedings of the 25th National Conference on the Beginning Design Student, Baton Rouge, LA, 2009.

Scholarly / Creative Work

Presentation and model-making workshop for students at Shawnee High School, Louisville, KY. Spring 2009.

Participation with development of "S.KY Blue—the University of Kentucky Solar Decathlon House," September 2009, April 2010, and September 2010.

"Art Museum Sculpture Garden," Schematic Design completed August 2010.

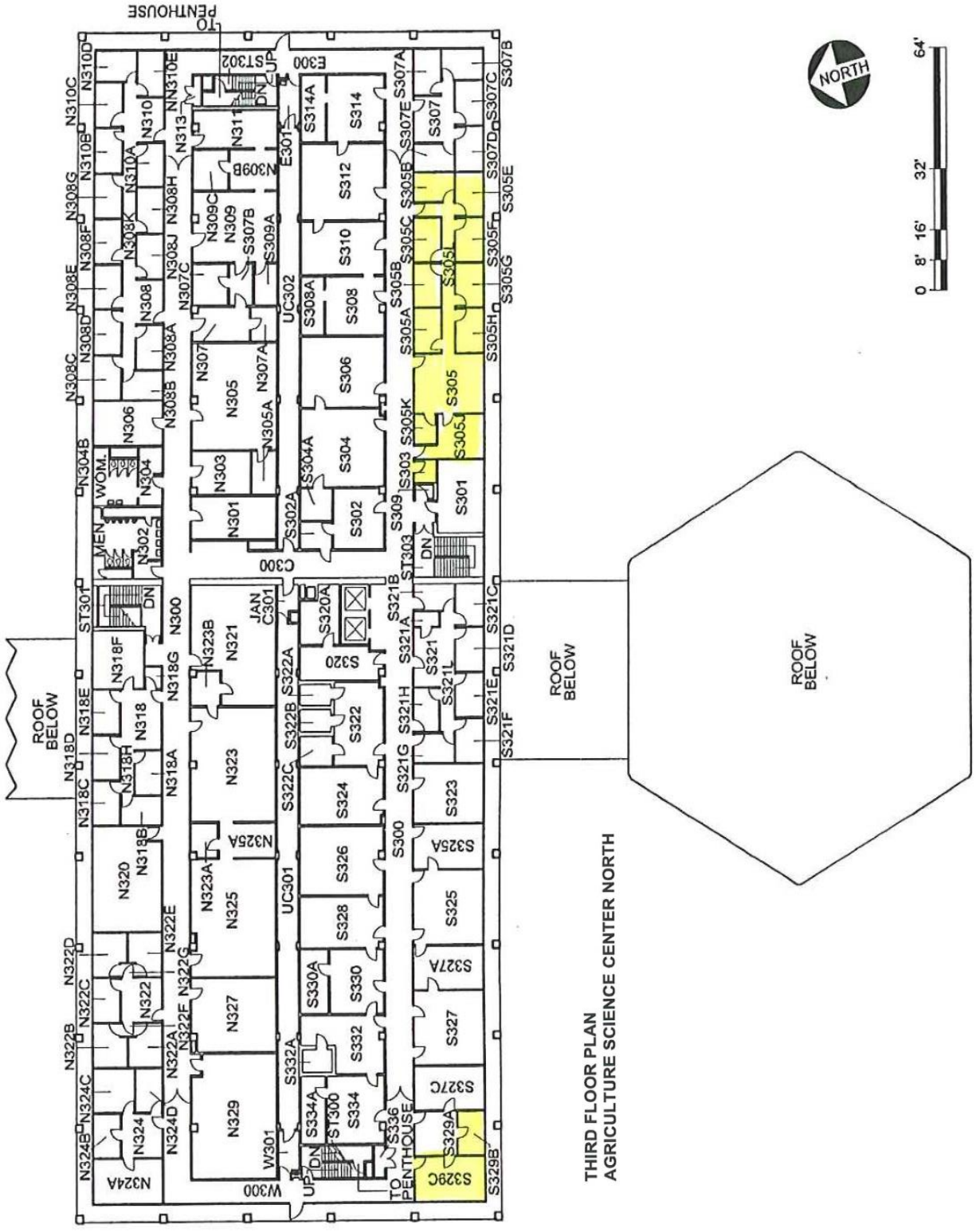
Contributions. Briefly describe your involvement in advancing the knowledge or capability of the profession of landscape architecture in the last five years.

F. FACILITIES INFORMATION

1. Tabulate space data as shown below.
2. Describe any steps that are being taken to improve the spaces.
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.

Program Facilities:

Room #	Size (SF)	Max. Capacity Normal Max. Users	Type of Storage (studio, office, storage, etc.)	Exclusive Use - E Shared Use - S Building Use - X
S303	38	0/0	Storage	E
S305	312	3/1	Office - main / staff	E
S305A	89	1/0	Office/storage	E
S305B	89	1/1	Office – faculty	E
S305C	89	2/2	Office/storage	E
S305D	89	1/1	Office – faculty	E
S305E	91	1/1	Office – faculty	E
S305F	91	1/1	Office – faculty	E
S305G	91	1/1	Office – faculty	E
S305H	91	1/1	Office – faculty	E
S305J	178	1/1	Office – faculty	E
S305K	49	0/0	Storage	E
S329C	235	3/2	Office – staff	E
Total SF: 1532			**Agriculture Science Bldg (#91)**	
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)**	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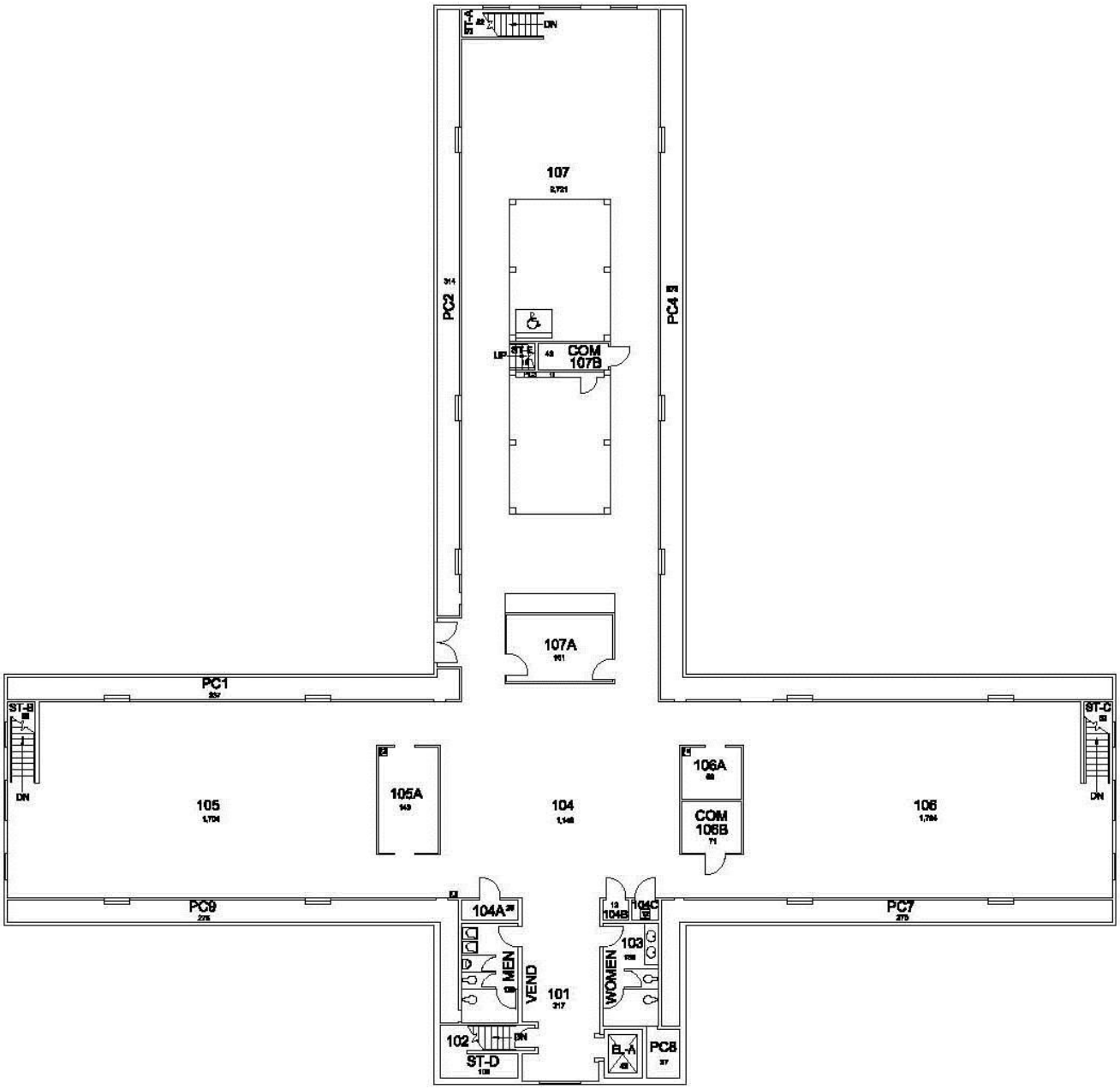

FIRST FLOOR
E. S. GOOD BARN

11,101 Gross Square Ft.

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G. BENCHMARK INSTITUTIONS

UK Landscape Architecture Benchmarks

	12+ Credits Tuition & Fees (2014-2015) for Freshman/Lower Division based on read each website and relating to LA Programs and Colleges.																															
	UK		**U. Tennessee**	**U. Delaware**	**Auburn**	**University of Alabama**	**Mississippi State**		**North Carolina A&T**		**WVU**		**U. Arkansas**		**LSU**		**Ohio State**		**Purdue**		**Ball State**		**UGA**		**Clemson**		**Illinois**		**VA Tech**		**Penn State**	
	Resident	Non-Resident	Resident	Resident	Resident	Resident	Resident	Non-Resident	Resident	Non-Resident	Resident	Non-Resident	Resident	Non-Resident	Resident	Non-Resident	Resident	Non-Resident	Resident	Non-Resident	Resident	Non-Resident	Resident	Non-Resident	Resident	Non-Resident	Resident	Non-Resident	Resident	Non-Resident	Resident	Non-Resident
Semester	5232	11367	5938	6171	5100	5313	3570	9239	3623.09	10046.09	3819	10632	4821.75	11470.5	4379	13238	5018.5	13268.5	5001	14402	4732	12365	5418	14523	6904	15912	8603	15916	6008.5	14024	8751	15226
Two Semesters	10464	22734	11876	12342	10200	10626	7140	18478	7246.18	20092.18	7638	21264	9643.5	22941	8758	26476	10037	26537	10002	28804	9464	24730	10836	29046	13808	31824	17206	31832	12017	28048	17502	30452
Credit Hours	129						124		128		136		162		177		126		132		154		156		155		124		157		151	
Year to Degree									5										5													
Tuition Years (no summers)	4		4	4	4	4	4		4		4		5		5		4		4		5		5		4		4		5		5	
Resident Cost of Degree	$41,856		$47,504	$49,368	$40,800	$42,504	$28,560		$28,985		$30,552		$48,218		$43,790		$40,148		$40,008		$47,320		$54,180		$55,232		$68,824		$60,085		$87,510	
Resident Cost Rank	7		11	13	6	8	1		2		3		12		9		5		4		10		14		15		17		16		18	
Difference from UK Instate	0.00		5,648.00	7,512.00	(1,056.00)	648.00	(13,296.00)		(12,871.28)		(11,304.00)		6,361.50		1,934.00		(1,708.00)		(1,848.00)		5,464.00		12,324.00		13,376.00		26,968.00		18,229.00		45,654.00	
Non-Resident Cost of Degree		$90,936						$73,912		$80,369		$85,056		$114,705		$132,380		$106,148		$115,216		$123,650		$145,230		$127,296		$127,328		$140,240		$152,260
Non-Resident Cost Rank		4						1		2		3		6		11		5		7		8		13		9		10		12		14
MLA Program/Addvanced Program	No						MLA		No		MLA		No		MLA		MLA		No		MLA		MLA		MLA		MLA, PhD		MLA		MLA	
						+ $400/credit over 16																											
First Year Enrollment Cap	~25						None Found		None Found		50		18		Subject to Space Availability																	
Upper Level Cap															36																	
Entry Requirements beyond University Addmission (Portfolio, Test, etc.)	4 Hour Free Test						None Found		None Found		None				None Found																	
	Min. of "C" in Design and Technical sequence courses						None Found		Minimum of "C" in all LA Courses		2 year portfolio for moving forward		Professional Program Review: end of second year. Students must be admitted to the Professional Program to continue with this degree completion plan. A cumulative gpa of 2.5 is required.		Prior to 3rd year an academic and portfolio review occurs. Majors must pass all required courses and all approved electives with a grade of "C" or better.		yes (multiple hoops)										2.5 Overall GPA to go from 2nd to 3rd year					
Special Progression Requirement (Minimum Major Grade, Minimum Major GPA, 2-year review/Portfolio/GPA)																																
	Required						None Found		None Found		Travel in place of "Summer Professional Experience"		Complete the approved, off-campus study experience in Europe in the summer prior to their fourth year.		Optional 10 Week Summer Rome Program																	
Education Abroad Requirement																																
	Required						None Found		Coop Year		Summer Professional Experience (6 Weeks for 30 hours/week)		Encoraged but not required		Required with 10-12 weeks of full-time employment (32-40 hour weeks)				Coop 40 weeks								Hour requirement between 3rd and 4th years					
Internship Required																																
	Required						Windows Laptop (4 Years)				Not Required but Recommended- Windows		For start of Second Year Windows Preferred but if you get a MAC then get Windows as well		Laptop Required with admission				Pre-sophomore													
Computer Requirement																																
													Leadership by Design for first and second year students a weekly class (http://architecture.uark.edu/302.php and http://architecture.uark.edu/LBDFall2008.pdf)																			
Other Notables																																

