

Program in Landscape Architecture

# Self Evaluation Report

*Volume 1: Report + Appendices A - F*

School of Architecture  
The University of Texas at Arlington

December 1 - 4, 2002

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Minimum PROGRAM SELF-EVALUATION REPORT accreditation

For the Academic Year 2002-2003

Institution The University of Texas at Arlington

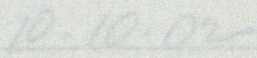
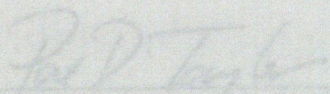
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Report Submitted by Dr. Pat D. Taylor  
October 2002



Signature of Program Administrator

Date

Pat D. Taylor, Ph.D.  
Director  
Program in Landscape Architecture

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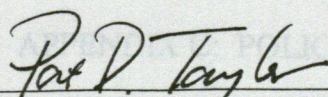
Minimum Conditions for Applying for ASLA Accreditation

INTRODUCTION

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

1. The program title and degree description incorporate the term "Landscape Architecture".
2. An undergraduate first-professional program is a baccalaureate of at least four academic years' duration.
3. A graduate first-professional program is a master's of at least three academic years' duration.
4.
  - a. An academic unit that offers a single first-professional program has at least 3 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 6 instructional FTE, at least four of whom hold professional degrees in landscape architecture, and at least two of whom are full-time.
5. The parent institution is accredited by the institutional accrediting body of its region or approved by the Canadian province in which it is located.
6. There is a designated program administrator for the program under review.

The Program in Landscape Architecture at the University of Texas at Arlington meets the minimum conditions to apply for ASLA accreditation.


10.10.02  
 \_\_\_\_\_  
 Signature of Program Administrator Date

Pat D. Taylor, Ph.D.  
 Director  
 Program in Landscape Architecture

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## INTRODUCTION

### 1. **History of the Program**

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

Groundwork for the Program was laid in 1975, when the Dean of the School of Architecture engaged the service of long-time local practitioner Mr. Richard B. Myrick to teach courses in site design to architecture students. Response to this offering was so successful that an option was offered in 1977 for a bachelor's degree in landscape architecture.

In 1978, Prof. Myrick added Mr. Oliver Windham to the teaching faculty, and both men performed at such a level that each was named Outstanding Teacher of the Year for the school. Prof. Myrick's award came in 1978 and Prof. Windham's in 1980.

Both faculty members had created successful and well-known practices in the Dallas/Fort Worth area, setting a standard for close ties with the professional community that continues today. While the current faculty is half its normal size, the two full time faculty continue to reflect the long standing balance between private practice and teaching experience. These two individuals collectively have over 32 years of full-time experience outside the classroom.

This strong tie to the many facets of landscape architecture practice reflects but one of the advantages of the Program's location in a large urban setting. Not only is the faculty tightly connected to the field, but by way of adjuncts, studio critiques, practicums and field visits, so are the Program's students. Specifically, this year's teaching loads are shared between the two full time faculty members, and six practitioners from the public and private sectors. One adjunct is a planner, one is an architect and the remaining four are landscape architects. Even when the full complement of faculty is in-place, adjuncts remain a vital and regular portion of the Program's teaching component.

In 1980, after consultations with key advisors including Prof. Robert Riley of the University of Illinois, Prof. Myrick implemented full curricula at the bachelor's and master's levels. Arrangements were made with the Texas Board of Architectural Examiners to allow UT Arlington's landscape architecture graduates to sit for the UNE until the Program became accredited. This action, coupled with subsequent competitive performance on the exam by UT Arlington graduates, was seen by many as an endorsement of the Program's curriculum and the Program's potential under the leadership of Prof. Myrick.

After Prof. Myrick's retirement in 1986, Prof. Harry Garnham was hired as the Program's Director. Prof. Garnham, who became tenured while at UT Arlington, assumed a position at another university in 1987. At that time, Mr. Robert DeJean, a local practitioner who had taught extensively at UT Arlington, became Interim Director.

Mr. Gary O. Robinette was hired as Director in 1988 and served in the position until 1991. Prof. Robinette remains full-time on the faculty. Dr. Pat D. Taylor, who had been in practice in the area since 1985 and in higher education in the years prior to that, became Director in 1992 and serves in that capacity today. Dr. Taylor resigned as Director in December, 2001, and Prof. Robinette was asked to assume the duties again. However, Prof. Robinette and the School's Dean were unable to agree on terms and conditions for his return, and Prof. Robinette declined the offer. As a result, the Program functioned without a Director for six months, at which time Dr. Taylor was asked by the Dean to resume the role, which he now holds.

The Program experienced a pattern of steady manageable enrollment growth from 1989 until 1996, when the average number of incoming students dropped from approximately fifteen to approximately eight for two consecutive falls. These decreases reflected similar enrollment trends nationwide. While there is little hard evidence to support the explanation, enrollment declines at UT Arlington accompanied a rapid series of tuition increases (both in-state and out-of-state) required by the Texas Legislature. With these increases came a three-stage increase over a twelve month period in the minimum scholarship amounts required for out-of-state students to qualify for out-of-state tuition waivers.

In addition to reduced numbers of incoming students, the Program began in 1995 to annually graduate a higher number of its students, and the faculty began to accept fewer new students on a probationary or provisional status. Faculty already had begun to tighten up on grading practices and general academic rigor. These combined factors partially explain enrollment variances from approximately 65 in 1994 to 50 today, with an average of 43 students during the intervening years. Increasing enrollments, while maintaining student quality, is a current priority of the Program.

The Program received its initial accreditation from LAAB in 1994. In 1997, it received a full five year accreditation from the LAAB. No recommendations were included in the ROVE team report, although several suggestions were included.

During the early and mid 1990s, the Program aggressively pursued sponsored research projects to meet its responsibilities as an MLA-only entity. Fourteen projects totaling over \$250,000 were generated between 1993 and 1999. In 1998, one tenure track faculty member resigned to take a position in public practice, and a tenured associate professor departed in 1999 to direct a program at another university. The University did not move to fill these positions until 2002, and as a result, sponsored research contracts virtually halted due to the lack of prospective principal investigators. Since 1999, only one project, totaling \$14,000, has been contracted, although efforts are underway to renew this critical responsibility of the Program.

Since the Program received its initial accreditation in 1994, it has been under the administration of four Deans. Three changes in the Dean's office have occurred since 1999. Enhanced autonomy for the Program was achieved under Dean Edward M. Baum (1987-1999,) and it was during his administration that initial and first-full accreditations occurred.

3. *Describe Current Strengths*  
Architecture Associate Professor C. Lee Wright served as Interim Dean of the School from 1999-2001, during which time two international searches were conducted for a permanent Dean. Prof. Martha E. LaGess was hired as permanent Dean in August of 2001, at the end of the second search. Dean LaGess served in that capacity until August of 2002. Prof. Richard Dodge, retired Associate Dean of Architecture at UT Austin currently serves as Interim Dean of the School at UT Arlington. Dean Dodge's appointment is for nine months.

Issues of Program autonomy, and adequate support for the Program (including the hiring of replacement faculty for long-standing vacancies,) re-emerged for landscape architecture during the years following Dean Baum's term. These issues culminated during the term of Dean LaGess causing direct ad hoc linkages to be established between the Program and the University's central administration as a means of dealing with the issues.

Two outcomes from these administrative adaptations resulted. First, approval was given by the Provost in the summer of 2002 for two new faculty searches in landscape architecture. One search began in the 2002-2003 academic year, and the second was authorized to start in 2003. In addition, the Provost endorsed the creation of an ad hoc committee to study the Program's structural and collaborative connections within the University, as a means of reducing landscape architecture's vulnerability to frequent or unpredictable changes in School leadership. The purpose also was to aid the Program in collaborations with other academic units as critical to the profession as architecture.

2. **Response to Previous LAAB Review.**

*Describe the progress that has been made on the recommendation from the previous accreditation visit (not applicable to those seeking initial accreditation.)*

*List each recommendation separately and provide an update recap of responses made on annual interim reports. If there is a recommendation which you believe was inappropriate so indicate with an explanation. Do not report on suggestions for improvement.*

The Program received no recommendations during its last accreditation visit.



3. *Describe Current Strengths*

- A. Experienced (in academics and in practice) and active full time faculty, complemented with diverse and dedicated adjuncts, each of whom holds academic credentials.
- B. A solid curriculum, well-coordinated through faculty advising and constantly reviewed for updating and fine-tuning.
- C. New emphasis and capabilities in student advising.
- D. Outstanding performance by students and alumni.
- E. Excellent facilities--extraordinary compared to many schools--with individual student spaces and convenient faculty offices.
- F. Excellent and convenient library facilities with a dedicated, competent and supportive staff.
- G. Mature and accomplished students with wide-ranging backgrounds and experiences.
- H. Solid, long-established relationships with private practitioners in the region.
- I. Excellent and well-maintained visual resources center, administered by an individual with full academic credentials.
- J. Supportive relationships within the School of Architecture and across the University campus.
- K. Solid demonstration by students of scholarly research and design, as measured by continuous successes in competitions.
- L. Long-term association between two senior landscape architecture faculty members and the Program (fourteen years and twelve years, respectively.)
- M. Newly invigorated interest in and support for the Program by the University's central administration.
- N. Excellent networks and relationships for raising visibility of the Program among professional associations, locally, nationally and internationally.
- O. Increasing level of interest in the Program's success by an Advisory Council now in-place for over ten years.
- P. A recent record of strong performance and increased academic rigor.

- Q. Update of a Strategic Plan to guide the Program for the next five+ years.
- R. A commitment by faculty to constantly monitor critical areas and trends to prevent their development into weaknesses.
- S. Excellent location in a large urban and suburban area, with unique local physiographic representations, providing an appropriate and replete laboratory for the study of landscape architecture.
- T. Excellent support and clerical staff dedicated to service for both students and faculty.
- U. An accomplished alumni base, increasingly eager to support the Program.
- V. Steady increases in credit hours generated (important for formula based funding.)
- W. Responsive and supportive associations with architecture faculty who have contributed to the Program's teaching duties during faculty shortages in landscape architecture.

4. *Describe Current Weaknesses*

- A. Lack of new faculty to broaden student experiences on thesis and in studios; lack of faculty with research experiences and orientation.
- B. Need to increase total student enrollment to a mutually agreed upon level (current targets are between 75-100.)
- C. Limited dollars and other incentives for faculty salaries and merit increases.
- D. The need for increased relief time, exchanges, or sabbaticals to broaden off-campus professional opportunities for faculty.
- E. Lack of adequate minority representation among both student body and faculty; lack of increased female representation on faculty.
- F. Lack of subject matter diversity among full time faculty.
- G. Lack of significant endowment and on-going private contributions.
- H. Inconsistent treatment of Program by School administration.
- I. Lack of consistent delivery of computer skills and applications.

- J. Lack of reliable process to transfer thesis and research findings into refereed and general outlets.
- K. Lack of full-time research position capable of directing the School's research center and of generating on-going sponsored research.
- L. Lack of adequate assurance through organizational structure of Program autonomy and self governance.
- M. Need to strengthen cross-campus relationships, structurally and informally.
- N. Need to reduce student time between MLA candidacy and completion of the thesis (replacing faculty openings will ease this need.)
- O. Need to better attach research strategies and methods to applications in practice.
- P. Need to update studio furniture; need to better integrate CAD capabilities—including plotters, computers and printers—between computer labs and landscape architecture studios.
- Q. Need to better manage Practicum arrangements between students and offices of practice.
- R. Need to systematically involve alumni and Advisory Council into support for the Program.
- S. Need for office space for graduate assistants and faculty adjuncts.

It is the consensus of the faculty and the current administration of the School and the University that with the hiring of new faculty for landscape architecture and the selection of a permanent Dean who will support the Program, that many of these weaknesses will be addressed.

5. *Describe who participated (faculty, administrators, students, alumni, employers) in preparing this self-evaluation and their roles.*

The primary responsibility for this study belonged to Dr. Pat D. Taylor, Program Director. Dr. Taylor also conducted a self-study for the program in 1990, and was the primary author of the 1993 and 1997 SERs. He was assisted in data collection, writing and analysis by Dr. Amy Archambeau, MLA student who served as Graduate Research Assistant for accreditation.

This SER, along with the past two SERs, relied heavily upon qualitative data collected from group interviews with students, faculty, administrators, Advisory Council members, alumni and practitioners, primarily from the Dallas/Fort Worth area. Input also was gathered from other key informants familiar with both the accreditation process and UT Arlington's Program. Including both a mail out survey to alumni and the group interviews, over one hundred forty individuals contributed data for this SER.

Quantitative data were gathered from the 2002 Alumni Survey. A summary and interpretation of these data are included in the Appendix of the SER. With an eighty percent (80%) return rate from MLA graduates and a 55% return rate overall, the reliability of these data was verified against themes and issues generated from qualitative interviews, gathered from seven Program constituent groups.

Copies of the completed SER were placed in the School of Architecture Library during the Fall of 2002. Because work on this report was interrupted for six months, draft copies of the SER were not widely distributed for review and comment prior to being forwarded to the Visiting Team.

Program in Landscape Architecture

# Self Evaluation Report

*Volume 2: Appendices G - K*

School of Architecture  
The University of Texas at Arlington

December 1 - 4, 2002

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1. **Program Mission and Objectives**

**Standard: The program shall have a clearly defined mission supported by objectives that are appropriate to the profession of landscape architecture.**

*State mission and objectives specific to the program being reviewed.*

1.1 **Program mission and objectives**

The mission of the Program in Landscape Architecture at The University of Texas at Arlington is to educate for ultimate leadership in the landscape architecture profession. This mission requires the development and exercise of both intellect and sensibility (Graduate Catalog.)

**Academic mission:** The Master of Landscape Architecture curriculum has the dual objectives of providing students with a core of design and technical skills in combination with experiences in pure and applied research. Thus duality prepares students for problem solving in the profession through design and research, and it is a Program focus. The Program in Landscape Architecture also prepares students to enter practice in private, public, academic and research organizations.

Student preparation is enhanced by specialized coursework taken inside and outside of landscape architecture, and by the topic of one's thesis. Students are directed to select thesis committee members early-on and to select specialized courses which reinforce students' areas of primary interest in landscape architecture.

The Program's mission also is acted upon and is shaped by the University's location in a large metropolitan complex, within a physiographically unbounded regional setting. Dallas/Ft. Worth, unlike cities punctuated by mountain systems or large water/land edges, expands in a 360° circle, over three regional biomes. This location--seen by many as "buildable" and by others as environmentally overwhelmed--provides an at-hand laboratory in which to conduct research, to witness practice, and to apply behavioral and natural resource principles to the study of landscape architecture.