F. ADDITIONAL REQUIRED ITEMS FOR UK PERIODIC PROGRAM REVIEW

14. Grants and contracts for the period of review, including funding amounts

Extramural Grants

2014

Hargrove, R.A. *Innovation Zone: Design thinking as a tool for problem solving.* STEAM Academy and Fayette County Public Schools, 10/1/14-6/1/15 **($10,000)**

2013

Schulze, D., Thompson, J.A., and Mueller, T.O. (**Lee, B.D.**-replaced Mueller as PI). *Integrating Spatial Educational Experiences (ISEE) - Mapping a New Approach to Teaching and Learning Soil Science.* National Institute of Food and Agriculture (NIFA) - Higher Education Challenge Grant- with Purdue Univ., Univ. of Wisconsin, Univ. of Illinois, Ohio State Univ., West Virginia Univ., Texas A&M, 9/1/13-8/31/16 **($629,619)**

2012

Lee, B. *Landscape Prioritization and Conservation for Elk*. Rocky Mountain Elk Foundation **($13,946)**

2011

Crankshaw, N. *Survey and Research of Historic Properties in Casey County, Kentucky*. Kentucky Heritage Council **($8,800)**

Crankshaw, N. *Second Street Form District Guidelines,* City of Frankfort, Kentucky **(15,000)**

2010

Lee, B. D. *Predicting Landscape Change in the Central Bluegrass.* USDA–CSREES Special Grant,.10/1/10-9/30/13 **($49,987)**

Lee, B.D. & C.D. Barton. *Determining Landscape Areas for Targeted Reforestation Efforts.* USDA–CSREES Special Grant, 10/1/10-9/30/13 **($45,051)**

2009

Hu, W., A. Pagoulatos, S. Workman, and **B. Lee.** *Assessment of Market-based Water Quality Trading System for Kentucky River Watershed*. US EPA Targeted Watersheds Grant, 5/1/09-12/31/11 **($264,416)**

Mueller, T., B. Lee, and **B.D. Lee**. *Google Maps for Land Assessment Visualization.* USDA–CSREES Special Grant, 10/1/09-9/30/12 **($49,994)**

2008

Crankshaw, N. *Rural Heritage Development Initiative Design Guidelines, City of Bardstown.* National Trust for Historic Preservation and the Rural Heritage Development Initiative, National Park Service Preserve America grants program **($48,923)**

Hanley, C. (PI) et al. (**B.D. Lee**, Collaborator). *Information Technology through*

Community–Based Natural Resources Program for Students and Teachers. National Science Foundation - Information Technology Experiences for Students and Teachers (ITEST), 2/1/08-1/30/11 (**$1,155,525)**

Lee, B. D. *Licking River Watershed Assessment and Classification.* USDA–CSREES Special Grant, 10/1/08-9/30/11 **($74,863)**

Intramural Grants

2014

UK Sustainability Challenge Grant Program

Koo, Jayoung, co-leader of the *Empowerment for North Limestone Neighborhood Sustainability Project***.**

Sass, Chris and adjunct faculty member **Molly Davis,** co-leaders of the *Arboretum Drive BioSwale Demonstration Project.*

Other Funding

2014

Hargrove, R. *Innovation Zone: Design thinking as a tool for problem solving.* STEAM Academy and Fayette County Public Schools, 10/1/14–6/1/15 **($10,000)**

Hargrove, R. *LA 111 Creative Study Tour*. University of Kentucky Student Government Association, 1/31/14–5/31/14 **($2,500)**

Hargrove, R. *The Cloud: A Collection of Creative Knowledge.* The Curb Center, Vanderbilt University, 4/1/14–8/1/14 **($1,200)**

Hargrove, R. *SEC Faculty Research Travel Grant*. Southeastern Conference/Vanderbilt University, 1/1/14–7/1/14 **($950)**

Koo, J. *Bernheim Bike/Hike Trail Planning*. Bullitt County Fiscal Court, 05/14-12/14 **($15,000)**

2013

Hargrove, R. *The Design Process Revealed: An exploration in creative thinking.* Partners for Youth Foundation and Fayette County Public Schools, 5/30/13-4/12/14 **($2,420)**

Hargrove, R. *West Muhammad Ali Boulevard Corridor Study and Development Guidelines.* Louisville Central Community Center, Inc., 5/1/13-12/31/13 **($8,369)**

Hargrove, R. and Louis Johnson. *LexconNEXT.* ProgressLex Micro-Grant, 6/20/13-12/31/13 **($500)**

2012

Hargrove, R. *The Design Process Revealed: An exploration in creative thinking.* Partners for Youth Foundation and Fayette County Public Schools, 5/30/12-4/12/13 **($2,800)**

Hargrove, R., J. Nietfeld (PI), A. Rice (Co-PI). *Examining the Impact of Creative Problem-Solving Across Disciplines.* North Carolina State University, Research and Innovation Seed Funding**,** 2012–2013 **($31,919)**

Lee, B.D. *Travel Grant for Study Abroad.* University of Kentucky – Education Abroad Faculty Development Program **($1,500)**

2011

Hargrove, R. *U.S. 27 Corridor Study and Development Guidelines*. City of Falmouth **($16,500)**

2010

Lee, B.D. *Geographic Information Systems and Landscape Analysis (LA 855/NRC 555) Course Hardware Development Funding for Teleconferencing of Guest Speakers*. KentuckyView through the AmericaView Consortium with the United States Geological Survey **($550)**

2009

Lee, B.D. *Advanced Geographic Information Systems and Landscape Analysis (LA 956/NRC 556) Course Software Development Funding*. KentuckyView through the AmericaView Consortium with the United States Geological Survey **($900)**

16. Landscape Architecture Faculty Awards & Honors

University

2006 – Barry Kew - UK Alumni Association – UK Great Teacher Award - First time LA faculty member has been selected to receive this award

2008 – Brian Lee - Commonwealth Collaborative - Land Use Planning - $10,000

2014 – Ryan Hargrove - College of Agriculture, Food and Environment - Student Council, Joe T. Davis Outstanding Teacher Award

Regional

2013 – Jayoung Koo - Excellence in Teamwork, 2013 NACDEP Regional Awards South, Community and Economic Development Initiative of Kentucky (CEDIK), University of Kentucky Cooperative Extension Service.

National

1992 – Thomas Nieman - Fellow, American Society of Landscape Architects

2007 – Ned Crankshaw & others – National ASLA Award of Excellence – Honor Award – Category: Analysis & Planning - Project: Lower Howard's Creek Corridor Management Plan, Clark County, KY.

2009 – Brian Lee - North American Colleges and Teachers of Agriculture, Teacher Fellow Award

2009 – Laurie Fields - LA faculty participant - US Department of Energy – Solar Decathlon - 9th Place - UK Sky Blue House

2013 – Jayoung Koo - Excellence in Teamwork, 2013 NACDEP National Awards, Community and Economic Development Initiative of Kentucky (CEDIK), University of Kentucky Cooperative Extension Service.

2013 – Thomas Nieman - Council of Landscape Architectural Registration Boards - Presidential Recognition Award for “longtime and distinguished contributions”

2014 – Brian Lee - Council of Educators in Landscape Architecture (CELA), Excellence in Service-Learning Award

19. Evidence of adherence to educational policies and procedures established through the faculty governance process, including consistency in applying policies related to grading, probation, admissions, termination

The College of Agriculture, Food and Environment, including the Department of Landscape Architecture, adheres to all University Senate rules. The relevant rules, Section IV: Rules Relating to Admission to the University and Section V: Rules Relating to Attending the University, may be found at the following link: http://www.uky.edu/Faculty/Senate/rules_regulations/index.htm

20. Evidence of consistent review and monitoring of course substitution, course equivalency credits, course substitutions, course transfers toward degree completion, and vetting of exceptions, degree requirements

Course substitutions requested by students are reviewed by faculty members. Once approved by faculty member, the director of undergraduate study or department chair signs the course substitution form before it is submitted to the associate dean for instruction, where the request is further vetted. Equivalency credit and course transfers are reviewed by the director of undergraduate studies, with consultation of faculty when the requests are received from the registrar. The decision is forwarded to the registrar.

Degree requirements and vetting of exceptions are reviewed by faculty. When the faculty agrees to change course requirements, a program change proposal is submitted to the college undergraduate curriculum committee for review. After this review and approval by the associate dean for academic administration, the proposal is submitted for university approval.

21. Evidence of adherence to unit procedures on faculty personnel actions (e.g. appointment, promotion, and tenure) and budget request preparation

The Department of Landscape Architecture adheres to the Rules of Procedure as established and approved by the College of Agriculture, Food and Environment on February 18, 2013. The relevant rule may be found at the following link: http://administration.ca.uky.edu/files/College_of_Agriculture_Rules_of_Procedure_2013.pdf

Budget preparation within the University of Kentucky is governed by Administrative Regulation 1:4, found at the following link: http://www.uky.edu/regs/files/ar/ar1-4.pdf. The College of Agriculture, Food and Environment Business Center and Finance Director work closely with the Department of Landscape Architecture and the Dean of the College

of Agriculture, Food and Environment to develop and administer the departmental budget.

22. Evidence of course scheduling and teaching assignment

The faculty schedule meetings to discuss scheduling and teaching of classes. All courses required for a degree are offered during a scheduled four year plan.

23. Program demand/unnecessary duplication:

- **Number of UG and G students enrolled and credit hour production**
- **Number of UG and G degrees conferred**

Year	Undergraduate Students Enrolled	Earned Student Credit Hours	Undergraduate Degrees Conferred
2013-2014	66	1,362	10
2012-2013	67	1,553	18
2011-2012	73	1,776	11
2010-2011	76	1,351	16
2009-2010	74	1,394	12
2008-2009	92	1,451	27

25. Program uniqueness: Unique components, distinctive innovations. Is the program a response to changes in the discipline or other academic necessities?

The University of Kentucky offers the only accredited professional degree in landscape architecture in the Commonwealth of Kentucky. Students in the Department of Landscape Architecture learn to create human environments that are sustainable, socially relevant, artful, and functional. UK Landscape Architecture graduates occupy leadership positions in private practice, public agencies, and academic institutions throughout the United States and world.

27. Describe the recruitment and development plan for the program (include attention to faculty, staff, and students).

Landscape Architecture Student Recruitment and Enrollment - June 5, 2014

This document is the result of a series of discussions by the faculty in the Department of Landscape Architecture in the March to May period, 2014. It begins with four guiding principles for recruiting agreed on by the faculty. Most of the document is in the form of an annotated list of objectives and tasks to achieve those objectives. It concludes with a proposal to the College of Agriculture, Food and Environment to fund a part-time recruiting position in the department. The intention for this position is to create the capacity for off-campus outreach to populations of prospective students which will ultimately lead to higher enrollment.