This mission is further defined by the Program's exclusive provision of graduate studies. A level of self-imposed academic rigor, a commitment to meld intellectual development with the exigencies of private practice, and in particular an expanding focus on research and the generation of knowledge through graduate research services, provide the Program with on-going opportunities for methodically implementing this attainable mission.

1.2 **Program Disclosure**

*Indicate how program literature fully and accurately describes the program's mission, philosophy, objectives, compliance with equal opportunity requirements and accreditation status.*

The University graduate catalog accurately reflects the curriculum requirements, the latest changes in course descriptions, the faculty, the faculty's commitment to proper sequencing of courses, and the Program's mission and objectives (The current catalog does not accurately reflect the administration of the School or the Program however). Procedures for responding to prospective students have shifted during the past three years from individual units across campus to the Office of Research and Graduate Studies (Graduate School.) The Graduate School has implemented highly successful procedures to recruit and process applicants, thereby easing the work load and financial burden previously incurred by local units. As a result, The School of Architecture and the Program in Landscape Architecture have come to rely on University websites and printed materials from the Graduate School as the primary means of interfacing with prospects. The website for the School of Architecture is managed by two student employees, who receive updates directly from faculty, staff and administration.

Because all mail outs to prospects now originate from the Graduate School, the School of Architecture and the Program in Landscape Architecture are reviewing additional items to be mailed directly from each unit. Such mailings will include lists of faculty, updated lists of awards and accomplishments and other items deemed appropriate.

In addition, a standard letter to applicants from the Director or Program Advisor provides information about the Program including various sources of financial support available to qualified students. Included with this letter is a listing of the teaching faculty (both from the Program and the School of Architecture) along with the scholarly interests of each. The Graduate Catalog and the School of Architecture website reflect the Program's accredited status by the Landscape Architectural Accreditation Board of the American Society of Landscape Architects.

All University literature reflects the University's commitment to equal opportunity and affirmative action.

### **1.3 Plans for Improvement**

*These are to follow from your self-evaluation and review in the preceding sections as well as from consideration of your own stated objectives and the accreditation standards.*

Section 1.4 includes long-range goals for the Program and a number of specific actions aimed at implementing these goals. Therefore, the reader is invited to review Section 1.4 as the main source of the Program's plans for improvement.

However, several specific needs for the immediate future are targeted for the next two to five academic years. These needs and the actions associated with them are drawn from a major theme in qualitative data collected for this SER; that is, that the Program in Landscape Architecture at UT Arlington shall become the MLA program of choice in North America. To achieve this aim the following are targeted:

- Return faculty contingent to four full time individuals;
- Reinvigorate emphasis on sponsored research; naming Director of Center



- for Environmental Design Research;
- Expand student recruitment, aiming at specific enrollment targets;
- Establish a significant endowment;
- Expand and deepen communications with alumni, and increase alumni interaction with the Program;
- Empower Advisory Council with specific roles and responsibilities to optimize their contributions to the Program;
- Confirm optimum on-campus collaborations and structure for Program;
- Implement management system for practicum program;
- Reduce time between MLA candidacy and completion of theses;
- Expand cross-campus collaborations and determine optimum structural arrangements for the Program.

**Program Relationships:** The closest academic relationship for the Program is that with the Program in Architecture, which provides extrinsic and intrinsic benefits to students and faculty in landscape architecture. LARC students benefit from elective coursework in architecture, as well as from the teaching contributions of architecture faculty in introductory design studios and landscape history. Students also report on the value of exposure to design techniques, design products and abstract thinking generated by exposure to architecture students. And, course evaluations are uniformly high for architecture faculty who teach landscape architecture courses, and for architecture courses taken by landscape architecture students.

Data from student and alumni interviews suggest equally strong interest in tightening Program linkages with the School of Urban and Public Affairs, and with a newly emerging faculty group in landscape ecology, located within the College of Science. These data also indicate that students and alumni expect to see the further development of such linkages without erosion of the benefits now gained from associations with the School of Architecture.

#### 1.4 Long-Range Goals

*Discuss long-range goals in terms of the next five to ten years, with an action plan. Highlight anticipated changes in the program's resources, mission and objectives.*

The Program created a Strategic Plan in 1997-98, and updated the Development portion of the plan in 2000. Another update of the Strategic Plan is emerging from data generated for this SER, with the Advisory Council contributing to this process, beginning in November 2003. It is anticipated that the update will have a five year goal, with annual reviews conducted by the faculty and key members of the Advisory Council.

The following goals and recommended actions are derived from current Program needs, faculty capabilities and other determinants explored during the preparation of this self-evaluation report. In some cases these goals reflect faculty consensus or agreement, and in other cases they reflect the thinking of current Program, School and University administrators. In all cases they represent a model for continuance based on increasing "soft-monies" from a deepening research base. These goals also depend on a prolonged demonstration of academic quality, and on the idea that UT Arlington's Program can be an

internationally admired prototype for the teaching of landscape architecture, making it the "MLA of choice in North America."

In addition, all plans and aspirations for the Program's future--while affected by current conditions--presume future conditions which will foster their accomplishment:

- Expand the faculty base: The Program will expand its faculty numerically, culturally and academically to strengthen and deepen its diversity.
  - Primary areas of need: The Technical Skills Sequence; the Research Sequence; computer-aided design.
  - Future recruitment needs: PhDs or other research degrees; considerable experience in practice; female and minority candidates; computer-aided design.
  - Correlate new faculty numbers (beyond 4) based on enrollment targets: 75-100.
  - Time table for full contingency: 2004.
  - Time table for additional faculty (beyond 4:) 2006.
  - Targeted doctoral degrees among faculty: 4 needed by 2005-06 academic year.
- Achieve "sustainable" status: The Program will attain a minimum enrollment and faculty base to qualify for status as a department. Gaining departmental status is not a primary goal, but achieving the base represents a threshold by which the faculty can measure its accomplishments.
  - Needed enrollment range: 75-100.
  - Needed faculty: 6.25 to 10 FTEs.
  - Needed tenured faculty (based on number of future positions): 3-5.
- Establish a development base: The Program will implement a Development campaign.
  - Endowment Target: To be set (the current Needs Analysis suggests approximately \$4,300,000 to achieve Program goals;)
  - Conduct Market Analysis: 2003 (in conjunction with Office of Development.)
  - Set dates for Capital Campaign; merge strategies with those of the School of Architecture.
- Establish Program as a research center: The Program will establish and sustain itself as a center for the generation of new knowledge in landscape architecture.
  - Number and value of research contracts needed: 1-2 per faculty per year; \$100,000 yearly program minimum.
  - Additional degrees to be offered by the program: PhD in landscape architecture.
  - Target date to offer PhD: During the next six to eight years.
  - Note: The research emphasis of the Program coupled with the likely number of faculty with research degrees makes this a goal

which can be of low-cost to the state. This is particularly true given the possibility of collaboration with the new MLA program forming at UT Austin. Offering a doctoral degree will address the overall national trend toward landscape architecture faculty having doctoral or research degrees. Like the qualification noted on the Program's status as a department, however, offering a PhD degree in landscape architecture is seen more as a measure of success in graduate education than as a Program goal.

- Implement new program of faculty development: The Program will achieve among its faculty the expectation of on-going training and education, travel and relief time, and other off-campus activities needed to keep current and to minimize provinciality and burnout during professional careers.
  - Desired frequency of leaves-of-absence: Every 4-5 years.
  - Begin faculty exchanges: 2004-05 academic year.
  - Expand foreign educational offerings: 2004-05.
  
- Establish a materials library: The Program will collect and hold materials, models and other items needed to support the Technical Skills Sequence.
  - Prepare budget, scope and spatial needs: August 2003.
  - Develop acquisition strategy, including contributor's list: December 2003.
  - Bring library on-line: September 2004.
  
- Other long-range goals:
  - Re-host LABASH Conference: After 2005.
  - Examine student and faculty exchange program with new MLA program at UT Austin.
  - Assess feasibility of creating a Doctor of Philosophy degree in landscape architecture (possibly with UT Austin.)
  - Evaluate feasibility of new refereed journal.
  - Conduct joint conference on water and the environment with ISOMUL (International Studygroup for the Multiple Use of Land:) 2005

## 2. Governance/Administration

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

### 2.0 Explain how the program has the authority and resources to achieve its educational objectives (Response should be no longer than 1 page.)

The Program receives its authority through the Program Director, who serves at the pleasure of the Dean of the School of Architecture. Curriculum, standards, reviews, promotion and tenure, strategic plans and significant matters of Program futures originate within the Program, after which they are merged with larger objectives of the School and University. (Note: These items of autonomy were seriously threatened by School administration during the 2001-02 academic year. Reactions and adjustments to these threats have helped restore autonomy and respect for it, both in the School of Architecture and in the University's central administration .)

Events during the 2001-02 academic year--in which the Program functioned without a Director for six months and in which progress on the Self Evaluation Report was halted for the same period--confirmed that the Program's autonomy, and its ability to apply resources to sustain its viability, could be jeopardized. Previous accreditation teams had noted that Program authority was overly reliant on the relationships between Program Directors and Deans. It was the concern of these teams that in cases where good will deteriorated between the two positions, the Program could be negatively influenced by individuals and units outside of landscape architecture.

### 2.1 Administrative Organization

*Indicate the chain of administrative responsibility within the institution. Describe and/or diagram how the program relates to other educational units.*

The University's organization chart, and the new one being implemented in the School of Architecture, appear on the following pages.

Within the School of Architecture are three academic programs: Architecture; interior design; and landscape architecture. Each program is independently administered by a Director.

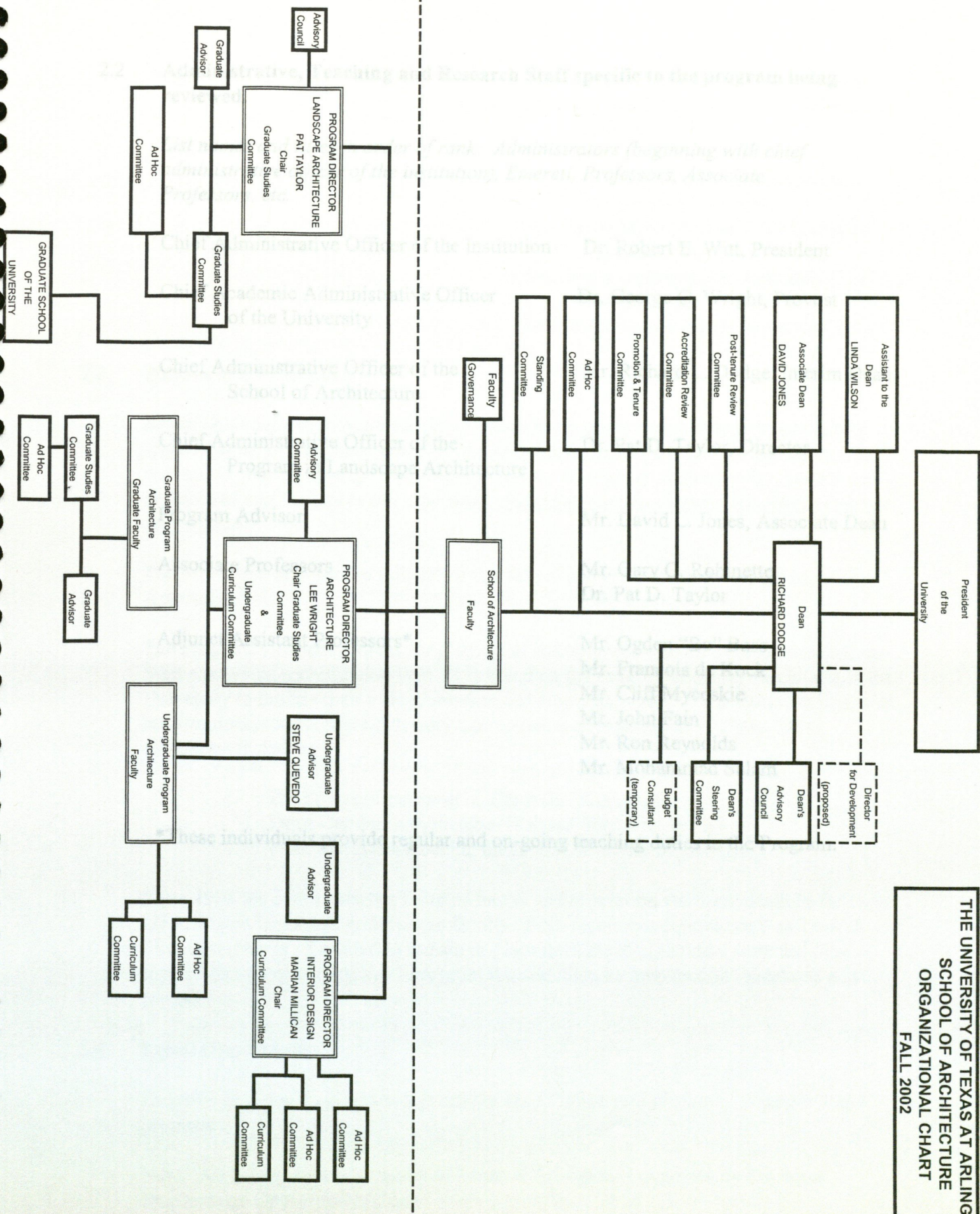
Supporting the Interim Dean are one Associate Dean and one Assistant Dean, and two Student Advisors. The Dean reports to the Provost (the chief academic officer of the institution) who in-turn reports to the President.

Program budgets are controlled by the Dean who receives allotments from the Provost via the University system. However, decisions about distribution of Program monies for travel, scholarships, equipment purchases and other on-going operations are recommended by, finalized by, or initiated by the Directors. Beginning in the fall of 2002, each faculty member in each program received \$1000 to support teaching and research functions, in whatever ways he or she deems appropriate. This procedure,

introduced by the Interim Dean, marks the first major change in School budget procedures in two decades.)

Currently, an ad hoc committee is forming to assess future collaborations and structure for the Program. A primary aim of this committee is to envision administrative conditions which will reduce the Program's vulnerability to administrative or structural weaknesses by making Program autonomy less dependent on personalities.

**THE UNIVERSITY OF TEXAS AT ARLINGTON  
SCHOOL OF ARCHITECTURE  
ORGANIZATIONAL CHART  
FALL 2002**



2.2 **Administrative, Teaching and Research Staff specific to the program being reviewed.**

*List names and titles in order of rank: Administrators (beginning with chief administrative officer of the institution), Emeriti, Professors, Associate Professors, etc.*

Chief Administrative Officer of the Institution	Dr. Robert E. Witt, President
Chief Academic Administrative Officer of the University	Dr. George C. Wright, Provost
Chief Administrative Officer of the School of Architecture	Mr. Richard L. Dodge, Interim Dean
Chief Administrative Officer of the Program in Landscape Architecture	Dr. Pat D. Taylor, Director
Program Advisor	Mr. David L. Jones, Associate Dean
Associate Professors	Mr. Gary O. Robinette Dr. Pat D. Taylor
Adjunct Assistant Professors*	Mr. Ogden "Bo" Bass Mr. Francois de Kock Mr. Cliff Mycoskie Mr. John Fain Mr. Ron Reynolds Mr. Mohammad Salam

\*These individuals provide regular and on-going teaching duties in the Program.

Since 1994 the committee has initiated tenure and promotion recommendations for two UT Arlington landscape architecture faculty. Both recommendations were successful. The committee is scheduled to remain in-place until the Program has three full time tenured faculty members, at which point it can initiate its own recommendations and review.

2.4 **Equal Opportunity**

*Describe how equal opportunity practices are followed and promoted throughout the program.*

Note: All hiring at the University of Texas at Arlington is overseen by the Equal Employment Opportunity Office.

Administrative Staff

Ms. Linda Wilson, Assistant to the Dean  
Ms. Paula McPartlin, Academic Budget  
Officer  
Ms. Cheryl Donaldson,  
Directors' Assistant; Assistant  
for Academic Affairs  
Ms. Landa Moss, Assistant for Student  
Affairs  
Ms. Jessica Jeffreys, Assistant for  
Development  
Ms. Jackie Osuna, Receptionist

## 2.3 Policies and Procedures

*Identify policies and procedures on academic rank, promotion and tenure, consulting opportunities, professional practice, leaves of absence, sabbaticals, travel, insurance, retirement, etc. (If appropriate, refer to relevant sections of the university policies and procedures and include in the Appendix). Indicate how these impact the effectiveness of the program.*

The Promotion and Tenure Policies of the School and the University appear in the Appendix.

The Program's current process for promotion and tenure is a result of recommendations from a previous accreditation visit. It is based on the need for landscape architects at the University to initiate their own promotion and tenure activities. To accomplish this, a ad hoc Promotion and Tenure Advisory Committee was established in 1994. This committee includes:

Dr. Richard Francaviglia, Chair (UT Arlington)  
Dean Dennis Law, member (Kansas State University)  
Prof. Margarite Koepke, member (University of Georgia)

Since 1994 the committee has initiated tenure and promotion recommendations for two UT Arlington landscape architecture faculty. Both recommendations were successful. The committee is scheduled to remain in-place until the Program has three full time tenured faculty members, at which point it can initiate its own recommendations and review.

## 2.4 Equal Opportunity

*Describe how equal opportunity practices are followed and promoted throughout the program.*

Note: All hiring at the University of Texas at Arlington is overseen by the Equal Employment Opportunity Office.



2.6 The following University policy appears in the 2002-03 Graduate Catalog:

*Tabulate faculty and* "EQUAL OPPORTUNITY POLICY" *under review. The number listed in the Totals column should agree with the information provided.*

"To the extent provided by applicable law, no person shall, on the basis of race, color, national origin, religion, age, sex, handicap, disabilities, or veteran status be denied employment or admission, be excluded from participation in, be denied the benefits of, or be subject to discrimination under, any program or activity which it sponsors or conducts. The University shall not tolerate any behavior or verbal or physical conduct by any administrator, supervisor, faculty, or staff member which constitutes sexual harassment. Any inquiries concerning the application of this policy should be directed to the University's Equal Opportunity and Affirmative Action Programs."

2.5 **Faculty Number**

*Totals*

2.7 *Complete the following chart to indicate number of faculty assigned specifically to the program under review and faculty student ratio.*

*Describe student/faculty ratio and identify impact this ratio has on the effectiveness of instructions.*

**SUMMARY**

- 8 1. Total Program Faculty (head count for program under review)
- 4.25 2. Equivalent full-time faculty (assigned to program under review, total of teaching % noted above)
- 4.25 3. Total of FTE Budget Faculty (if different from above)
- 12.9 4. Faculty-Student Ratio (FTE Students divided by the equivalent full-time faculty (line 2 or 3))
- 50 5. Earned FTE Faculty (Optional - include only if institutions uses conversion formula to determine this figure)
- 3 6. Total enrollment LA majors (program under review)
- 4.60 7. Total of other students (non LA) enrolled in program courses
- 4.60 8. Total FTE faculty (program under review) with a degree in Landscape Architecture (for LAAB purposes count 9 credit hours per semester taught by a faculty member with a degree in landscape architecture as 1 FTE)
- 4.60 9. Total FTE male faculty (program under review) with degree in LA.
0. 10. Total FTE female faculty (program under review) with degree in LA.

2.6 **Previous and Present Faculty**

Tabulate faculty and staff specifically assigned and budgeted to the particular program under review. The number listed in the Totals column should agree with the information provided in Section 6.1 (line 1 Total Program Faculty). Use the following format:

Rank/Title	2 Years Ago	1 Year Ago	Present
Professor/LA	0	0	0
Assoc. Professor/LA	2	2	2
Asst. Professor/LA	0	0	0
Instructor	0	0	0
Adjunct Asst. Professor/LA	5	6	6
Totals	7	8	8

2.7 **Student/Faculty Ratio**

Describe student/faculty ratio in studios. Identify impact this ratio has on the effectiveness of instructions.

Current studio ratios are 8.3 to 1. The Program is accustomed to similar ratios and finds them to provide optimum exchange between students and instructors. At present the larger challenge is the ratio of full time faculty to MLA candidates, which is approximately 1 to 7. This ratio places a heavy burden on faculty to work consistently with students who are conducting thesis research.

2.8 **What opportunities do faculty have to make recommendations on the allocation of resources to the Pprogram?**

The allocation of gross resources to the Program is the prerogative of The University of Texas System and the state legislature, ultimately. Requests for operating monies from these gross amounts, such as travel and equipment, originate with the faculty with approval by the Director. These requests are acted upon by the Dean, depending upon the amounts available. When discretionary monies become available for equipment or other operational needs, faculty are notified by the Dean or the Director and faculty input is solicited as to disposition.

The creation of the position of Budget Officer within the School has enabled program directors to have more access to budget information, including the availability of funds, which aids in directors' ability to make informed requests. As noted earlier, the current Interim Dean has dedicated \$1000 to each faculty member in the School for unrestricted use in teaching and research. This is the first such allocation of funds in the School's history.

It should be pointed out that in Texas universities, control of budgets is the primary difference between programs and departments, and between schools and colleges. In

schools, Deans have primary control over budgets, which is the case in the School of Architecture at UT Arlington.

Merit increases, which are rare in years of tight budgets, are based largely on faculty performance and program evaluation procedures. In both cases, faculty have adequate opportunity through performance and performance review to influence decisions regarding salaries. Merit increases averaging 3.0% were awarded for the 2001-02 academic year.

Key to any discussion of faculty is whether there is adequate diversity to achieve the Program's mission. The Program's current low diversity resulted from the departure of two full time faculty members. It has been partially (and significantly) offset by the number and diversity of adjunct faculty members. This support, while temporary, is due largely to the Program's location in a major metropolitan area where many talented landscape architects reside and work.

## 2.9 Budget

*Describe how and when the budget is prepared and approved. Explain the current financial situation in terms of the budget. Use the various allotments shown in the following form as a guide. Indicate the extent to which the budget amounts shown are under the control of the program chairman and which are generally budgeted but under the actual control of others. In the case of several programs, estimate the prorated amounts utilized by the program being considered for accreditation. The last column represents the year of the accreditation review.*

*Report on each year since last SER. New programs report for past 5 years.*

The University's fiscal year is from September 1 through August 31. Budgets for the long semesters are prepared early in the spring semester, while summer budgets are prepared in April.

### Salaries:

	1997-98	1998-99	1999-00	2000-01	2001-02
Teaching/Research	167,043	145,300	106,000	110,000	123,000
Adjuncts/Visiting Lecturers	6,120	14,100	19,200	29,500	46,000
*Clerical/Staff (@80%)	18,408	19,108	19,143	29,054	12,118
Student Assistants (TAs)	9,000	4,469	4,912	4,149	5,055
Student Assistants (RAs)	22,000		4,000	2,000	6,840

\*One staff person

Allotments:

	1997-98	1998-99	1999-00	2000-01	2001-02
Equipment	500	500	500	500	5,500*
Maintenance & Operations	13,694				
Travel	2,000				
Library	2,500**				
Telephone	2,400	2,400	2,400	2,400	2,400
Other					

\*Includes \$5,000 grant from Provost's office for computers and software.

\*\*Includes a one-time gift.

Note: The difficulty of extracting maintenance and operations figures from the School budget caused the practice to cease in 1998-99. However, recent discussions with the new Academic Budget Officer for the School have led to a decision to create separate budgets for each program in the School. This move will enhance each unit's autonomy, and will give directors and the Dean greater predictability as to fiscal planning.

### 3. Professional Curriculum

**Standard:** The minimum professional program content shall include:

- Landscape Architecture History**
- Professional Practice**
- Landscape Design, Planning and Management**
- Design Implementation**

This standard describes the curriculum. This success in delivering the curriculum is assessed in Standards 7 and 8.

- 3.0 *Describe how the curriculum relates to the program's mission and objectives. (Response should be no longer than 1 page.)*

The curriculum relates to the Program's mission and objectives by exposing all students to the many facts of landscape architecture, academically and professionally. Success in the exposure is achieved partly by avoiding simplistic explanations of Program "focus", necessary if Program graduates are to qualify for the variety of career opportunities which typically come available to them. This model relies on graduates' abilities to adapt to new professional challenges (learning on the job) and on their pursuit of a particular interest through elective courses and thesis topics.

The Program Advisor encourages students to select courses in the Program's curriculum, from the graduate architecture curriculum, and from across the campus to supplement their required work with courses reflecting their long-term interests. As for theses, faculty encourage students to select topics that interest the students, backed-up with classroom experiences and committee members from outside the Program who can guide supplemental interests.

#### 3.1 Curriculum

- 3.1 *List courses (instructional units) using the format given below. Course numbers are to correspond with those used in other sections of this report.*

*Explain, in a narrative form, particular sequences from beginning to advanced levels*  
Total Units/Credit Hours (specify which) required for graduation: 92

*Plan and label each sequence separately (e.g. The Design Sequence, The Technical*  
Required Courses Credit Hours

Landscape Architecture	83
Group or Controlled Elective Choices	9

#### 3.2 Typical Program of Study

*The curriculum provides complete leveling work for students with degrees in*  
*Identify length of term/semester and relation of contact hours to unit/credit hours.*

(Note: The second number in the sequence indicates course/studio credit hours.)

	<b>Fall</b>	<b>Spring</b>
First Year	LARC 5661 Design Studio I LARC 5320 Communications for Landscape Architects LARC 5341 Land Technology I LARC 5330 Plant Identification and Ecology  Total Credit Hours: 15	LARC 5662 Design Studio II LARC 5342 Landscape Technology II LARC 5312 History and Theory of Landscape Architecture I LARC 5331 Planting Design Total Credit Hours: 15
	<b>Fall</b>	<b>Spring</b>
Second Year	LARC 5663 Design Studio III: Site Planning LARC 5340 LARC Computer Applications LARC 5313 History and Theory of Landscape Architecture II LARC 5380 Research Methods  Total Credit Hours: 15	LARC 5664 Design Studio IV: Regional Design/Plng (GIS) LARC 5340 Professional Practice LARC Elective LARC 5302 Land Development Planning Total Credit Hours: 15
	<b>Fall</b>	<b>Spring</b>
Third Year	LARC 5665 Design Studio V: Comprehensive/Competition Studio Professional or Teaching Practicum Independent Study/Controlled Electives Total Credit Hours: 15	LARC 5698 Thesis LARC 5294 Master's Comprehensive Exam Electives Total Credit Hours: 11

Note: An additional six credits is required in summer months between second and third years.

### 3.3 Educational Sequences

*Explain, in a narrative form, curricular sequences from beginning to advanced levels.*

*Treat and label each sequence separately (e.g. The Design Sequence, The Technical Sequence, The Natural Science Sequence, The Research Sequence).*

The first professional degree Program in Landscape Architecture at UT Arlington is a 92 credit curriculum requiring 3 to 3 1/2 years to complete, depending upon the student's timetable. The curriculum provides complete leveling work for students with degrees in fields other than landscape architecture, and it includes opportunities for course work in areas supporting the student's choice of specialization or thesis topic.

## Graphic Skills Sequence

This sequence of course arms the MLA student with the delineating craftsmanship necessary to articulate his/her design concepts visually or graphically. The sequence taps the expertise of the landscape architecture faculty as well as selected members of the architecture faculty, via their own courses or introductory LARC courses which architects sometimes teach.

Primary courses in this sequence include:

*LARC 5320 Communications for Landscape Architects.* Primary class for the development of graphic and communication skills in landscape architecture. Provides a method for transferring conceptual ideas into legible graphic presentations. Should be taken concurrently with LARC 5661.

*LARC 5321 Advanced Communications.* Presentation techniques; expansion on graphic thinking and communication presented in LARC 5320. Prerequisite: LARC 5320 or permission of instructor.

## Design Skills Sequence

This sequence exposes the student to the unique operations of landscape architecture with an emphasis on the process of design as a means of conceptualizing outcomes. Primary courses in this sequence are:

*LARC 5661 Design Studio I.* A design course for students with no background in landscape architecture or design. Outlines the site planning and site design decision-making process. Focuses on providing students with the verbal, intellectual and graphic tools necessary to successfully tackle a design problem and bring it to a schematic level of completion. It is highly recommended that this course be taken concurrently with LARC 5320.

*LARC 5662 Design Studio II.* A continuation of LARC 5661. Basic design principles and their application to three-dimensional spaces. Examines how humans occupy exterior space and combines this information with the principles of design to create garden scale models. Uses models as a medium for design expression. Includes landscape character, design simulation, landscape media, landscape context, and human spatial experience. Prerequisite: LARC 5661 or permission of instructor.

*LARC 5663 Design Studio III: Site Planning.* Features the process of solving fundamental site planning and site design problems, focusing on medium to small scale projects. Each phase of the site planning process is examined in detail by undertaking one or more studio problems that involve resolution of issues related to existing site conditions, program development, conceptual design, design development and design detailing. Prerequisites: LARC 5662, 5320, 5301, 5340, and portfolio review, or permission of instructor.