Principles

Invest faculty time in developing communication materials and meeting students on campus
Use recruiting staff time to engage off-campus activities such as high school visits
Use recruiting to achieve better gender balance and increased minority enrollment
Use recruiting to increase quality as well as quantity of enrolling students

Enrollment growth strategies and recruiting tactics

Remove barriers to enrollment

Four year curriculum
Implement for Fall 2014
Update and emphasize change to four years in all descriptive materials
Entrance exam
Assess the screening value of the exam relative to already available information such as standardized test scores and high school GPA

Improve physical presence

Office appearance and hallway presence
Update displays in hallway, revamp office seating area, work with Horticulture to improve conference room
Entrance to Good Barn
Work with CAFE on plan and partial funding, work with alumni donors to partially fund plan through in-kind contributions, involve materials and methods course in a design-build project, install a sign identifying advancement office and landscape architecture studios

Web presence

Longer term: new website
CAFE support for new websites appears to be stalled
Shorter term: update and refresh existing website
faculty created blog posts can relieve chair of sole responsibility for posting
update student work
post new program information

post student and graduate portfolios

Advertise scholarships specific to landscape architecture

Display or link to faculty work of interest to prospective students

Create select alumni profiles and links

Capitalize on attractive aspects of the LA program in communications materials

International study

Internships

Opportunities for student engagement in research and community projects

Landscape Architecture as a profession and career

Alumni career success

Strengths of college and university

Strength of LA faculty

Review college materials, bulletin descriptions and others to ensure consistency of message

Much of the current program description emphasizes the history and practice of the profession of landscape architecture without highlighting the specific advantages of studying at UKLA

Contact with undeclared students

Undergraduate Studies advisers

Maintain awareness of BSLA and change to four-year curriculum

Explore ability to directly contact students

Advertising on campus

High school targeting

Use demographic information to target schools

Analysis of existing UKLA enrollment and correlation with ESRI tapestry segments

Identify the best prospect high schools and existing high school events

Visits to select high schools in Kentucky, Tennessee, Indiana, and Ohio

Meetings with guidance counselors and targeted presentations to students

Participation in UK Preview nights

Continue to place LA majors in Ag Ambassadors

Invite prospective students to events such as open house, portfolio review, or charrette presentations

Obtain staff assistance in recruiting

Ideal candidates for this position have a degree in landscape architecture, the ability to make a part-time commitment, and enthusiasm for LA and UKLA specifically.

The division of labor is essentially that the staff recruiter meets prospective students where they live and the faculty meet prospective students when they visit UK.

Recruiter travels to schools and recruiting events, works with faculty to develop materials, and maintains contact with prospective students.

Faculty provides support and direction in terms of potential student “markets,” developing message and materials, and continuing to provide a solid program to recruit to.

Continuing questions

What external resources enable staff recruiters to be most effective?
Have other LA programs employed successful recruiting programs?
2014 CELA administrators meeting began this discussion – inconclusive at this point
What are the prospects of identification of LA as a STEM discipline?
Longer-term coordinated effort with CELA and ASLA
Is CAFE willing to support our efforts – financially and in adapted college recruiting?

Proposal

The Department of Landscape Architecture proposes a commitment from the College of Agriculture, Food and Environment for funding for a one-third time professional staff recruiter for a two-year period. This represents an annual salary cost of approximately $18-20,000. The Department's goal is to increase the entering class size from 10-14 students at present to 25 students per year which is the department's logical capacity based on facilities, faculty, and accreditation standards. Under the proposed budget model, the increase in enrollment may financially balance or exceed the financial cost of the recruiting position.

The Department has identified and made preliminary informal contact with a potential student recruiter to gage interest. Emalee Listerman Ridgway is a 2004 graduate of the department who also holds a Masters in City Planning from the University of Cincinnati. She has supported the department consistently as a project partner, visiting critic, and speaker. Emalee is well connected in the Northern Kentucky/Cincinnati region and is willing to travel to Louisville, Lexington, and Columbus, Ohio. These metropolitan areas are concentrated sources for many of our enrolled students. There are other potential candidates for this position, but Ms. Ridgeway is a consensus first choice among department faculty based on her qualifications, intellect, and ability to communicate.

28. Program delivery: Review of distance learning course offerings, services and outcomes to ensure compliance with best practices, SACS policies, and federal rules, University Senate and college curriculum committees. Describe flexibility of program delivery. Are classes available at convenient times and in convenient formats for non-traditional students, etc.?

Landscape Architecture is a four year (129 credit hours) resident instructional program that offers intensive and often immersive learning experiences centered on design studio sequence from freshman to senior year. Many of our courses use Lexington and the region as learning spaces. The department often engages with communities and other interested parties as part of the learning process. Most faculty have a high proportion of DOE focused on teaching and as a result we are often using our courses as a way to implement best teaching practices as well as develop new approaches and present them at regional to international meetings. We have a number of regional to national study tour components to each year of the program as well as an international study and internship/research experience required for all students. We try to offer each of our courses at a different time in order to allow students flexibility in taking courses. In some semesters, this might mean that as a department we are offering a different class over the course of 12 hours (8AM to 8PM) in a day.

In terms of teaching approaches, each faculty member develops a style and uses technologies that fit the materials and student learning outcomes. For example, a student might benefit from using a "flipped" classroom approach in one class while in another class the best way to learn how to build a wall is to build a section of wall. In many ways, our program is the antithesis of being able to provide distance learning course offerings. Our approach is not only to "teach" but also to mentor students much like what would happen in a professional office. Two of our faculty members have been or are currently Presentation U! Faculty Fellows. Faculty member(s) are involved with the College's Undergraduate Curriculum Committee. A faculty member was the college representative on the university level Graduation Composition and Communication Requirement Review Committee. Our faculty participate in workshops offered through our professional organization (Council of Educators in Landscape Architecture) and UK Center for Excellence in Learning and Teaching. Multiple faculty members have participated in and/or lead campus Faculty Learning Communities.

29. Program contributions to undergraduate general education or UK General Education Core

LA 111 – Living on the Right Side of the Brain (3.0 credits), applies to the UK Core Requirement: Inquiry – Arts & Creativity.

31. External awards or other recognition of the students and/or program

Student Awards/Honors

2013 – River Ridge Development Authority - Gateway Entrance Design Competition for the River Ridge Commerce Center (RRCC), Clark County, Indiana - Austin Sauer and Travis Klondike – 1st Place

2011 – American Planning Association, Kentucky Chapter – Highest Honors Award for a Student Project – Beyond the Legacy Project, LA 975 students – Brian Lee (faculty)

2009-10 – National Conference on Undergraduate Research – Meaghan Mroz-Barrett - Presentation: Lexington-Fayette County as a Study Area for Examining Urban Growth Management Policies - Brian Lee (faculty)

2008-09 – ASLA National Student Awards Competition – Honor Award of Excellence - Community Service category for The Hills Project - LA 975 (13 students) and Brian Lee (faculty)

UK Oswald Research & Creativity Awards

Year	Category	Place	Name		Name	
2014 Fall	Fine Arts	1st	Travis	Klondike		
2014 Fall	Fine Arts	Honorable Mention	Qianhui	Miao		
2012 Fall	Design	1st	Jared	Kaelin	Justin	Menke
2012 Fall	Design	2nd	Thomas	Wortman		
2011 Spring	Design	1st	Lauren	Fraley		
2011 Spring	Design	2nd	AJ	Bridges		
2010-11	Arts	1st	Katrina	Kelly		
2010-11	Design	1st	Jared	Kaelin		
2010-11	Design	2nd	Joshua	Berry		
2010-11	Design	Honorable Mention	Katrina	Kelly		
2009 Spring	Design	1st	Joshua	Berry		
2009 Spring	Social Science	2nd	Emily	Wright		
2008 Spring	Design	2nd	Erin	Hathaway		
2008 Spring	Design	Honorable Mention	Colin	Linebach		
2008 Spring	Social Science	Honorable Mention	Jamie	Adams		

Department of Landscape Architecture

2011 – Art in Motion Competition, Lexington – Ryan Hargrove (faculty)

Art in Motion and Lextran sponsored two art shelter design contests associated with a $150,000 Congestion Mitigation Air Quality grant through the Kentucky Transportation Cabinet with state and federal funding.

Three projects were chosen as finalists for the Southland Drive site; one of which was “Arc Stop” by UKLA students - Scott Laffin, Thomas Wortman and Nicholas Cronin.

Two projects were chosen as finalists for the Leestown Road/Townley Center site; both produced by UK LA students: “Stone Glass Box Stop” by Charles Hawley,

Dwayne Parks and Thomas Tague and “ChimneyStop” by Justin Menke, Chad Riddle and Martin Steffen.

“ChimneyStop” went on to be named the winner of the Leestown Rd/Townley Center competition. Their design featured a lighted chimney that “serves as a beacon or way finding aid” for Townley Center, dry laid stone walls and craftsman-style stained glass.

2008 – UK LA Program ranked 15th in national *Design Intelligence* - 2008 Education Survey and Rankings.

36. Describe processes used to ensure currency of curriculum (industry advisory boards, pass rates on licensure, standardized tests, etc.)

The University of Kentucky Department of Landscape Architecture is accredited by the Landscape Architectural Accreditation Board (LAAB) of the American Society of Landscape Architects. The LAAB accreditation process evaluates each program on the basis of its stated objectives and compliance to externally mandated minimum standards. The program conducts a self-study to evaluate how well it is meeting its educational goals. LAAB then provides an independent assessment, which determines if a program meets accreditation requirements. Programs leading to first professional degrees at the bachelor’s or master’s levels in the United States are eligible to apply for accreditation from LAAB. Reaccreditation occurs every six years.

39. Program qualifications/standards for incoming students, program admission

The UK Department of Landscape Architecture limits enrollment to maintain accreditation standards for student/faculty ratios and to provide an optimal educational environment. Twenty-five students may enter the beginning design studio, which is offered in the second semester of the curriculum. Entry into the landscape architecture major is contingent on your admission to the University of Kentucky and successful completion of our selective admissions exam. Acceptance is competitive and only the top 25 applicants are guaranteed admission into the program. UK admission requirements may be found at: http://www.uky.edu/Admission/admissions.

40. Cost and funding of program. Please show detail.

- **Student credit hour per instructional faculty FTE**
- **Budget summary information and adequacy, include external funding**

Student Credit Hour per Instructional Faculty FTE

Year	Student Credit Hours	Instructional Faculty FTE	Student Credit Hour per Instructional Faculty FTE
2013-2014	1,505	3.83	393
2012-2013	1,553	4.23	367
2011-2012	1,776	3.9	455
2010-2011	1,351	4.23	319
2009-2010	1,394	3.94	354
2008-2009	1,451	4.25	341