*LARC 5664 Design Studio IV: Regional Planning/Design (GIS.)* Seeks to expand the student's concept of the environment as a large-scale ecological unit independent of political boundaries. Presents a process of solving large-scale planning problems through the examination of data gathering and information processing techniques commonly utilized by landscape architects who are employed in the endeavor of environmental planning. Prerequisite: LARC 5663 or permission of instructor.

*LARC 5665 Design Studio V: Comprehensive/Competition Studio.* The summary studio of the design sequence. Basic design principles are reiterated and problems are introduced which require interaction with architects, planners, urban designers, developers or administrators, on complex urban projects. Design competitions frequently are integrated into the course work for this studio. Prerequisite: LARC 5664 or permission of instructor.

### Technical Skills Sequence

This sequence teaches students the use of the natural and technical components of the landscape architect's practice including vegetation and earth forms. Courses in this sequence include:

*LARC 5301 Site Planning and Development Processes.* Presents the processes and practices of site planning and development. Site inventory, analysis and assessment of potential building sites. Students examine the natural, cultural and social systems that affect design decisions.

*LARC 5330 Plant Identification and Ecology.* Examines the ecology growth characteristics, and design applications of plant materials. Local field trips are required. Prerequisite: LARC 5301 or permission of instructor.

*LARC 5331 Planting Design.* Design applications of plant material. Students apply the design problem-solving approach to the detailed aspects of planting design and complete a progressively more difficult series of problems to practice techniques and methods of plant manipulation that encompass both the aesthetic and functional purposes of planting design. Prerequisites: LARC 5663 and 5330, or permission of instructor.

*LARC 5341 Landscape Technology I.* Provides a working knowledge of surveying, site grading, storm water management, vertical and horizontal curves and an overview of the construction documentation process employed by landscape architects. Prerequisite:

LARC 5301 or permission of instructor.

*LARC 5342 Landscape Technology II.* Materials and techniques employed in the construction process. Materials are examined through completion of design details that specify how they may be used as part of a landscape construction. Detailed methods of design evaluation such as drawings, scale models and actual constructions are used. Prerequisite: LARC 5341 or permission of instructor.



### History and Theory Sequence

This sequence prepares students to understand the content and precedence in landscape architecture and in all the environmental design fields. Courses in this sequence include:

*LARC 5302 Land Development Planning.* The process of land development planning for landscape architects. Detailed expansion of LARC 5301. Uses case studies in land development planning to instruct students in the environmental, economic, legal, and visual issues associated with the land planning process. Prerequisites: LARC 5301 and LARC 5663

*LARC 5312 History and Theory of Landscape Architecture I.* Traces landscape planning and design from pre-history through Egyptian, Roman, Islamic, and Medieval gardens to Renaissance, Italian, French, and English landscape approaches, culminating in the mid-19th Century. Relates landscape design to the social, cultural, technological and belief systems of each period.

*LARC 5313 History and Theory of Landscape Architecture II.* The contemporary history of the profession from Andrew Jackson Downing to present day. The growth and development of the American Society of Landscape Architects, professional education, the environmental movement, large scale regional planning and significant twentieth century landscape architectural projects.

*LARC 5382 Seminar in Urban Design.* Advanced presentation and discussion of issues related to contemporary and historic urban design. Students present and lead informed discussions on topics such as population density, environmental management, waterfront development, allocation of open space, public art, urban form, and cultural determination. Prerequisite: LARC 5663 or permission of instructor.

*LARC 5324 Landscape Architecture and Environmental Art Seminar.* Siting and creating works of art; analysis of the creative processes of the two different-yet-related disciplines. Includes case studies of built works. Communication of ideas through environmental media. Prerequisites: Completion of landscape architecture core; permission of instructor.

### Research Sequence

This sequence prepares students for the rigorous process of discovering and analyzing landscape architectural issues in a scholarly and scientifically acceptable manner. The sequence also prepares students to use its techniques in practice as well as in academics and includes these courses:

*LARC 5380 Research Methods in Landscape Architecture.* Theories of practical research and methods of applying them as they relate to landscape architecture. Includes research program development, techniques in qualitative and quantitative data collection, proposal

writing, research techniques and tools, and research reporting methods. Prerequisite: LARC 5665 or permission of instructor.

*LARC 5698 Thesis.* Independent research and presentation of findings under the direction of a supervising committee. The findings of the thesis should extend the boundaries of the professional discipline by either presenting new and unique ideas or information or by interpreting existing knowledge from a different perspective. Prerequisites: LARC 5380 and 5665; must be taken concurrently with LARC 5294 during semester of graduation.

*LARC 5294 Master's Comprehensive Examination.* Must be taken concurrently with LARC 5698 Thesis. Directed study, consultation, and comprehensive examination of coursework, leading to and including the thesis. Oral presentation required; quality visuals encouraged. Required of all Master of Landscape Architecture students in the semester in which they plan to graduate.

- 3.4 *Describe methods used to evaluate course, student performance and how findings are used to such improvement. (Response should be no longer than 1 page.)*

Courses are evaluated through on-going discussions (as needed) at faculty meetings, by discussions between individual faculty and the Program's Director (as needed or during annual evaluations,) and systematically every two years by the Director, faculty and Graduate Advisor during preparations of new catalogs. Student performance is evaluated through on-going discussions at faculty meetings, as well as through the traditional grading procedures of each class or studio. When necessary or advisable students are evaluated individually by appropriate faculty or through private discussions with the graduate advisor or director. Also, annual portfolio reviews are conducted of all students beyond their first year in the Program.

The faculty has found that the most effective ways to seek improvement in course quality are through conciliatory, supportive discussions in faculty meetings, followed by professionally responsible adjustments by individual faculty. Considerable latitude is given to each faculty member in the conduct of classes for which they are primarily responsible.

In addition, findings from alumni surveys are used to evaluate curriculum effectiveness. These findings become part of on-going discussions about curriculum revision, during faculty meetings and one-on-one meetings between the Director, Graduate Advisor, faculty, and students.

4. **Bachelor's Level**

**Not applicable.**

5. Master's Level

**Standard:** A first-professional program at the master's level shall provide, in addition to the Professional Curriculum (Standard 3), study in one or more areas advancing the knowledge or capacity of the profession.

5.1 Philosophy

*State program philosophy with regard to advancing the knowledge or capability of the profession.*

The UT Arlington Program has established a curriculum base and accompanying philosophy aimed at achieving the highest standards of knowledge generation and knowledge advancement in landscape architecture. Achievement of this aim was dramatically enhanced when in 1988 the MLA became the sole degree offered in the program. This move allowed the faculty to concentrate on graduate performance which in turn elevated the rigor and expectations of students and faculty alike.

Specifically, the move helped create opportunities for collegial relationships to develop between students and faculty, partly by invigorating the School's Center for Environmental Design Research (CEDR) as a mechanism for conducting sponsored research. The result has been an expansion of projects on which students and faculty can jointly work outside the traditional classroom or studio. (With the loss of two full time faculty members since 1999, however, sponsored research has dropped significantly. It is expected to rise with the advent of new faculty, beginning in the 2003-04 academic year.)

Over the past decade a tenet has emerged that describes much of the Program's philosophy about graduate education in landscape architecture: "Think theoretically, and act practically." With guidance from past accreditation teams, this tenet has come to replace what was once a vain search for Program specializations, with the more realistic aim to produce landscape architects through use of design and research skills...an appropriate aim for MLA-only programs.

Thus, preparing first-professional degree students, along with those possessing design backgrounds, for innovative and creative practice is UT Arlington's response to advancing landscape architecture. It is the belief of the faculty--based on their experiences in other landscape architecture schools, and confirmed in data from alumni and practitioners—that the Program's ability to deliver this preparation is greatly enhanced by the University's strategic location in North Texas where abundant models of professional practice exist.

5.2 Concentration

*Describe area(s) of concentration.*

The Program has no formal areas of specialization. Instead, its focuses on providing broad based education in landscape architecture through design and research (see Section 5.1.) This emphasis on design and research complements the Program's mission.

### 5.3 Faculty

*Describe the extent of faculty involvement in advancing the knowledge or capability of the profession.*

The faculty contribute to the mission of the Program through their areas of academic interest. These include:

<u>Areas of Academic Interest</u>	<u>Faculty</u>
Land development processes; site planning; computer aided land use.	Bass
Ecological planning and design; regional design.	de Kock
Computer aided design; introductory design; technology and construction; project management	Fain
Fundamentals of design; modeling and visualization	Jones
Advanced landscape architecture; comprehensive design and planning; urban design; private practice	Mycoskie
Regional planning and design; GIS; public practice	Reynolds
Regionally appropriate landscapes; plant materials and planting design; environmental art; community landscape development; contemporary landscape history.	Robinette
Landscape construction and technology; site planning	Salam
Research and qualitative methods; park and recreation planning/design; urban design; countryside planning; resource management	Taylor

Specific course assignments for the fall and spring of 2002-03 are:

<u>Faculty</u>	<u>Rank</u>	<u>Course Number</u>	<u>Course Title</u>	<u>Credit Hours</u>	<u>Contact Hours</u>	<u>Enrollment</u> <u>Fall/Spr</u>
Bass, Ogden L.	Adj.	LARC 5302	Land Development	3	3	--/
De Kock	Adj.	LARC 5665	Studio V	6	12	5/
Fain	Adj.	LARC 5661	Studio I	6	12	9/

Jones	Assoc.					
Mycoskie	Adj.	LARC 5665	Studio V	6	12	5/
Reynolds	Adj.	LARC 5664	Studio IV	6	12	N/A
Robinette	Assoc.	LARC 5313	Hist/Theory II	3	3	
		LARC 5324	Environmental Art	3	3	N/A
		LARC 5330	Plant ID/Ecology	3	3	
		LARC 5331	Planting Design	3	3	
		LARC 5340	Professional Practice	3	3	N/A
Salam	Adj.	LARC 5341	Land Tech I	3	3	
		LARC 5342	Land Tech II	3	3	N/A
Taylor	Assoc.	LARC 5382	Urban Design Sem.	3	3	N/A
		LARC 5380	Research Methods	3	3	5
		LARC 5663	Studio II	6	12	
		LARC 5668	Practicum	6		
		LARC 5698	Thesis	6		
		LARC 5294	Masters Comp Exam	2		

The Program operates under a principal of low-proprietorship where course work is concerned. Specifically, faculty are aware that it can be in the best interest of themselves, of students and of the Program if others occasionally teach a course normally taught by a particular individual. This occasional rotation, or at least the possibility of it, helps create a mutual interest in courses often seen as outside an individual's purview. In addition, it fosters dialogue about issues or topics in which all faculty have an interest but which normally fall under the auspices of a particular course.

With the long standing emphasis on research and critical thinking in the Program, faculty have increased their submission of scholarly papers and have concentrated on elevating the scope and rigor of student theses. Faculty also have encouraged more submissions of student research for competition and review. In so doing, the faculty have increased their understanding and tutelage of classic techniques of knowledge-generation. Faculty also have improved their own abilities at articulating and framing theory in landscape architecture, and have shown keen interest in tying knowledge-generation to application through the use of actual size or projects in studio and classes.

#### 5.4 Students

*Describe student involvement in advancing the knowledge or capacity of the profession (assistantships, etc.).*

Students help in knowledge advancement primarily through research assistantships, thesis research, teaching assistantships and practicums. For example, since 1993 twenty students have been selected for research assistantships from sponsored research projects totaling over \$250,000. Project results are reported in documents for the sponsoring entity or through submissions for research competition. Students and faculty are encouraged to report research findings in scholarly publications.

Students also are encouraged to submit publishable papers from the Urban Design Seminar, certain courses in the History Sequence, and on occasion from the Research Methods class. In addition, graduates now are strongly encouraged to submit thesis results to scholarly outlets with faculty serving as co-authors or as editors, although no systematic means of fostering such publications have been implemented.

Students who participate in practicums help complete the cycle of knowledge advancement by demonstrating current scholarly approaches and ideas to individuals in the field. Recent practicums have been sponsored by the following firms or organizations:

1997	Clay Walker	City of Irving, Parks and Recreation City of Richardson, Parks and Recreation Newman, Jackson, Bieberstein--Dallas Ferchill and Associates--Ft. Worth	Rome
1997	Lu Zhou	E.E.G. Engineers & Planners--Dallas City of Dallas--Marsalis Park Zoo Heard Museum and Nature Center--McKinney Dallas Arboretum and Botanical Garden	Taylor
1998	Lorie Offutt-K	City of Euless, Parks and Recreation City of Hurst, Parks and Recreation	Rome
1999	Carol Feldman	Mesa Design Group--Dallas SMR and Associates--Dallas City of Fort Worth, Parks and Recreation Boyd & Heidrich--Dallas	Taylor
1999	Almudena Go	David Rolston & Associates--Dallas Dallas Parks Foundation City of Arlington	Taylor
2000	David Hopmar	Steven Rahn--Dallas Carol Feldman & Associates--Dallas SRA--Arlington	Taylor
2000	Sharon Fuller	*Cemeteries as Sacred Landscapes	Taylor
2000	Sharmilla Ghose	The Healing Dimensions of Hospital Outdoor Spaces	Taylor

Because so many students in the Program are in their second careers, the degree to which they take their education seriously is noteworthy. Their maturity allows them to pursue contacts with practitioners, or to seek complementary coursework outside the Program, on their own initiative. They approach their theses similarly, selecting topics to expand student knowledge about challenging issues. It is this maturity that sustains the notion that the Program can become the "MLA of choice in North America" (see section on Alumni.)

Finally, students who are interested in education as a career can enroll in the Teaching Practicum through which they work as a teaching assistant in a particular class. These students are evaluated in the same way paid teaching assistants and faculty are evaluated, and in their roles as assistants these students directly contribute to knowledge generation in landscape architecture.

### 5.5 Thesis/Terminal Project

*List thesis/terminal projects, along with major advisors, since the last SER.*

	<u>STUDENT</u>	<u>THESIS TITLE</u>	<u>SUPERVISOR</u>
1997	Chris Colley	Environmentally Friendly Residential Subdivisions	Robinette
	Clay Walker	The Design Characteristics of the Restorative Landscape in a Corporate Setting	Rome
	Lu Zhou	The Replication of Japanese Landscape Aesthetic in American Culture	Taylor
1998	Lorie Offutt-Kinler	Landscape as Museum	Rome
1999	Carol Feldman	*Rural Cultural Landscape Analysis Applied to a Historic Mining Landscape	Taylor
1999	Almudena Gonzalez	*The Role of Affective Response in Culturally Based Landscape Design	Taylor
2000	David Hopman	* **Towards a Critical Regionalism For Rapidly Developing Areas of Texas	Taylor
2000	Sharon Fuller	*Cemeteries as Sacred Landscapes	Taylor
2000	Sharmila Ghose	The Healing Dimensions of Hospital Outdoor Spaces	Taylor



- 2000 D.J. Schoneweis Documenting the Historical Significance of Cultural Landscapes in Fort Worth City Parks: A Case Study Robinette/Taylor
- 2001 John St. Clair \*Evaluation Paradigms and the Value of Landscape in Commercial Real Estate Taylor
- 2001 Emily Williams \*\*Phytoremediation in Redeveloping Urban Residential Areas: A Tool for Landscape Architects Taylor
- 2001 Steve Robertson Landscapes of Meaning: The Implications of Postmodernism on Transportation Corridors and the Roles of Landscape Architects Taylor
- 2001 Chhaya Khera The Urban 'E'scape: Evaluating Urban Landscapes Taylor
- 2001 Wan Yu Lin The Inward Design Ideal: Taylor
- 2002 Noelle Flocke Towards Collaboration Between Scientist and Designer in Ecological Projects Taylor
- 2002 Erica Simon \*De-Memorialization and the Life-Span of Memorials Taylor

\*National Award Winner in Individual Research Category

\*\*Selected for Presentation at Annual ASLA Conference

## 5.6 Distinctive Instructional Procedures

*Describe any unique instructional procedures such as computer-assisted instruction or application of learning modules which seek to improve on classical models.*

The School of Architecture funds a landscape architecture student assistantship in the School's computer laboratory. The job description for this position allows the assistant to provide tutorial aid to all students in the Program beyond their normal computer-related class work. In addition, this position serves all sponsored research projects with GIS-related services and tutorial help for other research assistants.

The Program also places an emphasis on writing skills as an essential part of education in landscape architecture. Students--including those on research assistantships--are taught to prepare papers and reports in classic thesis style and are guided in writing in ways which meet academic and field requirements. In 2000, the Kay Tiller Scholarship for

Writing in Landscape Architecture was established to support this important focus of the Program (see Appendix). The scholarship was established from an original gift by Kay Tiller, a well known photojournalist who deeply admired landscape architecture. Ms. Tiller's original donation was supplemented after her death by Program alumni and numerous friends and admirers.

For the past three years, and with able assistance from the architecture faculty and adjuncts in landscape architecture, the Program has stressed model building and three-dimensional thinking. The precision and attention to detail which come from this approach are uniquely suited to the Program's close association with architecture.

## 5.7 Cooperation and Interaction with Allied Fields

*Describe how the program interacts with such fields as engineering, architecture, horticulture, natural resources, etc.*

Throughout this document the reader can find references to the Program's association with architecture. Historically, this association has been viewed as an asset and as a liability, but current data reinforce the value of this association. It is a current Program focus to take advantage of its structural association--such as service through teaching, shared elective courses and cooperative interactions on committees--with our colleagues in architecture. Feedback from students and alumni indicates that this increased interaction is mutually beneficial to both programs, although it is matched with calls to develop stronger—perhaps structural—ties with other units on campus.

Until this year, instructional associations have been in place with the College of Engineering and the School of Urban and Public Affairs through their classes and studios in AutoCAD. New facilities within the School of Architecture likely will make it the locus of such expertise in the future.

Explorations currently are underway with faculty from biosciences who are forming an internal group on landscape ecology. An association with this group can add considerable strength to the Program's goal of raising the emphasis on issues of ecological design, sustainability, fragmentation and the like. The Program also has developed ties with colleagues in biosciences through sponsored research projects. Both faculty and students from biosciences have served on such projects, funded by the Program in Landscape Architecture, and one faculty from biology has served on landscape architecture student thesis committees.

Faculty from the School of Urban and Public Affairs and from landscape architecture on occasion perform guest lectures for one another, or they provide instructional assistance for classes and individual students in each other's curricula. In addition, a joint degree plan exists between the two units through which students can earn both the MLA and the Master of Urban Planning degrees. The School of Urban and Public Affairs also has provided instructional assistance to landscape architecture students enrolled in research methods, in the collection and analysis of quantitative data. And, students from both schools frequently enroll in elective classes from the other school.

Faculty from the Center for Greater Southwestern Studies and the History of Cartography serve frequently on thesis committees in landscape architecture and on sponsored research projects in the program. The Center's Director also chairs the Adhoc Committee on Promotion and Tenure for landscape architecture, and has served on several landscape architecture student thesis committees.

### **5.8 Research/Scholarly Methods**

*Summarize techniques used to reinforce research and scholarly methods within various course offerings.*

The reader is encouraged to refer to section 5.5 for part of the response to section 5.8. The primary courses in which research and scholarly methods are emphasized are Research Methods (LARC 5380) and History and Theory I (LARC 5312.) In both courses students are required to carry-out techniques in qualitative, quantitative and descriptive (or critical) research.

The Program reports considerable success in this area, as evidenced by student performance in individual research competition sponsored by ASLA. Since 1990, fourteen students have won fourteen such awards, the latest having come in competition for 2002. In one recent case, the author of an award winning thesis was asked by a publisher to convert the work into a text. He has not been able to do so because of heavy demands at work, however.

FACULTY AND OTHER  
INSTRUCTION PERSONNEL

## 6. Faculty and Other Instructional Personnel

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

- 6.0 Describe how qualifications, academic position and professional activities of faculty (full and part-time) and other instructional personnel shall promote and enhance the academic mission of the program.

The faculty are well-qualified to teach landscape architecture to students seeking the first professional degree. The two full time faculty members have combined service of over thirty five years in private practice, and 40 years in higher education.

Part-time faculty have considerable experience in public or private practice (or both.) Each has academic credentials, coupled with over 100 combined years of practice among the six currently teaching. Four hold first professional degrees in landscape architecture; two hold degrees in planning, one of whom holds a degree in architecture.

The greatest weakness in faculty credentials is lack of numbers of full time faculty. This factor prevents adequate diversity, depth and overlap in subject matters related to landscape architecture. The full complement of four full time faculty will be returned, however, by the beginning of the 2004-05 academic year.

### 6.1 Instructional Assignments (full and part time to program under review).

Name	Education	Program Under Review	Other Programs	Research, Admin. or Other	Total
P. Taylor	BS/MS/PhD	100%			100%
G. Robinette	BSLA/MLA	100%			100%
D. Jones*	BArch	25%	50%	25%	100%
O. Bass	BS/MUP/MS	25%			25%
C. Mycoskie	BS/MLA	25%			25%
M. Salam	BLA/MLA	25%			25%
J. Fain	BA/MLA	25%			25%
R. Reynolds	BArch/MUP	25%			25%
F. de Kock	BLA/MLA	25%			25%

\* Salary came from architecture budget.

### 6.2 Program Policy on Teaching and Other Assignments

Indicate how administrative and other duties are allocated relative to assignments in the teaching program. Describe the policy of the program with respect to teaching loads. Define a normal teaching load in contact hours. Explain variations, if any, in allowances for lectures and for laboratory work. Section 6.1 defines the teaching duties of each

faculty member in terms of enrollments and units of work.\* It may not express the entire teaching work load when consideration is given for consultative teaching, informal teaching as for public meetings or reviews, individual study students, or other duties. Use this section to explain.

*\*Note: The graphs explaining course assignments appear on pages 34 and 35.*

The School of Architecture considers the teaching of 9 credit hours per semester to be a full load. Ideally this teaching load is attained with the teaching of one studio and one classroom course. In reality, teaching loads can exceed 9 credits when two factors are added in:

1. When enrollment increases create immediate need for faculty to teach more than two courses in a semester; and/or
2. When the number of students working on thesis or practicums exceeds expected semester loads.

These factors were once seen as "pleasant problems." However, the loss of two full time faculty members has placed undue burdens on faculty both in classroom/studio loads, and in thesis committee work. The perception exists among students and faculty that these conditions have extended the normal time for MLA candidates to complete their theses and graduate. However, data from alumni do not support the perception, but rather attribute the problem to a vibrant job market, financial pressures and/or personal needs.

One major impact of having too few faculty, is that the Program can seldom offer elective courses, meaning that it is limited in its ability to add depth for students pursuing special academic interests. In addition, the increasing number of students reaching candidacy find it difficult to form a thesis committee diverse enough to reflect the expanding body of knowledge in landscape architecture. Part-time faculty are not expected to participate on thesis committees, although some are asked to do so. Their availability usually depends on their practice workloads.

Full-time faculty are considered to be teaching an additional course if they chair three committees. Six committee assignments are considered the equivalent of one course. All full time faculty currently exceed these performance minimums.

Curriculum advising primarily is the responsibility of the Graduate Advisor who also is an Associate Dean of the School. New arrangements for advising currently are being reviewed. Thesis advising is carried out by all faculty members through the thesis committee structure.

Service on School and University committees also is shared by all faculty, and in most cases the entire Program faculty serves as a committee of the whole for many routine matters. Scholarship recommendations also are made by the entire faculty. Ad hoc committees are formed or special assignments are given to individuals as needed during the academic year.

### 6.3 Faculty Development

*Describe the means used by the program and the university to encourage continuing faculty improvement. Comment on criteria established and means used to ensure quality enhancement (e.g., evaluate review) of teaching.*

*Also, describe programs available through the university to assist and encourage development of faculty and how the faculty have taken advantage of this.*

Incentives for faculty development come in the form of support for travel, criteria for promotion and tenure, relief from teaching, private practice and consulting, and increasing encouragement to undertake sponsored or individual research.

Historically, the Deans of the School have been extremely supportive of faculty travel requests to attend conferences, to participate in ASLA, CELA (or other) professional activities, and other creative endeavors including foreign travel for scholarly projects.

Opportunities for faculty development, however, must be acted-upon by individual faculty in order to be implemented. To that end, faculty evaluation procedures in landscape architecture have been expanded not only to encourage but to spell-out specific actions which will broaden a faculty member's contribution to his/her own growth. (The ability of new procedures to do this remains to be seen.)

Generally, faculty are encouraged to seek additional degrees, to complete professional registrations, to maintain professional memberships, to pursue grants and other supportive undertakings and to practice outside the University. To underscore this encouragement, the current Interim Dean has implemented a policy whereby the School/University will reimburse faculty members for professional memberships and registration. This is the first time that UT Arlington has taken such steps.

Since the last SER, faculty in the Program have been supported to host the 1998 CELA Conference, to serve on the CELA Executive Board (including service as President;) to travel nationally and internationally for scholarly purposes, and to receive awards or honors from professional societies. It is expected that with new faculty, discussions about faculty development will become re-invigorated, with appropriate attention paid to the topic.

### 6.4 *Describe evaluation of faculty development and instructional effectiveness and how results are used for individual and program improvement.*

Faculty evaluations are made following each academic year using:

- Student evaluation forms
- Faculty self-evaluation forms
- Director's evaluations (using the self-evaluation forms)
- Annual plans-of-work
- Team evaluations by colleagues in all three of the School's programs

Because of the shortage of full time faculty, and because of frequent changes at the Dean's level, faculty evaluations and annual reviews of plans of work have not been conducted in landscape architecture since 2000. A new set of procedures, which involves teams of evaluators from all three programs in the School, is being put into effect by the Interim Dean. These new procedures will be assessed by landscape architecture faculty as to their impact on Program autonomy. The Interim Dean has demonstrated that he understands autonomy as an accreditation need, however, and has made adjustments to accommodate it.

Student evaluation forms for each faculty member and teaching assistant are administered each semester in each class and studio. Normally, results are returned to each faculty member with general comments from the Director. Summaries from the evaluations are kept on file in the Dean's office for review and study by each faculty member.

When faculty self-evaluation forms are administered, they are administered at the end of the spring semester. After each faculty member completes his/her own form, the Director uses the same form to comment and recommend to each faculty member. Then, faculty are given opportunities to respond to the Director's comments and recommendations. The resulting final numbers are used to help guide the Dean when there are monies available for merit increases.

Annual plans-of-work are requested at the beginning of the fall semester, and are reviewed by the Director when necessary. Individual meetings are held between the director and each faculty member regarding achievement of the previous year's plans, student evaluations and upcoming plans-of-work. Again, these plans-of-work have not been used since 2000, but it is expected that they will be returned in the next academic year.

## 6.5 Visiting Lecturers/Critics

List the names, specialty, dates in attendance and the contribution of visiting critics and lecturers, resource personnel, etc., who served the program. List only persons who were specifically brought in by the program for direct service to major students. Indicate by an asterisk those sponsored jointly with other cooperating departments. Use the format below to list this information for the present and two preceding academic years.

<u>Name</u>	<u>Field</u>	<u>Dates</u>	<u>Contribution</u>
Judy Rohrer	Real Estate Appraisal	Feb.23, 2000	Guest Lecturer
Ron Young	Land Devel. Infrastructure	April 10, 2000	Guest Lecturer
Kevin Mercer	Multi-family Development	April 12, 2000	Guest Lecturer
Hershel Lindly	Subdivision Design	April 26, 2000	Guest Lecturer
Forest Blaney	Landscape Architect	Feb. 15, 2000	Guest Lecturer
Sharon Fuller	Landscape Architect	Feb. 22, 2000	Guest Lecturer
Cantey Ferchill	Landscape Architect	Feb. 29, 2000	Office Visit
Karl von Bieberstein	Landscape Architect	Mar. 7, 2000	Office Visit
Donal Simpson	Landscape Architect	Mar. 21, 2000	Office Visit
Tary Arterburn	Landscape Architect	Mar. 28, 2000	Office Visit
Kathy Gilson/ Steve Rahn	Landscape Architects	April 4, 2000	Office Visit
Noel Aveton	Landscape Architect	April 11, 2000	Office Visit
Suzanne Sweek	Landscape Architect	April 18,2000	Office Visit
David Hopman	Landscape Architect	April 25, 2000	Office Visit
Coy Talley	Landscape Architect	May 1, 2000	Office Visit
Walter Dahlberg	Landscape Architect	Maya 8, 2000	Office Visit
<u>1999-2000</u>			
<u>2000-2001</u>			
Joe Sarabia	Landscape Architect	9.7.00	Studio Critic
Harry Clemons	Developer	9.19.00	Studio Critic
Charles Jewel	Developer	10.5.00	Studio Critic
Jim Welch	Developer/Financier	10.12.00	Studio Critic
Ogden Bass	Planner	10.31.00	Lecturer



2000-2001 (con't.)