Landscape Architecture 2014 Budget Summary

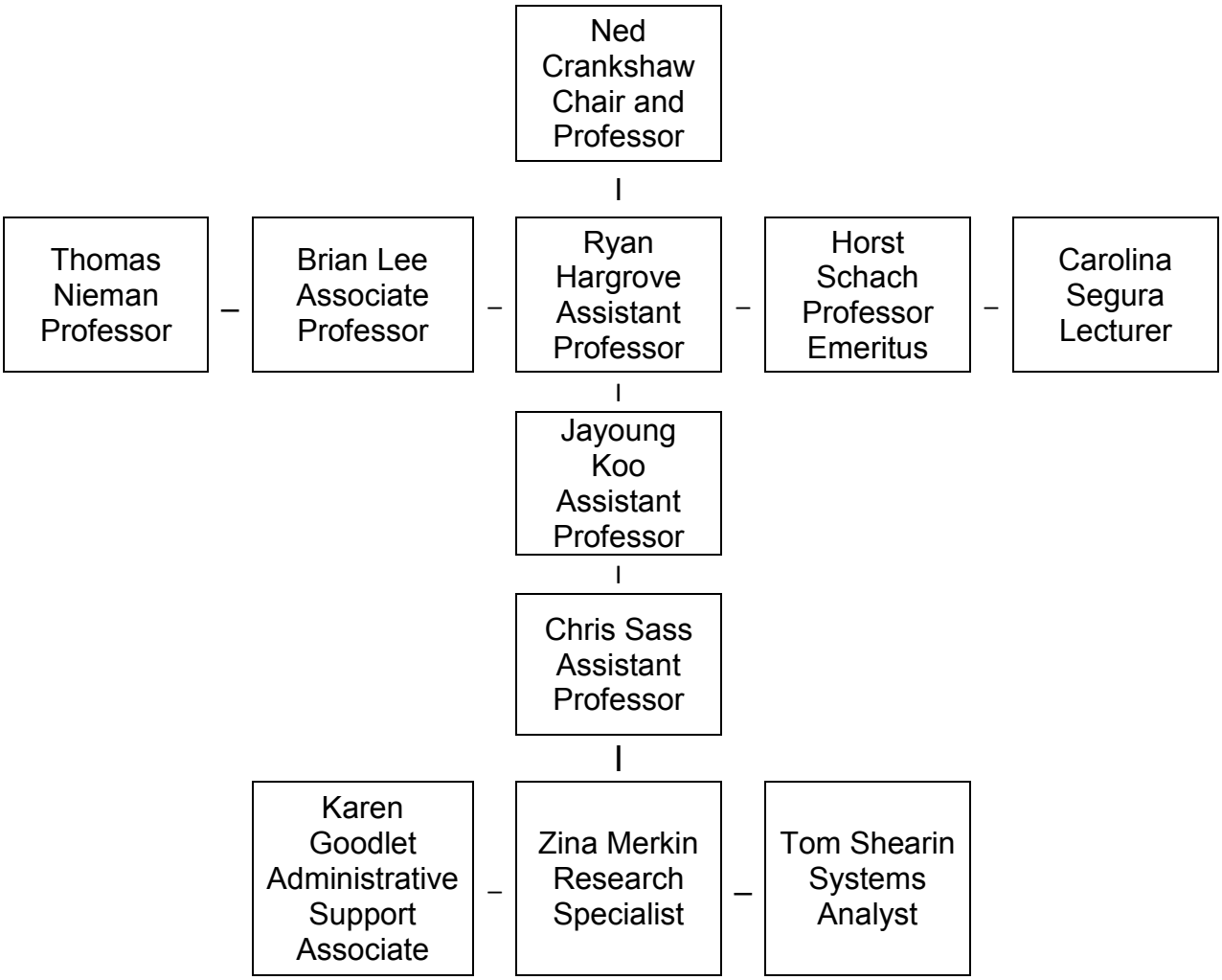
FCC Code	Fund Type	Commitment item	Category	2014 Recurring Budget
E	Endowment Supported	530000	Budget Pool-Curr Exp	$ 28,500.00
E	Endowment Supported	537000	Scholarship/Fellowship	$ 1,000.00
F	Federal Extension	511000	Faculty Sal Budget Pool	$ 37,405.00
F	Federal Extension	530000	Budget Pool-Curr Exp	$ 6,500.00
G	Grants (Pass-Through)	512041	Technical-Regular	$ 37,044.80
G	Grants (Pass-Through)	519000	Pass Thru Salary & Wage	-$ 37,044.80
G	Grants (Pass-Through)	520002	Health	$ 6,173.52
G	Grants (Pass-Through)	520003	Basic Life	$ 44.45
G	Grants (Pass-Through)	520004	Misc. Bene Rate	$ 1,222.48
G	Grants (Pass-Through)	520005	Retirement	$ 3,704.48
G	Grants (Pass-Through)	520006	FICA	$ 2,712.42
G	Grants (Pass-Through)	529000	Pass-Thru Benefits	-$ 13,857.35
I	Income Supported	530000	Budget Pool-Curr Exp	$ 35,900.00
S	State Appropriations	511011	Faculty-FT Regular	$ 529,697.02
S	State Appropriations	511311	Temp Faculty	$ 22,900.00
S	State Appropriations	512031	Clerical - Regular	$ 38,454.00
S	State Appropriations	512071	Prof Nonadmic-Regular	$ 48,301.00
S	State Appropriations	520002	Health	$ 49,081.25
S	State Appropriations	520003	Basic Life	$ 739.73
S	State Appropriations	520004	Misc Bene Rate	$ 20,200.23
S	State Appropriations	520005	Retirement	$ 61,645.20
S	State Appropriations	520006	FICA	$ 40,355.39
S	State Appropriations	520750	Inc Sup Ben-Med Cetr	$ 9,975.17
S	State Appropriations	530000	Budget Pool-Curr Exp	$ 32,055.00
Total				$ 962,708.99

43. Faculty and staff numbers, demographics

Faculty	
Total Faculty	7
Males	5
Females	2
Minority	2

Staff	
Total Staff	2.5
Males	.5
Females	2
Minority	0

47. Operations: Department of Landscape Architecture Organizational Chart



48. Summary of quantity and quality of outreach and community service; interrelationship of public service with research and other aspects of the program; nature and quality of service to the university and discipline

Landscape Architecture Service

Department

Ryan Hargrove
Faculty Advisor, Student Chapter, American Society of Landscape Architects, 2009 - present
Organizer (with Carolina Segura) of Design Week in coordination with Design Workshop Lexington KY, 2012, 2014
Organizer, UKLA Portfolio Review and Workshop, Lexington KY, 2012

Carolina Segura
Organizer (with Ryan Hargrove) of Design Week in coordination with Design Workshop Lexington KY, 2012, 2014

Extension/Research

Jayoung Koo
Environmental Education Research Association Conference Abstract Reviewer (2014)
Council of Educators of Landscape Architecture Conference Abstract Reviewer (2014)

College

Ryan Hargrove
College of Agriculture, Agriculture Faculty Council, 2013-present
College of Agriculture, Food and Environment, Faculty Learning Community (FLC) on the Scholarship of Teaching and Learning, 2013-2014

Brian Lee
CAFE - Strategic Planning Team, 2014-2015
CAFE - Promotion and Tenure Advisory Committee, 2013-2015
Natural Resources and Environmental Science Steering Committee, 2003-Present
Natural Resource and Environmental Science 320 Module Instructor, 2012-2013

Ned Crankshaw
Periodic Program Review Chair, Department of Horticulture, 2012
Arboretum Advisory Board, 2012 – present
Arboretum director search, 2013

University

Ryan Hargrove
Office of the Provost, Communication Committee for the Strategic Plan, 2013-2014
Service Learning Committee, 2013-present
Housing Academic Advisory Committee, 2012-2013
Office for Faculty Advancement, New Faculty Orientation, Faculty Panel Member, 2013
Office of the Provost, Strategic Planning Process, Faculty Focus Group Member, 2013
Common Reading Experience Committee, 2012-2013
Brian Lee

Associate Provost for Faculty Advancement and Institutional Effectiveness Advisory Group, 2013-Present
University Senate (Academic Organization and Structure Committee), 2010–2013
Graduation Composition and Communication Advisory Committee, 2013-2015
Undergraduate Research Oversight Committee (UROC), Advisor, 2011–2014

Thomas Nieman
University Faculty Senate - Retroactive Withdrawal Appeals Committee, Fall 2007 – present; Chairman of Committee, March 2010 - present
Humanities and Arts Academic Area Committee, Spring 2013
Disciplinary Hearing Officer, Code of Student Conduct violations, July 2013 to Present
Associate of the Appalachian Center, 1996 to present.
Associate of the Asian Center

Ned Crankshaw
External review, College of Design, 2010
Dean Search Committee, College of Design, 2013-14
Co-chair, Dean Search Committee, College of Design, 2014-15

State

Brian Lee
Kentucky Landscape Spectral Library Steering Committee, 2013-Present

Thomas Nieman
Kentucky Landscape Architecture Licensing Board - Appointed by Governor Beshear, Fall 2008; President of Board ,Fall 2010 to date
KYASLA, Chair LARE Mentor Network, Spring 2010 to date
KYASLA, Licensure Task Force to rewrite and update KY Landscape Architecture License Law - Bill passed by legislature Spring 2014
Division of Parks and Recreation, Design Standards Committee, Lexington, Ky., (revision) January 2014

Christopher Sass
Kentucky Chapter of the American Society of Landscape Architects, Executive Committee, February, 2014-present.

Ned Crankshaw
Kentucky Chapter ASLA, Executive Committee, 2013-present.

National

Ryan Hargrove
Landscape Architecture Continuing Education System, Monitoring Committee Member, 2014-2015
Council of Educators in Landscape Architecture, Budget and Finance Committee, 2012-2014
Council of Educators in Landscape Architecture, Regional Director, 2012-2014
Council of Educators in Landscape Architecture Conference abstract reviewer, 2013, 2014

Brian Lee
Landscape and Urban Planning (Journal Reviewer), 2008-Present

Journal of the American Water Resources Association (Reviewer), 2004-Present
Housing Policy Debate (Journal Reviewer), 2009-Present
Council of Educators in Landscape Architecture Conference (Paper Reviewer), 2013
Landscape Architectural Accreditation Board, Roster of Visiting Evaluators (ROVE), Educator Member, 2009-Present

Ned Crankshaw
Landscape Architecture Accreditation Board member, 2015-18
Landscape Architecture Accreditation Board, visiting team chair: Rutgers University, Boston Architectural College, North Dakota State University, University of Rhode Island, Oklahoma State University

Thomas Nieman
ASLA Licensing Examination Committee, 2005 - present
Council of Landscape Architecture Registration Board, 2008-present
Regional Director - Fall 2014-present
ASLA – Teach sessions nationwide on Design Performance and Grading and Drainage for Landscape Architecture graduates as preparation for the Landscape Architecture Registration Exam (LARE), 2013-present
US Department of Agriculture, Small Business Innovation Research Program, Reviewer, 2013

Christopher Sass
Peer Reviewer, Journal of American Water Resources Association, June 2013-present.
Peer Reviewer, Journal of Visual Experiments, September 2014-present.
Peer Reviewer, Council of Educators in Landscape Architecture, 2014-present

58. Quality Enhancement Plan and University Diversity Plan

The University of Kentucky's Quality Enhancement Plan (QEP) has a primary emphasis on improving student communication skills (e.g., writing, public speaking, etc.). To accomplish this major goal, the University has implemented a new Graduation Composition and Communication Requirement (GCCR), which replaces the former Graduation Writing Requirement (GWR). In addition to attaining proficiency in written communication (i.e., the old GWR), students will also be required to show competence in oral communication and information literacy in their discipline. Landscape Architecture will use LA 222 and LA 223 to accomplish the GCCR.

59. University of Kentucky Diversity Plan

The University of Kentucky is committed to diversity as a vital characteristic of an optimal education and workplace. The University maintains a firm conviction that it must strengthen the diversity of its communities, support free expression, reasoned discourse and diversity of ideas; and take into account a wide range of considerations, including but not limited to, ethnicity, race, disability, and sex, when making personnel and policy decisions. To increase diversity within the student population, in 2011 the Landscape Architecture Department established strategic planning objectives to reach 30% female student enrollment in the entering class by 2014, maintain or increase minority enrollment, and further develop an educational climate that is intentionally supportive of a diverse student body including female, minority, and LGBT students. In addition, Landscape Architecture students are required to complete three hours in *Community, Culture and Citizenship in the USA* and three hours in *Global Dynamics,* which are components of UK Core requirements.

UK Program Review
Site Visit Agenda

University of Kentucky
College of Agriculture, Food and Environment
Bachelor of Science in Landscape Architecture
External Review Committee Site Visit
May 31 – June 1, 2015

May 31

7:00 pm	Dinner with Ned Crankshaw at Grey Goose, 170 Jefferson St., Lexington (Brad Collett, Lori Garkovich, Patrick Lucas, and Ned Crankshaw)

June 1

7:30 am	Breakfast with Brian Lee at First Watch, 1080 S. Broadway, Lexington (Brad Collett, Lori Garkovich, Patrick Lucas, and Brian Lee)
8:30	Meet with Lisa Collins for committee charge, Ag N S-125B
8:45	Group interview with department staff members, S-301 Ag N Coffee, water, and snacks provided by UK Catering Karen Goodlet Zina Merkin Tom Shearin
9:15	Interview with tenured faculty members, S-301 Ag N Ryan Hargrove Brian Lee Thomas Nieman
10:00	Interview with non-tenured faculty members, S-301 Ag N Molly Davis Jayoung Koo Andrea Segura Christopher Sass
10:45	Tour Agriculture Information Center and computer lab, Alumni Plaza (alumni designed), Barnhart Building computer lab, and bio retention cell (CAFE faculty / staff / students designed, constructed, maintained, monitored). Tour led by Brian Lee.
11:30	LA studio tour, led by Brian Lee
12:00 pm	Lunch meeting with CAFE Associate Deans, Landscape Architecture studios in the E. S. Good Barn (Brad Collett, Lori Garkovich, Patrick Lucas, Brian Lee, Ned Crankshaw, Larry Grabau, and Steve Workman) Sandwiches and salad from UK Catering
1:00	Group interview with students, Good Barn

(sodas and snacks provided by UK Catering)

1:30 Meet with graduates, LA studios in the E. S. Good Barn
(sodas and snacks provided by UK Catering)

2:00 Group work session, LA studios in the E.S. Good Barn

2:45 Walk to Ag N for meeting with Dean Cox

3-3:30 Present initial findings to Dean Cox, Ag N S-125B

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Revised May 28, 2015

UK Program Review Committee Report

Recommendations from Landscape Architecture Program Review Committee
Brad Collett, Lorraine Garkovich, Patrick Lee Lucas
June 2015

After our day of review and discussion with faculty, staff, students, alumni, and administrators, we make the following recommendations:

[1] Increase access to technology (both hardware and software) appropriate for the department, producing advancements throughout the program areas.

Quite simply, significant upgrades in technology (both hardware and software) are mission critical if the LA Department is to maintain its accreditation and continue to produce contemporary, exceptional landscape architecture professionals.

Students and parents assess a potential degree program based on the kinds of cutting edge technology that will be available for their education and career preparation. The UK LA Department does not compare favorably to peer, benchmark institutions, which makes recruitment difficult.

Once at UK, students lack access to the design, research, and fabrication technology fundamental to contemporary design education and professional practice. As such, students are not trained in the use of these new technologies that enable them to be competitive with graduates from other programs, especially in the context of national and international firms.

Faculty find themselves preparing students to be 2020 professionals with 1990 technology while trying to explain how what the students are learning would be applied differently if they had appropriate learning technologies.

In both research and outreach activities, the lack of access to appropriate technology poses barriers for the preparation of professional deliverables, as well as analysis and design for scholarly publications. Given the scholarly interest of young faculty, technology commensurate with engagement and research agendas should be provided by the college.

Estimated minimum cost: $300K for each of the next 5 years for initial capital investments, in addition to perennial upkeep, and staff and faculty training costs. Differential tuition and/or program fees consistent with those levied by peer programs should be considered viable options to offset part of these costs.

Additionally, hours of operation for existing computing facilities are insufficient to meet the needs and workflows/schedules of fulltime design students. Extended lab hours or coded facility access for LA students should receive serious consideration.

[2] Improve and/or provide research and office space to meet the performance expectations of the program.

Departmental offices for staff and faculty appear overcrowded and cluttered as the result of insufficient work, storage, research and collaboration space. This condition projects an unprofessional image to prospective students, families and other visitors that is inconsistent with the known quality of the program.

With the average size of faculty offices (8'x12'), there is no space for faculty to meet with a student, to direct the activities of a research assistant, or to collaborate with colleagues. Office, research, and collaboration space is equivalent to laboratory space for the LA Department in the sense that faculty and students need a place to work on computer graphics or to spread out a design plan.

As in the discussion on technology, the lack of adequate space for research and outreach activities is consequential to the ability of faculty to mentor students, conduct research, or meet with external clients. Technological and space/infrastructure concerns also impact the department's ability to attract new, high-caliber faculty who expect such resources. Technological and space/infrastructure deficiencies also impair the performance of existing tenure-track faculty members.

Hours of operation for existing, yet limited collaborative workspace available in the college are insufficient to meet the needs and workflows/schedules of fulltime design students. Extended hours or coded facility access for LA students should receive serious consideration.

[3] Develop funds to support desired student learning and program outcomes critical to the advancement of the department, its faculty and students.

The LA Department provides as much financial support for student professional development as possible, but is limited because of the lack of discretionary funds. The department would be able to encourage more professional development of its students with an endowed Student Professional Enhancement fund.

The department now requires two curricular enrichment activities, both an out-of-state internship and a study abroad component. These requirements, both valuable for the professional preparation of the students, are costly, especially for students already struggling with high tuition costs.

Additional funds for tuition scholarships are essential if the LA Department is to increase the diversity of its students.

Students are very active in the KLSA and want to be active in the national student association. Moreover, many student research and applied projects would be welcome additions to other disciplinary meetings (e.g. Community Development Society, Agriculture and Human Values). However, travel costs and meeting registration costs can be a barrier to UK LA students wishing to assume a more prominent role in their profession or to contribute to a better understanding of LA in other disciplines.

Focused attention from college development personnel should be committed to the department in order to launch an endowment campaign.

[4] Strengthen and expand marketing of the LA program to both potential students and the state.

Discussions with both current students and alumni indicate the majority did not begin their college career in LA. Indeed, many "stumbled" onto LA, not knowing what landscape

architecture was or what a professional landscape architect does. This suggests two key needs: assistance in recruiting incoming freshmen and recruitment on campus. The first has been addressed by the college with the appointment of a part-time student recruiter for the department. The department, though, needs further assistance in promoting the program to on-campus advisors.

In addition, the department needs assistance in 1) developing a contemporary web presence built for viewing on desktop and mobile devices and 2) developing and sharing the story of the department -- the successes of its graduates, the ways in which graduates use their professional knowledge and skills to guide community development, and alumni contributions to community design.

The web presence and multi-media messaging of peer programs and contemporary design offices should be studied and emulated to the extent deemed desirable and brand-consistent by the department. Departures from established university and college web design graphic standards should be permitted to enable the department to establish a web presence and graphic orientation consistent with exemplary professional design programs. See UKCOD and UTCoAD for excellent examples of such departures.

[5] Increase staffing to support administrative and other departmental functions.

Karen Goodlet is the public face of the LA Department and literally manages all administrative, travel, purchasing, budget and alumni affairs. Her work is exceptional, but the addition of two part-time student workers would enable a more efficient and fair allocation of work load and enable the current Administrative Assistant to more effectively manage key responsibilities. The college's plan to provide a super budget officer for several units might shift the responsibilities for Ms. Goodlett's position.

The Review Committee wants to reinforce two points in the LAAB review:

1. An anticipated retirement in the next twelve months will leave only one faculty member with professional experience. To maintain the balance between practice and theory that is foundational to the department's pedagogical philosophy, the next tenured faculty hire must be an MLA with professional experience. Prior to this, the department must clarify the roles of tenure track and adjunct faculty and develop a consensus on promotion guidelines and how scholarship is substantiated by faculty with different types of academic and professional experience.

2. The Department should establish an Alumni Advisory Committee whose members can tell the story of the department, serve as advocates and national/international student recruiters, and contribute to a successful endowment campaign.

LAAB Site Visit Agenda

University of Kentucky
College of Agriculture, Food and Environment
Bachelor of Science in Landscape Architecture
LAAB Visiting Team Site Schedule
November 15–19, 2014

Day 0	**(Saturday, November 15) Optional for Travel Logistics**	
	Evening	Team arrival and check-in at Gratz Park Inn, http://www.gratzparkinn.com/
Day 1	**(Sunday, November 16)**	
		Team arrival and check-in at Gratz Park Inn, http://www.gratzparkinn.com/ Brian Orland (arrive via Philadelphia 11:16AM Jennifer Jones (arrive via Philadelphia 11:16AM – taking taxi to hotel)
Ned	2:00 pm	Welcome Team and Tour Campus / Area (Meet at Gratz Park Inn)
Ned	3:00 pm	Overview of Curriculum, Review of student work, and studio facilities – Faculty, E.S. Good Barn Studio (Ned/Brian)
Brian	5:30 pm	Visiting Team meets with Faculty at dinner (Stella's – 143 Jefferson St.) Ned Crankshaw to finalize schedule / logistics with team
Brian	8:00 pm	Visiting Team executive session (Gratz Park Inn)
Day 2	**(Monday, November 17)**	
	8:00 am	Breakfast with Ned Crankshaw
Ned	9:00 am	Meet with Christine Riordan, Provost, 105 Main Building (Parking requested from Kris Hobson)
Ned	9:45 am	Meet with Nancy Cox, Dean, S125B Ag Science North (Dean's Conf. Room) – (parking reserved in Dean's spaces, Ag N) Larry Grabau, Associate Dean for Instruction Jimmy Henning, Associate Dean for Extension Steve Workman, Associate Dean for Administration TBD, Associate Dean for Research
Ned	10:30 am	Group interview with landscape architecture staff members, S301 Ag. Science North
Brian	11:00 am	Interview with freshmen (some upper division students) in LA 105 (Classroom – 109 Garrigus Bldg.)
Brian	11:40 am	Tour Alumni Plaza (Alumni Designed) and Rain Garden/Bio-basin (CAFE Faculty / Staff / Students Designed, Constructed, Maintained, Monitored)
Ned	12:00 pm	Lunch with Adjuncts, Part-time Instructors, etc. Culton Suite, E.S. Good Barn Asst. Dean's Office will arrange room set-up and order buffet through UK Catering.

Ned	1:30 pm	Interview with sophomores, E.S. Good Barn Studio
Chris	2:00 pm	Interview with juniors, E.S. Good Barn Studio
	2:30 pm	Break LA Dept. will provide refreshments
Jayoung	2:45 pm	Interview with seniors, E.S. Good Barn Inner Studio
Carolina	3:15 pm	Interview with fifth years, E.S. Good Barn Inner Studio
Brian	3:45 pm	Break
Brian	4:00 pm	Interview with review period program graduates, Culton Suite, E.S. Good Barn (Refreshments arranged by Asst. Dean's Office)
Brian	5:00 pm	Team meets for dinner and executive session to review initial findings

Day 3 (Tuesday, November 18)

	7:30 am	Breakfast with Ned Crankshaw
Tom	8:30 am	Interview with Practitioners and Alumni predating review period, Culton Suite, E.S. Good Barn (Coffee arranged by Asst. Dean's Office)
Jayoung	9:45 am	Faculty Interview – Chris Sass (Assistant), S-301 Ag. Science – North Reserved parking in Dean's spaces at Ag N.
	10:15 am	Faculty Interview – Jayoung Koo (Assistant)
	10:45 am	Break and Team Discussion Asst. Dean's Office will provide water and soft drinks.
	11:00 am	Faculty Interview – Carolina Segura (Lecturer)
	11:30 am	Faculty Interview – Horst Schach (Professor Emeritus)
Ned	12:15 pm	Lunch with Allied Program Representatives (CLD, CEDIK, Horticulture, Forestry, Natural Resources and Environmental Science, Plant and Soil Sciences, Geography, Historic Preservation, Interior Design, others) (Lunch arranged by Asst. Dean's Office for S-301 Ag N)
	1:30 pm	Faculty Interview – Ryan Hargrove (Associate)
	2:00 pm	Faculty Interview – Brian Lee (Associate)
	2:30 pm	Faculty Interview – Tom Nieman (Full)
	3:00 pm	Chair Interview – Ned Crankshaw, Professor and Chair
Ned	3:45 pm	Team executive session: discussion and report preparation

Day 4 (Wednesday, November 19)

	8:15 am	Visiting Team Hotel Check out
Ned	8:30 am	Breakfast & Meeting with Ned Crankshaw to advise him of team's findings
Ned	10:00 am	Review of team's findings with Christine Riordan, Provost, 105 Main Building (Parking requested from Kris Hobson)
Ned	11:00 am	Review of team's findings with Nancy Cox, Dean, S125B Ag Science North (parking reserved in Dean's spaces, Ag N) Larry Grabau, Associate Dean for Instruction Jimmy Henning, Associate Dean for Extension Steve Workman, Associate Dean for Administration TBD, Associate Dean for Research
Brian	Noon	Report of Visiting Team findings to all landscape architecture faculty and students, E.S. Good Barn Studio
	12:30pm	Departure 3 Boxed Lunches for Review Team
Tom		Brian Orland - Flight Time 2:25PM
Brian		Chris Silver
Brian		Jennifer Jones – Flight time 4:09PM

Phone Numbers

Ned Crankshaw	(859) 771-5328 (M)	
Karen Goodlet	(859) 257-7295 (W)	
Brian Lee	(859) 257-7295 (W)	(859) 260-1612 (H)

LAAB Site Visit Review Report

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
Lexington, Kentucky

November 19, 2014

VISITING TEAM MEMBERS

Brian Orland, FASLA, Educator/Team Chair
Christopher Silver, FAICP, Academic Administrator
Jennifer Jones, FASLA, Practitioner

Bachelor of Science in Landscape Architecture
University of Kentucky
Re-accreditation Review
November 16-19, 2014

FINDINGS AND RECOMMENDATIONS OF VISITING TEAM

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Schedule for Accreditation Visit

Day 1 (Sunday, November 16)

Team arrival and check-in at Gratz Park Inn, http://www.gratzparkinn.com/
Brian Orland (arrive via Philadelphia 11:16AM)
Jennifer Jones (arrive via Philadelphia 11:16AM)
Christopher Silver (arrive via Atlanta 1:20PM)
Kristopher Pritchard (LAAB Observer) (arrive via Philadelphia 11:16AM)

2:00 pm Welcome Team and Tour Campus / Area (Meet at Gratz Park Inn)

3:00 pm Overview of Curriculum, Review of student work, and studio facilities – Faculty, E.S. Good Barn Studio (Ned/Brian)

5:30 pm Visiting Team meets with Faculty at dinner (Stella's – 143 Jefferson St.)