<u>Name</u>	<u>Field</u>	<u>Dates</u>	<u>Contribution</u>
Philip Neeley	Landscape Architect	2.6.01	Lecturer
David McCaskill	Landscape Architect	2.7.01	Workshop
Johathan Friedman	Architect	2.12.01	Lecturer
Martha LaGess	Architect	2.14.01	Lecturer
Tary Arterburn	Landscape Architect	2.14.01	Office Visit
Jane Harrison	Architect	2.26.01	Lecturer
Tom Buresch	Architect	2.27.01	Lecturer
Jim Richards	Landscape Architect	4.20.01	Contribution
Art Glick	Landscape Architect/Atty.	4.20.01	Lecturer
Kathy Poole	Landscape Architect/Arch.	4.20.01	Lecturer

2001-2002

<u>Name</u>	<u>Field</u>	<u>Dates</u>	<u>Contribution</u>
Martha LaGess	Architecture	9.13.01	Lecture
Linda Tycher	Landscape Architecture	9.20.01	Lecture
Carolyn Hayward	Landscape Architecture	9.27.01	Lecture
Carol Feldman	Landscape Architecture	10.11.01	Lecture
LuAnne Malnory	Landscape Architecture	10.18.01	Lecture
Brandi Reaves/ Steven Rahn	Landscape Architects	10.25.01	Lecture
Suzanne Sweek	Landscape Architect	11.1.01	Lecture
Tricia Quaid	Landscape Architect	11.8.01	Lecture
Rosa Finley	Landscape Architect	11.15.01	Lecture
Conrad Smith	Landscape Architect	11.20.01	Lecture
Sarah Adams	Landscape Architect	11.22.01	Lecture
Diane Collier	Landscape Architect/ Product Manufacturer	11.29.01	Lecture
Richard Ferrier	Architect	12.04.01	Jurist
Lee Wright	Architect	12.04.01	Jurist
Ron Reynolds	GIS Planner/Arch.	12.06.01	Jurist
Dave Robbins	Landscape Architect	12.06.01	Jurist
Art Glick	Landscape Architect/Atty.	4.19.02	Lecture
Paul F. Wieneskie, JD	Land Use Law	1.16.02	Lecture
Karin Newell	Real Estate Banking	3.06.02	Lecture
Ron Sullivan, PE	Land Dev. Infrastructure	3.27.02	Lecture

6.6 Describe how teaching assistants (if any) are used to assist faculty members.

Graduate teaching assistants (GTAs) are used to assist primary instructors both in classes and in studio depending upon program needs and GTA talents. GTAs also are used on occasion to teach selected non-studio classes when need and talent uniquely come together. In addition, GTAs occasionally come from the ranks of students who enroll in a teaching practicum as part of their program-of-work.

GTAs receive close supervision from the landscape architecture faculty including discussion of individual performance as measured by student evaluations. GTAs are held to the same standards as are primary instructors.

6.7 Individual Teacher's Record

Use forms provided on the next pages. Include one for each budgeted teacher and one for each teacher of related professional subjects which are required in the program being evaluated, e.g., Architecture, City and Regional Planning, Engineering, Plant Materials, etc.

Associate Professor in Landscape Architecture

- Gary O. Robinette
- Pat D. Taylor

Adjunct Assistant Professor in Landscape Architecture

- Ogden L. "Bo" Bass
- Francois de Kock
- John Fain
- Cliff Mycoskie
- Ron Reynolds
- Mohammad Salam

*PRACTICE EXPERIENCE* If your experience in practice is lengthy and you feel strongly about presenting such, please include resumes in appendix.

NAME OF AGENCY	No. of Years	Responsibilities
Andrews & Clark, NYC	3	Assistant Chief L.A.
ASLA Foundation	6	Executive Director
ASLA	8	Associate Executive Director for Education & Research
Center for Environmental Design Research	5	Executive Director
MWA & Partners	1	Director of Marketing

## INDIVIDUAL TEACHER'S RECORD

**NAME:** Gary O. Robinette

**RANK:** Associate Professor

**EDUCATION: (College and higher)**

<u>Institution</u>	<u>No. of Years</u>	<u>Degree/Date Granted</u>
Michigan State University	4	BSLA (with honors) 1962
Michigan State University	2	MLA 1963
Pratt Institute	1	Post graduate studies
New York University	1	Post graduate studies

**TEACHING EXPERIENCE: (College level)**

<u>Institution</u>	<u>No. of Years</u>	<u>Subjects</u>
University of Wisconsin	3	Professional Practice Planting Design
University of Texas at Arlington	14	Plant Identification Planting Design Professional Practice Design Communications Design Studio Contemporary History Environmental Art

**PRACTICE EXPERIENCE: (Brief listing)** *If experience in practice is lengthy and you feel strongly about presenting such, please include resume in appendix.*

<u>Firm or Agency</u>	<u>No. of Years</u>	<u>Responsibilities</u>
Andrews & Clark, NYC	3	Assistant Chief L.A.
ASLA Foundation	6	Executive Director
ASLA	8	Associate Executive Director for Education & Research
Center for Environmental Design Research	5	Executive Director
MND & Partners	1	Director of Marketing

## INDIVIDUAL TEACHER'S RECORD

(Sheet 2 of 4)

NAME: Gary O. Robinette

***PROFESSIONAL AND ACADEMIC ACTIVITIES: (Offices held, exhibitions, competitions, committee memberships in professional societies or boards, etc., for last five years)***

Member, Advisory Committee - Environmental Institute for Technology Transfer,  
University of Texas at Arlington

Member - Dallas Trees and Parks Foundation, Board of Directors -1993-present

Member - National CARE Awards Program, Sponsored by Rain-Bird Sprinkler Co. -  
1993

Member - Juanita J. Craft Home/Warren St. Cultural Center Design Task Force - 1996

Member - Collin County Historical Association Design Advisory Committee -1996

Merit Award - Design - Dallas County Plaza Redesign - Texas Chapter ASLA 1996

Merit Award - Communications - Texas Ecological Communities - TX. Ch. ASLA 1996

Member - ASLA Council of Fellows - Elected October 1996

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

MANUAL OF SITE MANAGEMENT, Agora Communications, Plano, Texas, 1997,  
(Editor) 648 pp.

MANAGING GROUNDS MAINTENANCE, Agora Communications, Plano, Texas,  
1996, (Editor) 1996.

Research grant from the Texas Forest Service for revising and updating the book PLANTS,  
PEOPLE AND ENVIRONMENTAL QUALITY.

Research grant from the National Park Service for revising and updating the book  
PLANTS, PEOPLE AND ENVIRONMENTAL QUALITY.

Research grant from the Moss Foundation for revising and updating the book  
PLANTS, PEOPLE AND ENVIRONMENTAL QUALITY.

Research grant from the General Research Foundation for completing the book THE  
ENVIRONMENTAL IMPACT OF TREES AND FORESTS.

Editor, AN INDEX TO GRADUATE WORK IN LANDSCAPE ARCHITECTURE,  
sponsored by the Council of Educators in Landscape Architecture.

Project Director, A GUIDE TO THE LANDSCAPE ARCHITECTURE OF  
DALLAS/FORT WORTH, in conjunction with the Dallas/Fort Worth Section of  
the Texas Chapter of ASLA.

Coordinator, South Central Regional Meeting, DESIGN COMMUNICATION  
ASSOCIATION "Draw Your Own Conclusions", October 1995.

## INDIVIDUAL TEACHER'S RECORD

(Sheet 3 of 4)

NAME: Gary O. Robinette

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

"It Isn't Easy Being Green!" paper presented at the Southwest Section Associated Collegiate Schools of Architecture Regional Meeting, Albuquerque, N.M., October 1997.

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

Research involving the ecological communities in the State of Texas has, for the first time, resulted in comprehensible graphic depiction's of the relationship between geology, soils and the various layers of vegetation in 8 of the major natural ecological zones of the state. In addition two common ecotonal areas and one artificial zone (fencerows) have been shown in a uniform graphic format. Work on this will continue over the next few years to complete all of the ecological communities of the State of Texas. The work, thus far, has resulted in a Merit Award in the Communications from the Texas Chapter of ASLA in 1996.

In teaching contemporary landscape architectural history, timelines have been developed, year by year, for the past 60 years. These show significant landscape architectural projects, projects in related fields such as architecture and planning, activities and events in the society and culture of the period and they are being used as the basis for a more extensive syllabus on this period of history. Programmed instructional material for teaching contemporary history and theory are being developed, pending the ability of School of Architecture Photo Lab to duplicate the requested slides.

The materials for teaching plant identification are being programmed, as well, so that a series of 15 lectures will be packaged with slides so that students are able to learn and review this information in an organized way. This is badly needed and is possible by using my slides if the necessary support and cooperation can be gained for additional slide development by the School of Architecture Photo Lab. This will make it much easier to teach this repetitive class in the future and for the Path A students to learn this vital data. In the next few years this same material may be able to be converted into a computer-assisted learning unit, thus saving time and staff involvement in instruction in this subject.

# INDIVIDUAL TEACHER'S RECORD

(Sheet 4 of 4)

NAME: Gary O. Robinette

Work on the revision and updating of PLANTS, PEOPLE AND ENVIRONMENTAL QUALITY is continuing and it is anticipated that it will be completed and the Second Edition will be published in 1998. Shortly thereafter, the book THE ENVIRONMENTAL IMPACT OF TREES AND FORESTS will also be completed and published. In late 1997 or early 1998, it is anticipated that the GUIDE TO THE LANDSCAPE ARCHITECTURE OF DALLAS AND FORT WORTH will be complete and ready for publication and distribution. Work is also continuing on the manuscript of a history of contemporary landscape architecture which is tentatively entitled, AN APPROACH TO RELEVANCE.

Some research has also been continued on local landscape legislation, energy conservation, solar energy and wind energy utilization, efficient water usage as well as on the changing character of the membership of the ASLA. None of this has progressed to the point of being ready for publication or wider distribution at this time.

**PROFESSIONAL REGISTRATION: Give profession and state.**

Landscape Architecture - Texas - #1201

\*Previously registered in: Florida  
Michigan  
Ohio  
Pennsylvania  
Virginia

\*None of these are current at the present time.

*PRACTICE EXPERIENCES: (Brief listing) If experience in practice is lengthy and you feel strongly about presenting such, please include resume in appendix.*

Firm or Agency	No. of Years	Responsibilities
LandCorp (Taylor and Associates)	13	Principal

## INDIVIDUAL TEACHER'S RECORD

**NAME:** Pat D. Taylor

**RANK:** Associate Professor

***EDUCATION: (College and higher)***

<u>Institution</u>	<u>No. of Years</u>	<u>Degree/Date Granted</u>
Texas Tech University	7	BS 1967 Park. Adm./Landscape Arch. MS 1969 Park Adm./Landscape Arch.
Michigan State University	3	PhD Coursework only.
University of Texas at Austin	3	PhD 1983

***TEACHING EXPERIENCE: (College level)***

<u>Institution</u>	<u>No. of Years</u>	<u>Subjects</u>
Texas Tech University	4	Horticulture Freshman/Sophomore Design Park Administration
Michigan State University	4	Park Planning and Design Thesis (graduates) Environmental Design
Texas A&M University	8	Park Planning and Design
University of Texas at Arlington	12	Studio II Studio III Research Methods Urban Design Seminar Parks and Recreation Planning/Design Thesis Practicum Master's Comprehensive Exam

***PRACTICE EXPERIENCE: (Brief listing) If experience in practice is lengthy and you feel strongly about presenting such, please include resume in appendix.***

<u>Firm or Agency</u>	<u>No. of Years</u>	<u>Responsibilities</u>
LandCorp (Taylor and Associates)	12	Principal

## INDIVIDUAL TEACHER'S RECORD

(Sheet 2 of 2)

NAME: Pat D. Taylor

**PROFESSIONAL AND ACADEMIC ACTIVITIES:** (*Offices held, exhibitions, competitions, committee memberships in professional societies or boards, etc., for last five years*)

Member, University Thesis and Dissertation Committee, 1997.

Member, University Research Committee, 1993-2002.

Chair, School of Architecture Research Committee, 1993-2001.

Keynote Speaker, Council of Educators in Landscape Architecture, 1990.

Keynote Speaker, International Studygroup for the Multiple Use of Land, 2000.

Regional Director, Council of Educators in Landscape Architecture, 1997-99.

President, Council of Educators in Landscape Architecture, 2000-01.

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

1998. Van Lier, H.N. and P.D. Taylor. \*Longterm Comprehensive Strategies for Spatial Planning, Design and Management. In Multi-criteria Analysis for Landuse Management. Kluwer Academic Publishers.

2000. Taylor, P.D. The Generation of Knowledge in Landscape Architecture. *Landscape Journal*.

2002. \*Fragmentation and Cultural Landscapes: Tightening the Relationship Between Human Beings and the Environment. *Landscape and Urban Planning*.

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

Full-time practice between 1985 and 1992 was based on implementing project management and planning techniques which were developed during twenty-five years in full-time teaching. The successful use of these techniques forms a guide for research applications by UT Arlington's student body, thus maintaining a reciprocal symbiosis between academics and practice.