8:00 pm Visiting Team executive session (Gratz Park Inn)

Day 2 (Monday, November 17)

8:00 am Breakfast with Ned Crankshaw

9:00 am Meet with Christine Riordan, Provost, 105 Main Building

9:45 am Meet with Nancy Cox, Dean, S125B Ag Science North (Dean's Conf. Room)
Larry Grabau, Associate Dean for Instruction
Jimmy Henning, Associate Dean for Extension
Steve Workman, Associate Dean for Administration

10:30 am Group interview with landscape architecture staff members, S301 Ag. Science North

11:00 am Interview with freshmen (some upper division students) in LA 105 (Classroom – 109 Garrigus Bldg.)

11:40 am Tour Alumni Plaza (Alumni Designed) and Rain Garden/Bio-basin (CAFE Faculty / Staff / Students Designed, Constructed, Maintained, Monitored)

12:00 pm Lunch with Adjuncts, Part-time Instructors, etc. Culton Suite, E.S. Good Barn

1:30 pm Interview with sophomores, E.S. Good Barn Studio

2:00 pm Interview with juniors, E.S. Good Barn Studio

2:30 pm Break LA Dept. will provide refreshments

2:45 pm Interview with seniors, E.S. Good Barn Inner Studio

3:15 pm	Interview with fifth years, E.S. Good Barn Inner Studio
3:45 pm	Break
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Day 4	**(Wednesday, November 19)**
8:30 am	Breakfast & Meeting with Ned Crankshaw to advise him of team's findings
10:00 am	Review of team’s findings with Christine Riordan, Provost, 105 Main Building

11:00 am	Review of team's findings with Nancy Cox, Dean, S125B Ag Science North Larry Grabau, Associate Dean for Instruction
Noon	Report of Visiting Team findings to all landscape architecture faculty and students, E.S. Good Barn Studio
12:45pm	Departure

PART I

OVERALL ANALYSIS

Introduction

The Bachelor of Science in Landscape Architecture program at the University of Kentucky received initial LAAB accreditation in 1978, offered by the Program in Landscape Architecture housed in the Department of Horticulture and Landscape Architecture, in the College of Agriculture. In 1980 the program received full accreditation from LAAB. The Landscape Architecture Program received departmental status as the Department of Landscape Architecture in 1999. The college has recently been re-named the College of Agriculture, Food and Environment (CAFE) in part to acknowledge the role of Landscape Architecture in the college.

The program in Landscape Architecture has a total of seven full-time faculty. All are in 100% permanent positions; four are tenured, two are on tenure track and one is a lecturer on a renewable appointment. One tenure-track assistant professor has an appointment split between landscape architecture teaching (45%) and extension (55%). The department head has a 30% administrative appointment. Each design studio has a permanent faculty-in-charge with prime teaching responsibility supported by a practicing professional adjunct faculty member.

The team observed highly enthusiastic and motivated students, technically accomplished student work, dedicated and hard working faculty and staff, and supportive alumni.

The program is shaped by a tight-knit group of faculty who maintain strong on-going relationships with practices in the region and across the United States; graduates of the BSLA program are well prepared and are sought after by a wide variety of professional firms regionally and nationally; job placement in the profession is very high. Recently, the program has had an enrollment of around 60-70 students, distributed across five years. About half of the incoming students enter as freshmen, the remainder as transfers from other units of the university, community colleges in Kentucky, and elsewhere. Students are enthusiastically supportive of their faculty and the program. All speak to exceptional academic and career advising provided by the program faculty and staff. The department maintains connections to practice through regular in-depth involvement of practitioners in the classroom as well as the annual “Portfolio Day” and “Design Week” programs that attract practitioners to campus for presentations and workshops. Portfolio Day is coordinated with the state ASLA chapter meeting to the benefit of both students and practitioners.

Confirmation that Minimum Requirements for Accreditation are Satisfied

1. The program title and degree description incorporate the term "Landscape Architecture".
Requirement satisfied: The program resides in the “Department of Landscape Architecture” and the degree offered is the “Bachelor of Science in Landscape Architecture.”

2. An undergraduate first-professional program is a baccalaureate of at least four academic years' duration.
Requirement satisfied: The current Bachelor of Science in Landscape Architecture is a four-year curriculum.

3. A graduate first-professional program is a master's equivalent to three academic years' duration.
N/A

4. Faculty instructional full-time equivalence (FTE) shall be as follows:
a. An academic unit that offers a single first-professional program has at least three FTE instructional faculty who hold professional degrees in landscape architecture, at least one of whom is full-time.
Requirement satisfied: The program has seven FTE instructional faculty, six of whom have professional degrees in landscape architecture.

b. An academic unit that offers first-professional programs at both bachelor's and master's levels, has at least six instructional FTE, at least five of whom hold professional degrees in landscape architecture, and at least two of whom are full-time.
N/A

Programs	FTE Instructional Faculty	Faculty with Professional Degree in Landscape Architecture	Full Time Faculty
Single Program	7	6	7

[1]

5. The parent institution is accredited by a recognized institutional accrediting agency.
Requirement satisfied: The University of Kentucky is accredited by the Southern Association of Colleges and Schools Commission on Colleges.

6. There is a designated program administrator responsible for the leadership and management functions for the program under review.
Requirement satisfied: Ned Crankshaw is the designated program administrator.

[1] The minimum requirements for faculty numbers does not conflict with the numbers listed in Standard 2, Criterion E (p. 10). Those numbers are for established programs. The numbers above are minimums and are expected for emerging programs and programs that are becoming established to enroll a small number of students.

Review of Each Recommendation Affecting Accreditation Identified by the Previous Review in 2008

There were no Recommendations resulting from the 2008 review.

Review of Each Suggestion for Improvement From the Previous Review in 2008

The visiting team finds that the Suggestions of the 2008 review have generally been addressed satisfactorily. The program's responses in the SER are thorough and detailed. In the notes below the visiting team only addresses the validity of the program's responses vs. repeating the detail in the SER.

(References made by the 2008 review to Standards are to those in place before 2010, and hence labeled here as "Old Standards.")

1. **Work with administration to resolve conclusively the lingering discussions related to the future of the Department's college affiliation.**

There are no lingering discussions regarding the Department of Landscape Architecture's home in the College of Agriculture, Food and Environment.

2. **Institute long-term planning to establish clearer objectives for relating the needs of the region to the development of the Department (Old Standard 1)**

Faculty scholarship is clearly focused on the needs of the Commonwealth and on improved teaching and learning in landscape architecture.

3. **Work with the College's research office to establish departmental research priorities and encourage faculty to pursue funding in support of these priorities (Old Standard 2).**

All faculty have clearly defined priorities for research and creative practice.

4. **Develop strategies to formalize faculty mentoring to insure that all faculty members receive appropriate guidance (Old Standard 2).**

The chair and senior faculty actively mentor junior faculty members but the team did not discern any specific mentoring assignments nor any formal mentoring program at department or college level.

5. **Identify and develop faculty search pool enrichment strategies (Old Standard 2).**

Three faculty hires were made in the review period. Candidate pool diversity increased over previous searches and the department was successful in hiring women in two faculty positions.

6. **Provide students with additional guidance with regard to selecting course offerings in other colleges that would enrich their educational experience (Old Standard 3).**

Students receive adequate guidance about course offerings elsewhere in the university.

7. Explore alternative strategies that would productively broaden student exposure to related design disciplines (Old Standard 3).

A design thinking class enrolls students from multiple disciplines. Collaborative projects occur with both Interior Design and Historic Preservation.

8. Identify ways to facilitate collaborative research, secure additional external funding and encourage increased scholarly productivity (Old Standard 4).

Teaching loads have been better distributed as the number of faculty has increased.

9. Efforts should be made to develop strategies to enrich the applicant pool to increase the diversity of the student body (Old Standard 5).

Diversity has increased slightly but overall number of students is lower than intended capacity. The department has hired a part-time recruiter to aid in identifying interested high school students, focusing especially on recruitment of females.

10. The Departmental web site should be improved so that it functions more effectively as a departmental recruitment tool (Old Standard 5).

Improvement and updating of the website continues.

11. Efforts should be made to find ways to expand and formalize the alumni advisory board (Old Standard 6).

This suggestion is redundant with 12.

12. Departmental communication with alumni needs to be formalized and expanded to include a broader representation of alumni in departmental affairs to encourage greater levels of alumni participation in fund raising and development activities (Old Standard 6).

Alumni contribute extensively to the department through participation in juries, lectures, adjunct teaching and financial contributions to scholarship funds.

13. Opportunities to expand intra-college collaboration should be explored to build a foundation for more productive teaching and scholarship (Old Standard 8).

Partnerships within the college are strong and include work with the Arboretum, the NRES program, CEDIK, water resources, collaborative research projects, design of college facilities, and college faculty leadership.

14. Explore methods to share departmental community based activities to the larger College and University community (Old Standard 8).

College and university leadership are aware of and support the department in its community-

based work.

15. Work with College and University to identify additional resources that can be directed to meet the expanding demand for community assistance work (Old Standard 8).

A faculty position with extension responsibilities was created and has broadened community assistance.

16. Work with the College to identify additional space to facilitate group projects and model construction (Old Standard 9).

The department has developed a small digital collaboration space for landscape architecture students in a loft above the studio spaces.

17. Consider developing a course or working with other departments or colleges to develop a course in software applications specifically for the needs of LA students (Old Standard 9).

The department continues to evolve existing graphics courses and has added a course in advanced three-dimensional modeling.

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 relates to the institution's mission statement?

Team comments:
The department has a clearly defined mission supported by goals and objectives appropriate to the profession of landscape architecture, and demonstrates progress toward their attainment.

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 an effective procedure to determine progress in meeting its goals and is it used regularly?

Team Comments:
The department has a strategic plan and uses it to guide curricular and program changes. The team was informed that the strategic plan will be updated in light of changing circumstances (enrollment challenges, new faculty, new curriculum and changing circumstances in the university.)

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?

Team Comments:
The program has clearly defined educational objectives assessed as described under Standard 3.D.1. It advances its education goals in the following ways: diversifying the faculty (2 new female faculty hires); restructuring the curriculum from 5 to 4 years in response to university curricular changes and without sacrificing (indeed enhancing) the landscape architecture experience; and enriching the program through new international travel, internship and research experiences, along with adjustments to studios to enhance creativity.

Two other goals, developing a design assistance center, and obtaining additional space to support this and other needs, remain aspirational at this stage, but are worthy goals to pursue. The final goal of strengthening ties to the professional community is met by the close links with University of Kentucky (UK) alums and involvement in the ASLA chapter in Kentucky but could be enhanced by a more formal professional advisory group structure.

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?

Team Comments:
The department demonstrates consistent and serious effort to pursue the objectives identified in the current strategic plan.

Assessment 2: Is the long-range plan reviewed and revised periodically and does it present realistic and attainable methods for advancing the academic mission?

Team Comments:
The program is committed to continuous review and revision of its strategic plan.

Assessment 3: Does the self-evaluation report (SER) respond to recommendations and suggestions from the previous accreditation review and does it report on efforts to rectify identified weaknesses?

Team Comments:
The program responded fully to each of the multiple suggestions (there were no recommendations) in the previous SER.

E. PROGRAM DISCLOSURE. Program literature and promotional media accurately describe the program's mission, objectives, educational experiences and accreditation status.

Assessment: Is the program information accurate?

Team Comments:
The web site is the primary source of information about the program and appears to adequately serve that function.

F. OTHER RELEVANT ASSESSMENTS. **Are there other relevant assessments? If yes, explain.**

Team Comments:
N/A

Recommendations affecting accreditation:
None

Suggestions for Improvement:
None

Standard 2: Program Autonomy, Governance & Administration
The program shall have the authority and resources to achieve its mission, goals and objectives.

Assessment:

____X____Met _____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?

Team Comments:
The program is a discrete and identifiable unit within the College of Agriculture, Food and Environment (CAFE), with the chair reporting directly to the Dean of CAFE. Landscape Architecture is one of fourteen departments in CAFE. The chair involves departmental faculty in strategic planning, curriculum matters, choosing adjuncts to support the curriculum, and holds regular meetings (usually bi-weekly). The chair is responsible for departmental budget administration.

Assessment 2: Does the program administrator hold a faculty appointment in landscape architecture?

Team Comments:
The chair holds a faculty appointment (Professor) in landscape architecture.

Assessment 3: Does the program administrator exercise the leadership and management functions of the program?

Team Comments:
The chair is responsible for operation of the department, and the evidence indicates that this is done in a fully collaborative process with the department faculty.

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: Are student/faculty ratios in studios typically not greater than 15:1?

Team Comments:
*S*tudent-faculty ratios in the studios range from 9:1-18:1, depending upon the year cohort. Overall there are 51 students (a lower number than in previous years) resulting in an average of 13 students per studio. Current numbers are influenced by lower levels of enrollment in recent years, but there is an intent, specified in the SER, to push the overall enrollment to somewhere between 20 and 25 per cohort. The "not greater than 15:1" guidance will still be satisfied as a result of the on-going practice of engaging practitioners as adjunct faculty in studios.

Assessment 2: 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?

Team Comments:
Faculty are supported with funding to engage in continued professional development, to support their instructional needs, and to assist in securing and maintaining computer hardware and software. New faculty are provided with a start-up package of financial support to assist in conference travel, student research assistance, purchase of equipment, and other needs of their research. There is also evidence of ongoing support, at a lower level, for faculty beyond the initial start up.

Assessment 3: Is funding adequate for student support, i.e., scholarships, work-study, etc?

Team Comments:
The department and the college make scholarship support available to students. Students benefit significantly from the college support that is available to them.

Assessment 4: Are adequate support personnel available to accomplish program mission and goals?

Team Comments:
The department has an extremely able administrative assistant, Ms. Karen Goodlet, who handles a wide range of tasks in support of the chair, the faculty and the students. There is partial support for information technology (IT) from a position shared with Horticulture (49% LA), which helps to connect faculty and students to the network and key-served software and provides limited desktop support. That support is probably not suited to support the implementation of more advanced digital technologies as suggested later in this review.

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?

Team Comments:
In terms of faculty and staff diversity, two recent hires (since the previous accreditation review) include two females, although during this same period a previously hired female faculty member left the program. To enhance the diversity of the student cohort the department has secured resources to hire a recruiter tasked with reaching out to institutions in locations where there are likely more female and under-represented minority candidates for enrollment.

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?

Team Comments:
Faculty participate in all activities of the department involving curriculum and operations. There is an annual discussion of the budget with the faculty, and this provides an opportunity for faculty to comment and make suggestions on how the funds are expended.

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

Team Comments:
The department has not focused attention on developing criteria and procedures for annual evaluations, promotion and tenure although in practice those procedures have been conducted effectively. The provost's guidelines for promotion and tenure stress the important role of the unit in establishing discipline-specific guidelines for promotion and tenure. In light of this encouragement, the current guidelines for the department of landscape architecture seem too general to be helpful in supporting or defending a particular case. For research and creative activities in particular, it might be helpful to more explicitly state the expectations with respect to significance, dissemination and peer review for those seeking tenure and advancement to Associate Professor, and then to Full Professor.

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?

Team Comments:
The team saw ample evidence of effective mentoring for new and continuing faculty. It occurs less formally, but no less thoroughly, than other units that have larger senior faculty cohorts where it is possible to assign this task more formally. Landscape Architecture faculty indicated that they were provided sufficient guidance on how to balance their effort responsibilities to achieve success.

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. To address this criterion:

1. **a unit that offers a first professional program should have a minimum of five fulltime faculty who hold professional degrees in landscape architecture; and**
2. **an academic unit that offers a first professional degree at both bachelor's and master's levels should have a minimum of seven fulltime faculty, at least five of whom hold professional degrees in landscape architecture.**[2]

Assessment 1: Does an academic unit that offers a first professional program have a minimum of five fulltime faculty who hold professional degrees in landscape architecture?

Team Comments:
The department meets the minimum requirements having six fulltime faculty with professional degrees in landscape architecture.

Assessment 2: Does an academic unit that offers first professional programs at both bachelor's and master's levels, have a minimum of seven fulltime faculty, at least five of whom hold professional degrees in landscape architecture?

Team Comments:
N/A

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

Team Comments:
N/A

Assessment 4: Are the number of faculty adequate to achieve the program's mission and goals and individual faculty development?

Team Comments:
The growth of the faculty in recent years flows directly from the objectives of the Strategic Plan and its support from the college. As a result, the faculty is sufficient in size and range of expertise to accomplish its mission and goals.

F. OTHER RELEVANT ASSESSMENTS. Are there other relevant assessments? If yes, explain.

Team Comments:
N/A

[2] This criterion does not conflict with the numbers listed in the Minimum Requirements for Achieving and Maintaining Accredited Status (p. 5). Those numbers are minimums and are expected for emerging programs and programs that are becoming established to enroll a small number of students.

Recommendation affecting accreditation*:*

None

Suggestions 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)

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.

Assessment: Does the program identify the knowledge, skills, abilities and values it expects students to possess at graduation?

Team Comments:
The syllabi in use in the program identify the knowledge, skills, abilities and values expected of students and they are expressed as course objectives. The curriculum has been carefully designed with appropriately sequenced learning experiences. The university has recently made substantial reductions in the numbers of core general education classes required of all students. While continuing to provide students a broad spectrum of learning experiences, the reduction has enabled the department to reconfigure the BSLA program from a five year to a four year program while making minimal reductions in core landscape architecture content. The visiting team regards the accompanying addition of required internship and study abroad components to the curriculum as strengthening an already sound program.

B. Professional Curriculum. The program curriculum includes coverage of:

History, theory and criticism.
Natural and cultural systems including principles of sustainability.
Public Policy and regulation.
Design, planning and management at various scales and applications including but not limited to pedestrian and vehicular circulation, grading drainage and storm water management.
Site design and Implementation: materials, methods, technologies, application.
Construction documentation and administration.
Written, verbal and visual communication.
Professional practice.
Professional values and ethics.
Plants and ecosystems.
Computer applications and other advanced technology.

Assessment 1: Does the curriculum address the designated subject matter in a sequence that supports its goals and objectives?

Team Comments:
The curriculum is well-designed and thorough. Design skill development in the studio sequence and technical content parallel and complement one another. Exercises progress logically from elementary and introductory to more complex and comprehensive. The curriculum succeeds well in supporting the program's goals and objectives. Signature classes such as "Construction Documents" are viewed by recent alumni as critical to their success in the field.

Assessment 2: Does student work and other accomplishments demonstrate that the curriculum is providing students with the appropriate content to enter the profession?

Team Comments:
The student work made available to the team via CD-ROM demonstrates a solid professional level of achievement on the part of students in the program. Student work displays professional-level representation quality and design development. While not wanting to promote "flashy graphics", the team does note that the student work seems a step behind other schools in the evidence of advanced computer visualization, Building Information Modeling, and the use of digitally fabricated physical models etc. Again, the team acknowledges that these tools do not produce good design but UK students deserve their work to match up with their peers in the market place for jobs by demonstrating familiarity with emerging tools.

Practitioners hiring UK students reported that they frequently saw the same team project work in the portfolios of multiple job applicants. They would appreciate more emphasis on individual work and for team work, clarity as to who did what.

Assessment 3: Do curriculum and program opportunities enable students to pursue academic interests consistent with institutional requirements and entry into the profession?

Team Comments:
The curriculum provides the breadth and depth of learning opportunities to prepare students for entry into the profession. The new four-year academic program incorporates a university core that is broad and well-integrated into the landscape architecture curriculum. Relatively few students in the program pursue minors or double majors.

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?

Team Comments:
Course syllabi include educational objectives, course content and the methods and criteria for evaluating student performance.

Assessment 2: Do syllabi identify the various levels of accomplishment students shall achieve to successfully complete the course and advance in the curriculum?

Team Comments:
Syllabi identify the levels of accomplishment required to complete courses and advance.

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?***

Team Comments:
The department has participated in the university assessment process and departmental staff keep track of student achievement, closely monitor progress toward graduation and provide feedback to students. In addition, instructional methods, courses and curriculum are regularly reviewed by a variety of means tailored to the professional program in landscape architecture. The success of individual projects is assessed by in-class de-briefings upon project completion; regular project reviews by invited external reviewers and adjunct faculty assess the contribution of individual courses; and portfolio reviews assess the breadth of students' preparation to enter the profession. All of these provide feedback and assessment of the achievement of program objectives.

Assessment 2: Do students participate in evaluation of the program, courses and curriculum?

Team Comments:
All courses are evaluated by students using on-line surveys. Results of evaluations go to the department head and are forwarded to course faculty. Students report a high level of participation in completing the on-line evaluations.

E. Augmentation of Formal Educational Experience. The program provides opportunities for students to participate in internships, off campus studies, research assistantships, or practicum experiences.

Assessment 1: Does the program provide any of these opportunities?

Team Comments:
The newly-developed four-year program requires that all students participate in two enrichment activities: an approved internship or organized research, and study abroad. The team expects that over time these will become distinguishing features of the program.

Assessment 2: How does the program identify the objectives and evaluate the effectiveness of these opportunities?

Team Comments:
Internships, while valued, are not subject to any formal evaluation. Neither internships nor study abroad programs receive the same evaluations as academic year offerings. Students are encouraged to share their experiences via formal or informal presentations but the department should consider developing more formal evaluative processes.

Assessment 3: Do students report on these experiences to their peers? If so, how?

Team Comments:
Students report back to their peers and successors through presentations and informal reports on their experiences.

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, natural sciences, social sciences or other disciplines?

Team Comments:
The UK Core curriculum requires all students to undertake 30 credit hours of courses in the humanities, natural and social sciences. As part of this program students are required to take upper level courses in Specialty Support that contribute directly to the professional curriculum.

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.

Team Comments:
All students have the opportunity to develop independent studies with a faculty member. Students are required to take four Topical Studies courses from a larger list of options. Topics might include advanced digital representation or geospatial applications for land analysis. Academic minors are encouraged when a student has advanced standing via AP classes or transferring with credits in another area.

Assessment 2: Does student work incorporate academic experiences reflecting a variety of pursuits beyond the basic curriculum?

Team Comments:
A recently introduced University Core Course on creativity (required for first year LA students) "The Right Side of the Brain," has been popular with LA students, as well as students all across the campus, and the course has attracted some previously undeclared majors to major in landscape architecture.

Student work reflects the strong core landscape architecture curriculum which includes many out-of-classroom activities such as field trips and community outreach projects. The tight constraints of a four-year professional curriculum work against students being able to explore far beyond their area of professional focus.

I. OTHER RELEVANT ASSESSMENTS. **Are there other relevant assessments? If yes, explain.**

Team Comments:
N/A

Recommendations Affecting Accreditation:
N/A

Suggestions for Improvement:
2. The program should seek means to provide students access to a wider range of advanced design and design communication tools such as: 3-d visualization (e.g., Rhino), Building Information Modeling (e.g., Revit), and digital fabrication (e.g., laser-cutters, 3-d printing, CNC modeling) (Standard 3)
3. The program should ensure that students have sufficient opportunity to demonstrate individual work in their portfolios to ensure success in job placement. (Standard 3)

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?

Team Comments:
Through review of the SER and student work, and interviews with faculty, staff, students, employers, alumni/ae and affiliated professionals, the visiting team finds that the program successfully prepares BSLA graduates for entry level positions in landscape architecture firms and public agencies, and for acceptance into graduate programs.

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?

Team Comments:
Student work illustrates continuous progress in developing core competencies through team and individual projects of increasing complexity throughout the program. The comprehensive project work they undertake explicitly integrates project definition, problem identification, information collection, analysis, synthesis, conceptualization and implementation.

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?

Team Comments:
The team interviewed virtually all students in each of the five course years. All expressed satisfaction with the availability of academic mentoring. Each has an assigned or selected faculty

advisor, and the required coursework for the BSLA is clearly defined. Given scheduling and required sequencing of courses, the departmental administrative assistant is especially helpful in guiding students through the formal university on-line system of tracking required courses.

Assessment 2: Are students effectively advised and mentored regarding career development?

Team Comments:
While each student has a selected or assigned faculty advisor who can provide career counseling, the students often reach beyond these formal assignments and feel that all core faculty, upper level students, adjunct faculty and jury members are readily available as mentors for informal advice and career counseling.

Assessment 3: Are students aware of professional opportunities, licensure, professional development, advanced educational opportunities and continuing education requirements associated with professional practice?