**PROFESSIONAL REGISTRATION:** *Give profession and state.*

Landscape Architecture: Texas, since 1970



## INDIVIDUAL TEACHER'S RECORD

**NAME:** Ogden L. "Bo" Bass

**RANK:** Adjunct Assistant Professor

**EDUCATION:** *(College and higher)*

Institution	No. of Years	Degree/Date Granted
Texas A&M University	4	BS Range Science 1979
Texas A&M University	2	MUP Urban & Regional Planning 1981
Texas A&M University	1	MS Land Development 1986

**TEACHING EXPERIENCE:** *(College level)*

Institution	No. of Years	Subject
University of Texas at Arlington	15	Land Development Planning
	5	Research Methods
	2	Design Studio III

**PRACTICE EXPERIENCE:** *(Brief listing) If experience in practice is lengthy and you feel strongly about presenting such, please include resume in appendix.*

Firm or Agency	No. of Years	Responsibilities
City of Euless, Texas	3.5	Land use planning & design Park planning and design
Schrickel, Rollins & Associates, Inc.	7	Subdivision/commercial site and park planning and design
City of Waco, Texas	4	City and park planning and design

INDIVIDUAL TEACHER'S RECORD

## INDIVIDUAL TEACHER'S RECORD

(Sheet 2 of 4)

NAME: Ogden L. "Bo" Bass

**PROFESSIONAL AND ACADEMIC ACTIVITIES:** (Office held, exhibitions, competitions, committee memberships in professional societies or boards, etc., for last five years)

1992 *Project Planning Award*, North Richland Hills Park System Plan, Texas - APA  
1992 *Merit Award - Planning and Analysis*, North Richland Hills Park System Plan,  
Texas - ASLA  
1991 *Merit Award - Planning and Analysis*, TAMU Campus Master Plan, Texas - ASLA  
1990 Lake Master Plan Citizens' Implementation Committee, City of Grapevine, Texas

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

Zoning Map Amendments & Ordinance Revision, Euless, Texas 1997  
Comprehensive Land Development Plan, update, Euless, Texas 1997  
Phase I Environmental Site Assessment, **Tejas Testing Site, Municipal Service Center**,  
Euless, Texas 1997  
Euless Municipal Library, project management, Euless, Texas 1996  
Bear Creek Fashion Mall, **Bennett Consolidated/The Yarmouth Group**, Euless, Texas  
1995  
Phase I Environmental Site Assessment, **Athletic Complex Tract**, Euless, Texas 1995  
Urban & Community Forestry Development Program, **TFS/USDA/TUFC**, Euless, Texas  
1994  
*The Trails of Euless*, **ISTEA/TXDOT**, Euless, Texas 1994  
Mid-Cities Median Beautification Development, project management, Euless, Texas 1994  
Land Use & Thoroughfare Plan, Colleyville, Texas 1993  
Municipal Campus Master Plan, project design, Euless, Texas 1993  
Garden Office Development, site design & platting, **Shalyn S. Clark Insurance**, Hurst,  
Texas 1993  
Lincoln Industrial Centre, multi-lot replat, **Chase Bank**, Grand Prairie, Texas 1993  
Phase I Environmental Site Assessment, Misc. Tracts, **Sunbelt Land Development**,  
Arlington, Texas 1993  
Winding Creek Phase III, Platting, Gra-Son Land Co., Arlington, Texas 1993  
Riverside 1,800 Acre MXD, Metro Vest Partners Ltd., Arlington, Texas 1993  
Pebble Creek Business Park, 180 Acre MXD, College Station, Texas 1993  
Park and Open Space Master Plan, Harlingen, Texas, 1992  
High School Site Feasibility Study, Mansfield ISD, Texas 1992  
Recreation Facilities Need Analysis, Euless, Texas 1992  
Multiple Site High School Location Study, Wylie ISD, Texas 1992

INDIVIDUAL TEACHER'S RECORD

NAME: Ogden L. "Bo" Bass

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

Parks and Recreation System Master Plan, Southlake, Texas 1991

Parks and Recreation Master Plan, North Richland Hills, Texas 1991

Highway 10 Corridor Zoning and Development Ordinance, Hurst, Texas 1991

Mandatory Park Land Dedication Ordinance, North Richland Hills, Texas 1991

The Meridian Apartments, Platting, The Verandah Ltd. Partnership, Arlington, Texas 1991

Garden Ridge Phase II, Zoning, Platting and Design, SAS & Associates Inc., Lewisville, Texas 1991

Residential Development Feasibility Analysis, NCNB Texas National Bank, Arlington, Texas 1991

Fairfield, Platting and Design, Crossland Investment Properties Inc., Arlington, Texas 1990

Rolex International Center, Commercial/Office, Harwood-Pacific Corp., Dallas, Texas 1990

Garden Isles Residential/Office/Retail Development, Centennial Homes Inc., Irving, Texas 1990

Green Oaks Office/Retail Development, Harvey Properties, Arlington, Texas 1990

Parks and Recreation Master Plan, Colleyville, Texas 1990

Natural Area and Open Space Resource Study, Colleyville, Texas 1990

Rush and Johnson Creeks Watershed Management Plan, Arlington, Texas 1990

D/FW International Airport Expansion Impact Study, Euless, Texas 1990

Campus Master Plan, Texas A&M University and TAMU System 1990

Oak Valley Estates, Zoning, Platting and Design, NCNB Texas National Bank, Benbrook, Texas 1990

Vista Mont Addison, Platting and Design, NCNB Texas National Bank, Fort Worth, Texas 1990

Sherman Comprehensive Plan, Sherman, Texas 1988

## INDIVIDUAL TEACHER'S RECORD

(Sheet 4 of 4)

NAME: Ogden L. "Bo" Bass

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

My role in the advancement of landscape architecture is limited to my involvement as an instructor of UT-Arlington's LARC 5302, Land Development Planning. The class is structured to acquaint students with the varied design elements, project feasibility techniques, legal considerations, market forces, players and political consequences they will likely encounter as participants within the land development process.

**PROFESSIONAL REGISTRATION:** *Give profession and state.*

AICP #8053, American Institute of Certified Planners

CEI #8137, Certified Environmental Inspector, Nationwide

## INDIVIDUAL TEACHER'S RECORD

NAME: Francois de Kock

RANK: Adjunct Assistant Professor

### *EDUCATION: (College and higher)*

<u>Institution</u>	<u>No. of Years</u>	<u>Degree/Date Granted</u>
Harvard GSD	2	MLA 2002
University of Pretoria	4	BSLA 1983

### *TEACHING EXPERIENCE: (College level)*

<u>Institution</u>	<u>No. of Years</u>	<u>Subject</u>
University of Texas at Arlington	1	Land Use Planning Landscape Ecology
Harvard GSD	1 (lecture)	Outsider Art in South Africa

## INDIVIDUAL TEACHER'S RECORD

NAME: John Fain

RANK: Adjunct Assistant Professor

### *EDUCATION: (College and higher)*

<u>Institution</u>	<u>No. of Years</u>	<u>Degree/Date Granted</u>
The University of Massachusetts	2	MLA, 1979
The University of Connecticut	4	BS, 1974

### *TEACHING EXPERIENCE: (College level)*

<u>Institution</u>	<u>No. of Years</u>	<u>Subject</u>
The University of Texas at Arlington	.5	AutoCAD
The University of Texas at Arlington		Design Studio I

## INDIVIDUAL TEACHER'S RECORD

**NAME:** Cliff Mycoskie

**RANK:** Adjunct Assistant Professor

**EDUCATION:** (College and higher)

*EDUCATION: (College and higher)*

<u>Institution</u>	<u>No. of Years</u>	<u>Degree/Date Granted</u>
Southern Methodist University		BS/Biology, 1976
University of Texas at Arlington	5	Graduate Studies in LARC, 1976-81

**TEACHING EXPERIENCE:** (College level)

<u>Institution</u>	<u>No. of Years</u>	<u>Subject</u>
University of Texas at Arlington	1	Design Studio III Design Studio V
University of Texas at Arlington	7	Geographic Information Systems
University of Texas at Arlington	2	LARC Design Studio IV GIS
University of Texas at Arlington	1	Database Management

## INDIVIDUAL TEACHER'S RECORD

**NAME:** Ronald Reynolds

**RANK:** Adjunct Assistant Professor

***EDUCATION: (College and higher)***

<u>Institution</u>	<u>No. of Years</u>	<u>Degree/Date Granted</u>
University of Texas at Arlington		BS ARCH, 1991
University of Texas at Arlington	6	MCIRP, 1998

***TEACHING EXPERIENCE: (College level)***

<u>Institution</u>	<u>No. of Years</u>	<u>Subject</u>
University of Texas at Arlington	7	Geographic Information Systems
University of Texas at Arlington	2	LARC Design Studio IV GIS
University of Texas at Arlington	1	Database Management



## INDIVIDUAL TEACHER'S RECORD

**NAME:** Mohammad A. Salam

**RANK:** Adjunct Assistant Professor

### *EDUCATION: (College and higher)*

<u>Institution</u>	<u>No. of Years</u>	<u>Degree/Date Granted</u>
Buet Dhaka, Bangladesh	3.5	Incomplete B.ARCH, Received US Aid Scholarship to Study Landscape ARCH at Texas A&M
Texas A&M	3	B.S. in Landscape ARCH, 1971

### *TEACHING EXPERIENCE: (College level)*

<u>Institution</u>	<u>No. of Years</u>	<u>Subject</u>
Buet	2.5	Landscape Architecture
Buet (Visiting Professor)	5	Landscape Architecture
University of Texas at Arlington	2.5	Landscape Technology I Landscape Technology II

## 7. Students

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

Note: In order to report on this standard, the visiting team will need to review a full range of student work. This full range of student work will be on display in the Exhibition Hall where the visiting team will be housed during its stay. The team also will be able to observe student work in the studios, and the team will have interviews with students as part of the Program's self-presentation. In its review of students and student work, the team will see strong evidence of the ways students contribute to the Program's mission to investigate, and contribute to, the ever-expanding body of knowledge in landscape architecture.

### 7.1 How does the program evaluate students' abilities to apply the subject matter of the Professional Curriculum (Standard 3) in:

*Problem Identification*  
*Information Collection*  
*Analysis*  
*Synthesis*  
*Implementation*  
*Communication of Results*

Evaluation of student abilities is achieved through on-going critiques by instructors, and by jurors and other critics who assess student abilities over the student's matriculation. Each of these abilities receives special attention at UT Arlington because the Program's graduate status requires a focus on research and critical thinking, which these abilities entail. Particular testing of the student's competence in these areas comes in design studios, in research methods, in writing assignments and seminars, and in the production of his/her thesis.

In addition, the faculty annually conducts a review of student portfolios, for those students beyond their first year in the Program. From this review, students are advised if remedial or additional work is needed in any area of deficiency.

## 7.2 Student Enrollment Summary

*Include only full-time students recorded as majors in the curriculum of the program being reviewed. Include the application year as the last of five years.*

Note: Statistics for the last eight years are presented to give the team a better overall look at enrollment figures.

<u>Academic Year</u>	<u>In-State</u>		<u>Out-of-State</u>		<u>Total Major</u>	
			<u>Foreign</u>		<u>Students</u>	
	<u>M</u>	<u>F</u>	<u>M</u>	<u>F</u>	<u>M</u>	<u>F</u>
1997-1998						
1998-1999	21	16	1	3	22	19
1999-2000	16	12	2	4	18	16
2000-2001	27	12	1	4	28	16
2001-2002	18	24	1	4	19	28

*Report the ethnic group/race of current landscape architecture students.*

-- American Indian	0	Hispanic
-- Black (non-Hispanic)	40	Caucasian
5 Asian or Pacific Islander	0	Other

### 7.3 a. *What opportunities do students have to participate in academic planning and evaluation?*

First, the Director maintains an open-door policy where students are concerned, encouraging them to meet with him regarding their experiences in the program. In addition, and as a result of preparing for the accreditation reports, the Director conducts annual closed-door meetings with students to exchange viewpoints and to solicit input regarding the Program's quality and efficiency.

The position of Graduate Advisor for the Program has enhanced students' opportunities for input, as well. The individual carrying out these duties has high credibility with the students, is well informed, and cares greatly about student welfare. He both seeks and receives student feedback, and acts judiciously on matters brought to his attention.

Significant application of Program resources and Program focus results from the student ASLA chapter leadership. Leadership of the chapter is seen as an extension of Program administration, and presidents are encouraged to serve as conduits between the Director, faculty and student body.

Student representatives from landscape architecture, interior design and architecture make exclusive decisions about participants in the school's annual lecture series, through the Joint Constituency Council for Architecture. While they seek faculty recommendations, students make final decisions and arrangements for these speakers in concert with the Dean. The program Director

conducts annual project planning with leaders of the student chapter. Examples of undertakings by the chapter include mentoring of new students, preparation of the Program's annual exhibit and Award's Banquet each April, and the establishment and funding of an annual Outstanding Teacher Award. In fact, the 2002 Awards Banquet was carried out exclusively by the student chapter because the Program had no Director during the semester.

In addition, SASLA conducts an annual pro bono project in the community. During 2002, the chapter assisted Habitat for Humanity site in Ft. Worth. It is expected that such outreach projects will be enhanced in the coming months due to encouragement from the University President who is giving University service a renewed emphasis.

Students initiate faculty evaluations each semester by administering and collecting the forms, and delivering them to the director's or Dean's assistant. During the 2001-2002 academic year, students also took initiatives aimed at assuring the Program's re-accreditation, when there was no Program Director.

The increasing level of respect for landscape architecture students within the School and across the campus was evidenced this year when a landscape architecture student--Ms. Lisa Ballew--was selected by the architecture student officers to represent all graduate students on the Dean's Search Committee. Her selection was seen by some as testimony to her own intellect and maturity, and to the maturity of landscape architecture students in general.

Students are kept informed of other on-going matters through memoranda from the Director or faculty via email and student mailboxes in the mail hall of the Architecture Building. These communication procedures reflect the Director's view of a graduate program as an association of colleagues rather than one of superior-subordinate relationships between faculty and students. In this model ranking between students and faculty is made clear by their responsibilities and actions rather than by title or position.

b. *How did they participate in preparing this report?*

Students participated in three ways: A) constant informal reminders that the visit was upcoming and that their observations were important; B) through annual meetings open to students and the director but closed to faculty; and C) a group interview session between the Director, the GRA for accreditation and all LARC students, conducted during the summer of 2002. These meetings focused on student experiences and perceptions regarding academic quality in the program, with specific discussions about perceived strengths and weaknesses.

Students were asked the following pivotal questions from which follow-up questions ensued:

#### 7.4 Student Advising

- Tell me about your perceptions of the Program (now, and when you began).
- What are the Program's strengths?
- What are the Program's weaknesses?
- What is your vision of the Program's future?

From these broad questions came discussions with the following thematic summaries:

- Program Strengths
  - Diversity (students and faculty)
  - Adjuncts
  - Collegial treatment
  - Access and communication (with faculty)
  - Location
  - Outside lectures and relationships with practitioners
  - Teaching assistants
  - Technical support
  - Relationships with architecture
  - Class schedules
- Program Weaknesses
  - Number and variety of faculty
  - Faculty attitudes (primarily tied to 2001-02 academic year)
  - Access to faculty
  - Enrollments
  - Computer capabilities
  - Administrative/organizational issues (primarily tied to 2001-02 academic year)
  - Program publicity
  - Relationships with cross-campus units
- Important Issues (not identified as strengths or weaknesses)
  - Need for more faculty
  - Relationships with architecture
  - Long-term Program goals
  - Practicum procedures
  - Thesis requirements
  - Consistency in course content (related to faculty shortages)

#### 7.5 Requirements

Please refer to the Appendix for the policy on admissions to the Program in Landscape Architecture at The University of Texas at Arlington. This policy was updated in the fall of 2001, to comply with new System and University requirements.

## 7.4 Student Advising

*Explain how advising is handled and by whom.*

General advice on academic calendars, programs of work, scholarships and the nature of the Program is handled by the School support staff. These responsibilities are shared by six individuals in the Dean's offices, all of whom well coordinate their duties and respond willingly respond to student inquiries.