Team Comments:
Yes. Academic advising and mentoring encourages interested students to apply for graduate level training and for licensure. A capstone seminar in the final year is taught by several professors specifically to address multiple aspects of professional practice. The department fosters student participation (and provides financial support) for the annual Kentucky ASLA Chapter meeting in order to introduce students to professional practice and practitioners. The department also provides advising regarding the LARE.

Assessment 4: How satisfied are students with academic experiences and their preparation for the landscape architecture profession?

Team Comments:
Students and recently graduated alumni consistently expressed satisfaction with their academic experience in the department. Employment and graduate school acceptances statistics for graduating students are very favorable, even in a still-struggling economy. Graduates benefit from the Department's long-standing reputation for providing hard working, technically competent graduates for entry-level positions. Alumni/ae interviewed said that they would (and have) recommended the program to others.

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?

Team Comments:
Yes. The curriculum of this land grant institution emphasizes the importance of service to Kentucky communities. Planning and design projects emphasize community initiatives that give students broad exposure to the design process in urban and rural community organizations and with city and regional public agencies. Through cross-disciplinary outreach by the LA faculty,

project opportunities exist with other university departments for LA students to collaborate on multi-disciplinary projects. Parking Day is a fun and typically annual event when students design and build temporary "parks" in parking spaces on a major public street in Lexington.

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?

Team Comments:
The upper level students organize a student chapter of the ASLA and the department provides support for attendance at the Kentucky Chapter's annual meeting.

D. OTHER RELEVANT ASSESSMENTS. Are there other relevant assessments? If yes, explain.

Team Comments:
Low entering student numbers have challenged all landscape architecture programs during the recent economic depression. UK's student numbers have been low but no worse than their peer institutions. The department is pursuing a wide range of avenues to increase awareness of the program among high school students and undeclared majors at UK.

Recommendations affecting accreditation:

None

Suggestions for Improvement*:*

None

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?

Team Comments:
The full-time faculty exhibits an appropriate balance of professional skills and academic experience. Five faculty hold PhDs, one faculty holds the terminal MLA, another the MCP. Three of the faculty have been in academia for 10 years or longer, one faculty member has recently received tenure and promotion, and two more are in the tenure track. There is one lecturer. Six of the seven faculty either have ongoing or recent landscape architectural practice experience which directly contributes to the program mission. Two are registered landscape architects.

The program benefits from significant engagement of active practitioners in the teaching program. Each studio instructor chooses an adjunct faculty partner, paid by the department for their participation, who is typically in class for at least one class period per week. The majority of adjunct faculty are licensed professionals practicing in the region.

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

Team Comments:
Teaching assignments are directly in line with faculty expertise. All faculty expressed satisfaction with their teaching assignments.

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?

Team Comments:
The program benefits from an unusually rich and consistent engagement of practitioners in curriculum development and delivery.

Assessment 4: Are qualifications appropriate to responsibilities of the program as defined by the institution?

Team Comments:
Faculty qualifications are appropriate to the responsibilities of the program as defined by the institution. The Landscape Architecture faculty are visible and respected within the College and the university.

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?

Team Comments:
Faculty activities are documented and disseminated through appropriate media. Several faculty members publish their scholarly inquiry and research through traditional academic journals. Other faculty utilize professional magazine and other print media. They present regularly at professional meetings and in community workshops.

Assessment 2: Do faculty teaching and administrative assignments allow sufficient opportunity to pursue advancement and professional development?

Team Comments:
The Landscape Architecture program at UK is teaching intensive and receives consistently high praise from students at all levels for this commitment. This tends to constrain the opportunities to pursue advancement and professional development that would be more characteristic of a research intensive program. Through active professional practice and outreach, however, faculty pursue other means of professional advancement.

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?

Team Comments:
There is an annual evaluation of landscape architecture faculty that takes into account teaching, research and service, and is used for individual and program improvement. More focused reviews of tenure-track faculty at the two-year and four-year stages prepare faculty for the expectations of the sixth-year review for promotion and tenure.

Assessment 4: Do faculty seek and make effective use of available funding for conference attendance, equipment and technical support, etc?

Team Comments:
Support for faculty participation in conferences is available through the department, college and university. Faculty are successful in securing resources for research support through internal university competitions.

Assessment 5: Are the activities of faculty reviewed and recognized by faculty peers?

Team Comments:
Faculty activities are reviewed and recognized by faculty peers within the institution and at other institutions. Faculty are regularly invited to present their work, to serve on juries, and to participate in interdisciplinary projects.

Assessment 6: Do faculty participate in university and professional service, student advising and other activities that enhance the effectiveness of the program?

Team Comments:
Faculty participate in ongoing advising to Landscape Architecture students, and engage in a wide range of university and professional service including providing advice to communities and organizations on various landscape architecture issues.

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?

Team Comments:
Non-tenured faculty salaries are generally consistent with national norms, while those for tenured faculty exhibit some salary compression. Annual reviews and internal mentoring are effective in supporting productivity and retention.

Assessment 2: What is the rate of faculty turnover?

Team Comments:
Faculty turnover is low; the department has a good mix of junior and senior personnel. There were one retirement and one faculty departure during the review period. Each of those has been replaced and in addition a landscape architecture-extension position has been created. Interviews with all landscape architecture faculty indicate that this is a very collegial group that supports each other in many ways.

D. OTHER RELEVANT ASSESSMENTS. Are there other relevant assessments? If yes, explain.

Team Comments:
N/A

Recommendations Affecting Accreditation:
None

Suggestions for Improvement:
None

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?

Team Comments:
A Design Week was started two years ago and is held early in September. They involve landscape architecture students at all levels, as well as community groups. They have been very popular with students; entry level students gain an excellent collaborative introduction to upper level students, the faculty, service learning, and how the design process works with community groups.

Service learning opportunities are incorporated into all levels throughout the curriculum, and are consistent with the land grant institution's mission of providing outreach and extension services to the communities of the Commonwealth. In particular, the advanced design studios provide in-depth planning and design services to communities in partnership with other university entities such as Community & Economic Development Initiative of Kentucky (CEDIK.)

Assessment 2: Are service activities documented on a regular basis?

Team Comments:
Graphic and written documentation is created for each project's final presentations and inclusion in each student's personal professional portfolio. While documentation is provided to community groups, there was less evidence of dissemination via internal or external communications.

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 accomplishments?

Team Comments:
The Department's registry of landscape architectural alumni/ae appears to be very ably tracked and recorded by the department's administrative assistant. Alumni/ae are frequently called upon to provide adjunct teaching support or jury reviews of the students' work.

Alumni/ae are providing substantial support to a scholarship endowment, initiated upon the retirement of a long-time faculty member. However, there is no formal, ongoing alumni/ae council or advisory group that could provide valuable support to the Department.

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.?

Team Comments:
Yes, the Department makes frequent use of local alumni/ae and local practitioners, particularly for adjunct teaching, lecturing, design juries and portfolio reviews.

C. OTHER RELEVANT ASSESSMENTS. Are there other relevant assessments? If yes, explain.

Team Comments:
N/A

Recommendations Affecting Accreditation:
None

Suggestions for Improvement:
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)

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:

_____X____Met _____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?

Team Comments:
Although office space for faculty is minimal, all faculty have an individual office within the department space. They do benefit from proximity to each other and their support staff. Unfortunately the studio spaces, in E.S. Good Barn, are a five minutes' walk distant.

Assessment 2: Are students assigned permanent studio workstations adequate to meet the program needs?

Team Comments:
Students have dedicated work spaces and individual desks in the E.S. Good Barn (the studio facility) to support their course work.

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.)

Team Comments:
The facilities are in compliance with ADA, life-safety and applicable building codes. However, current spaces are not sufficient to support the program's activities. There are no designated and secure spaces for adjunct faculty, faculty research endeavors and student assistants. Moreover, an ongoing problem is a notable lack of housekeeping to ensure that the health conditions of the studios are maintained. A recent infestation of fruit flies created an impediment to studio activities, a result of inadequate removal of trash on a regular basis. HVAC condensate leaks have affected various areas of the studios.

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?

Team Comments:
Students are required to purchase computer equipment to support their studies. Laser printers and plotters in departmental space are old and need to be replaced. There are insufficient departmental desktop computers to support student numbers. There are several college computer labs used to teach GIS and other software applications, but these facilities have outmoded equipment insufficient to support new computer applications.

Assessment 2: Is the frequency of hardware and software maintenance, updating and replacement sufficient?

Team Comments:
See comments in Assessment 1 above

Assessment 3: Are the hours of use sufficient to serve faculty and students?

Team Comments:
The E.S. Good Barn studios are available 24/7 but the college computer labs have limited hours and are only available between 8 AM and 5 PM.

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?

Team Comments:
The library collections and resources are sufficient to support the program mission and objectives. Students reported that these resources are in regular use.

Assessment 2: Do courses integrate library and other resources?

Team Comments:
There was evidence that the library and other resources are integrated into the curriculum.

Assessment 3: Are the library hours of operation convenient and adequate to serve the needs of faculty and students?

Team Comments:
Library hours of operation appear to be sufficient to serve the needs of the faculty and students.

D. OTHER RELEVANT ASSESSMENTS. Are there other relevant assessments? If yes, explain.

Team Comments:
N/A

Recommendations Affecting Accreditation:
None

Suggestion for Improvement:
5. The department should explore with the College administration strategies to secure space to support faculty and student research projects beyond what is currently available in the E.S. Good Barn. (Standard 7)
6. The department should explore opportunities with the College 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 landscape architecture program as well as other CAFE students. (Standard 7)
7. The department should 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. (Standard 7)

PART III

Summary of Recommendations and Suggestions

A. Recommendations Affecting Accreditation

None

B. Suggestions for Improvements

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)
2. The program should 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)
3. The program should ensure that students have sufficient opportunity to demonstrate individual work in their portfolios to ensure success in job placement. (Standard 3)
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)
5. The department should explore with the College administration strategies to secure space to support faculty and student research projects beyond what is currently available in the E.S. Good Barn. (Standard 7)
6. The department should explore opportunities with the College 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 landscape architecture program as well as other CAFE students. (Standard 7)
7. The department should 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. (Standard 7)

LAAB
Accreditation Letter

Advocating, advancing, and evaluating quality education in Landscape Architecture

Kristopher Pritchard
Accreditation and Education
Programs Manager

Board Members

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Rodney Swink, FASLA

Joy Lyndes, ASLA
Coastal Sage

Karl Von Bieberstein, FASLA
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Kansas State University

Ned Crankshaw, ASLA
University of Kentucky

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Kenneth Brooks., FASLA
Arizona State University

CLARB Representative
Tom Sherry, ASLA

February 23, 2015

Ned Crankshaw, ASLA
Program Chair
University of Kentucky
College of Agriculture, Food and Environment
Department of Landscape Architecture
S305 Agriculture Science North
Lexington, Kentucky 40546-0091

Dear Professor Crankshaw:

The Landscape Architectural Accreditation Board (LAAB) at its January 23-24, 2015 meeting granted accreditation for a period of six (6) years to the course of study leading to the first professional BLA degree at the University of Kentucky. This status is subject to review of annual reports and maintenance of good standing.

Accreditation is awarded on a time-certain basis. The six-year period of accreditation ends December 31, 2020. Accordingly, the BLA program is next scheduled for a review during the fall of 2020.

In making its decision, LAAB considered the program's self-evaluation report, the visiting team report, the institution's response to the team report, and discussions with team members and program faculty.

Enclosed is a list of recommendations affecting accreditation (to be responded to in annual reports) and suggestions for improvement (to be responded to in annual reports). This list was developed by LAAB from the materials reviewed during the meeting.

On behalf of the visiting team, I would like to thank you for the hospitality extended to them by the faculty, staff, and students.

Sincerely,

Stephanie Rolley, FASLA
LAAB Chair

Enclosure

cc: Christine M. Riordan, Provost

Landscape Architectural Accreditation Board
636 Eye Street, NW
Washington, DC 20001-3736
202-898-2444 (O) Fax: 202-898-1185 (F)

University of Kentucky
BLA Program
LAAB Meeting
January 23-24, 2015

SUMMARY OF RECOMMENDATIONS AND SUGGESTIONS

Recommendations Affecting Accreditation

None

Suggestions for Improvements

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

Implementation Plan

UK *Program Review Implementation Plan*

Template website:

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

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: Ned Crankshaw **Unit Chief Administrative Officer (CAO) Signature:** Nancy M. Cox **Date:** **Dec. 11, 2015**