Specific advising on academic programs of work, student schedules and the curriculum is handled by the Graduate Advisor and Associate Dean, Prof. David Jones. His work is backed-up by individual faculty who make recommendations to students about their curriculum pursuits. Since 1993, class times have been divided into three basic segments, based partly on student requests to keep at least one-half day free of classes. (This request is in deference to the high number of students who work or have families.)

As a result required classes (non-studios) are offered between 1:00 p.m. and 3:00 p.m.; elective courses between 3:00 p.m. and 6:00 p.m.; and studios between 6:00 p.m. and 10:00 p.m., with outside times frequently arranged on Saturdays. This schedule is undergoing some review and adjustment due to a University policy which now preserves the daily noon hour as an "enrichment hour," during which no classes are allowed.

Students are required to complete a draft of their Program of Work during their first year in the Program. This document, available on-line, remains flexible until the semester they complete their final course work. It is developed in concert with the Graduate Advisor, and it reflects all course, studios and electives taken or planned during their enrollment.

At the graduate level, advising includes proper direction, motivation and review of students' research efforts. Steering students through the rigors of research has become a primary faculty focus, with a noted commitment to scholarship excellence being the result. In addition, students and faculty are aware of the need—largely from alumni data—to better demonstrate the value of research-based thinking to the practice of landscape architecture.

## 7.5 Requirements for Admission

*Refer to relevant sections of the institution catalog or bulletin, by section and page, for normal admission requirements and procedures. Place in appendix or provide catalog, state which. Describe any special conditions operative for the program. Indicate if the program is involved in the selection of incoming/new transfer students.*

Please refer to the Appendix for the policy on admissions to the Program in Landscape Architecture at The University of Texas at Arlington. This policy was updated in the fall of 2001, to comply with new System and University requirements.

## 7.6 Student Recruitment

*Explain the efforts made by the program to recruit students.*

Note: Please refer to pages 5 and 6 (as well as selected references throughout) for relevant material on this subject.

Recruitment efforts are aimed primarily at prospective students who initially contact the Program or the University. Historically, this pool of prospects—twenty to 40 per year—has been substantial enough to sustain average new classes of between 10 and fifteen. New procedures introduced by the Graduate School in 1999 have been aimed at enlarging the prospect pool for the University, and at more uniform processing of applicants' requests. The result has been a large increase of graduate students across the University.

The Graduate School encourages on-line applications from prospective students, through the LAM system. This system tracks prospects from their first contact with the Program or the University through their first enrollment. The LAM is being replaced with a new, more sophisticated system.

In addition to the initial mail out of materials and applications to prospects, individual units are encouraged to follow up with contacts of their own. In landscape architecture, the Graduate Advisor and/or the Director make contact by phone, email, or letter, or a combination of the three. Feedback from new students in the Program suggests that the level of personal attention they received was a positive influence on their decision to enroll. These contacts frequently take the form of interviews, adding to the Program's ability to assess commitment and areas of interest. Until new faculty are hired, no larger faculty-wide review of applicants is expected.

It is one of the advantages of landscape architecture at UT Arlington that it is sought as an educational center by prospective students rather than vice versa. Thus, the faculty have learned that the majority of students who contact the Program are serious, and the University's location along with a growing reputation for quality cause the Program to attract students of increasing commitment and ability.

## 8. Alumni Tracking

**Standard: Program shall provide evidence of professional accomplishments of alumni and their involvement in regular program evaluation.**

### 8.1 Degrees Awarded

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

<u>Academic Year</u>	<u>Males</u>	<u>Females</u>	<u>Total</u>
1997-1998	0	2	2
1998-1999	2	4	6
1999-2000	0	1	1
2000-2001	1	3	4
2001-2002	1	6	7

Note: Eleven students are enrolled in Thesis and/or Comprehensives for the fall 2002 semester, reflecting renewed encouragement of current and former MLA candidates to complete their theses.

### 8.2 Record of Advanced Study

*Tabulate for the years since the last SER.*

At the time of this report, one graduate is known to be pursuing a master of planning degree at Cornell; one is pursuing a doctorate in planning at UT Arlington; and one is pursuing a doctorate in planning at UC Berkeley.

### 8.3 Employment

*Tabulate the present employment of those having the degree conferred by the program since the last SER. (MLA degrees since 1989).*

<u>Type of professional accomplishment</u>	<u>Alumni Responses</u>		
<u>Present Occupation</u>	<u>Males</u>	<u>Females</u>	<u>Total</u>
Advanced Study & Research	0	0	0
Teaching	0	0	0
Private Practice	2	6	8
Governmental Practice	0	1	1
Landscape Hort./Design Build	1	2	3
Volunteer Service (Missionary)	0	0	0
Other (Specify)*	0	1	1
Unknown	0	2	2
Total	3	12	15

\* Continuing to work in original field; seeking work, or electing not to work.



#### 8.4 Alumni Tracking

*Describe the tracking procedure. What permanent records are kept on alumni?*

Alumni records are updated and filed by the University's alumni association. As updates and new data are received by LARC faculty, they are given to administrative staff with the School of Architecture, and are then forwarded to the alumni association. Updates are regularly sought in the newsletters sent twice a year by the Program Director.

#### 8.5 Alumni Accomplishments

The following data are based on results of an alumni survey, which appears as a separate component of the SER (see Appendix). The median salary of alumni survey respondents from the UTA Program is between \$50,000 and \$59,999. A high percentage (64.5%) of MLA respondents are business owners, versus 43.7% of BSLA respondents who hold this level of responsibility.

41.8% of alumni survey respondents indicated they are registered in at least one state. Three respondents are registered in two states, two are registered in three states, and one is registered in 5 states. The great majority of those who are registered (26 of 32, or 81%) are licensed in the State of Texas, though program alumni reported being licensed in a total of 13 additional states. Respondents reported that it took them, on average, 3.8 years after graduation to become registered. There was no statistically significant difference in the proportion of BSLA versus MLA graduates who are registered.

Nearly 63% of alumni respondents listed professional accomplishments such as promotions, publications, service work, awards, positions of responsibility, and the like. Of those responding to this question, the majority indicated more than one accomplishment, and some merely stated "Too many to list" or attached a copy of their resume. Professional accomplishments were categorized into seven categories. The numbers of alumni responding to each professional accomplishment category are shown in the table below.

<i>Type of professional accomplishment</i>	<i>Alumni Responses</i>
Promotion/advancement/recognition within workplace	15
ASLA – recognition and/or service at the local, state, or national level	16
Design awards	5
Published articles	3
Civic organizations and service	10
Certificates and licenses	7
Research awards	1

More than half of alumni respondents (50.7%) indicated that they are presently members of ASLA. These alumni have been ASLA members, on average, for 10.67 years. There was no statistically significant difference in the proportion of BSLA versus MLA graduates who are ASLA members. Nearly half (49.2%) of respondents indicated they

are members of professional organizations other than ASLA. Respondents indicating other professional memberships tended to report multiple memberships. Twenty-three different professional organizations other than the ASLA were listed by respondents.

## 8.6 Alumni Input

*Describe efforts to elicit alumni reactions to past and present programs and to distribute current information of interest to them. Be specific.*

Alumni receive one to two memoranda annually from the Director. In addition, area alumni receive invitations to lectures and to the annual Awards Banquet held in the spring. While these communications are from the Program outward, they serve to maintain an open door to messages directed to the Program.

Contact between the Program and alumni was interrupted during the past academic year, primarily as a result of there not being a Director in place during the spring of 2021. Alumni seemed to understand the situation, however, as expressed during the alumni interviews during the summer. Increased and improved contact remains a priority for alumni. It also is a renewed priority of the Director and faculty.

## 8.7 How is alumni input used in program evaluation?

Alumni input is gathered from mail out surveys and group interviews conducted prior to completion of the SER. Copies of the mail out survey and summary results appear in the Appendix of this report.

Alumni are primed to help the Program in whatever ways they are asked to do so. Generally, they believe the education they received in landscape architecture was comparable to or better than the graduates of other programs with whom they work. They also report some disconnection between their preparedness for certain aspects of practice, while not necessarily attributing the cause of the disconnection to the Program.

They maintain the attitude of current students regarding relationships with architecture. That is, they believe that associations with other units could enhance Program autonomy (which they see as historically threatened by architecture,) yet they value what the association with architecture did for them.

In group interviews, alumni were asked the following questions:

- What are the perceptions of quality which others have about UT Arlington's Program in Landscape Architecture?
- What are your perceptions of current Program strengths and weaknesses?
- How well did the Program prepare you for practice as a landscape architect?

From the sub questions which followed these major themes appeared in alumni data:

- On-going contact with the Program
- Relationships with architecture

- Professional preparation
- Name recognition for the Program
- Value of the MLA-only

Alumni confirm the location of the Program as one of its main assets. They agree that its location in North Texas made it possible for them to become landscape architects. They also hold respect for the legacy of the Program, particularly those alumni who were taught by Prof. Richard Myrick, the Program's founder.

The accredited status of the Program was seen as very important to alumni who graduated before 1993 (the year of first accreditation.) Accreditation was seen as a validation of their own experiences, which had all ready been validated by success in practice. Alumni were concerned about any possible threats to accreditation that could be caused by administrative or structural associations with architecture.

Like data from students, and from alumni over the years, location of the Program in the School of Architecture was seen as a plus and a minus. For the most part, there was agreement that it was time to evaluate possible structural relocations or changes, but there was interest in maintaining the benefits of being associated with architects while in school.

Alumni also value the MLA-only status of the Program, regardless of whether they hold BSLA or MLA degrees from it. They have few problems with the obligations for research and scholarship that go with this status, nor do they think recent graduates are less qualified because of it. One graduate noted that the one strength of the research emphasis he received was that it provided him with "...a more rigorous viewpoint that I would have developed on my own."

At the same time, alumni agree that emphasis should also remain on fundamentals, which included such things as grading, site planning and computer skills. Like data received over the past two decades, alumni believe that their education was as good or better than that received by graduates of Texas Tech or Texas A&M, the other two programs in the state.

## 9. Practitioners

**Standard: Program shall provide for interaction with practitioners.**

### 9.1 Practitioner Input

*Explain how active relations are established and maintained with the community of practice at large.*

Active relations with local practitioners have been a major characteristic of the Program since its inception. As a result, maintaining these relations has become a standard for success in achieving the Program's mission.

Specifically, Program founder Richard B. Myrick, himself a distinguished practitioner in Dallas for over forty years, set a standard for interaction by eliciting the assistance of design and planning professionals to teach in the Program. These interactions are reinforced today by faculty members--permanent and adjunct--well-known in local professional circles, and by the on-going presence of students who seek practicum experiences under the supervision of local landscape architects. In addition, the entire faculty actively engages local practitioners to assist with juries, lectures, special presentations (such as portfolio preparation and mock interviews) and off-campus and office visits. Practitioners also serve as Faculty Adjuncts and on the Advisory Council, and frequently initiate contact with the Program for interns and new employees. These close exchanges keep the Program visible among the practitioners in North Texas.

### 9.2 Local/Regional Practitioners

*Explain how practitioners are involved in supporting the program.*

Practitioners are an on-going part of the teaching base of the Program, regularly called upon for juries, lectures and sponsors of practicums or internships. They also are invited to the annual Award's Banquet, and commonly send at least one representative from local firms. They provide teams which interview student nominees for the Maurice Phillips Scholarship, sponsored by the Texas Chapter of ASLA.

Practitioners hold the Program in high regard, although they would like to have more interaction with it. They support the call for more systematic planning of practicums, and they think that Program graduates bring a high level of maturity and intellectual skills to the market place.

They think that past weaknesses of the Program, such as design skills, no longer exist. As one principal noted, "You've obviously taken care of that." Debate exists, though, over preparedness with computer skills. The debate focuses less on whether or not UT Arlington graduates have such skills, and more on whether or not offices are obligated to train recent graduates on their computer systems.

There is strong agreement that UT Arlington graduates bring maturity to their jobs. And, there is noticeable appreciation for the level of thinking associated with MLA graduates

who have gone through the formal research experience. "Your graduates can grasp complex problems more easily than some others," cited one owner of a large firm. "They practice critical thinking," noted another.

Data from area practitioners center around the following themes:

- Maturity of UT Arlington students and graduates
- Diversity of UT Arlington students and graduates
- Skills at research and critical thinking
- Need to better showcase student skills and Program strengths
- Need to strengthen cross-professional ties with planning, biosciences, environmental studies and engineering
- Need to articulate Program's future
- Need to solve School's administrative problems

## 10. Relation to the University, the Community, and the Profession

**Standard: Program shall promote positive relationships with the University, community, and profession.**

### 10.1 Service

*Explain how the program provides opportunities for faculty and student involvement in university, community and professional service activities.*

Service is achieved primarily from selected projects in design studios and classes, research grants, and annual projects conducted by the student ASLA chapter. The result of this multi-dimensional format is a kaleidoscope of projects reflecting the range of practical and academic challenges likely to be encountered by UT Arlington graduates. A partial listing of these projects includes:

#### Examples of Community Service

1. Robinette: Projects for the Connemara Conservancy in Plano; the City of McKinney Parks and Recreation Department; McKinney Heritage Guild; the Vickery Neighborhood Association of Dallas; Arlington Women's Club.
2. Adjuncts: Projects for the City of Arlington; the City of Bedford; the City of Plano.

University service by faculty also is accomplished through traditional committee appointments. Included among recent appointments are:

- Robinette: Advisory Committee, Environmental Institute for Technology Transfer; Member, Traffic and Parking Committee.
- Taylor: University Research Advisory Council; Chair, School Research Committee; University Thesis and Dissertation Committee; University Research Committee; University Master Plan Committee; Dean's Search Committee.

### 10.2 Visibility

*List and describe service activities that promote visibility and support for the program. (Since last SER.)*

Significant Program visibility has been enhanced since the last SER by such activities as:

- Hosting of 1998 CELA Annual Conference
- Host institution of CELA President
- Host institution of Student Representative to the ASLA Board of Trustees
- Participation of Program Director as Keynote Speaker at 2000 Conference Of the International Studygroup for the Multiple Use of Land (ISOMUL)
- Program participation in "The Shape of Texas," on statewide National Public Radio network
- Statewide news coverage of student research awards from ASLA

Student success in numerous competitions has specifically served to keep the UT Arlington Program highly visible among MLA-only programs nationally, and other landscape architecture programs in the state. Examples of this recent success include first place awards in the Texas ASLA Chapter competitions for three consecutive years, two complete sweeps of all state awards, two first place awards in the annual Lido Golf Course Architecture Design Competition, and six ASLA Individual Research Awards since the last SER.

Examples of specific awards since the last SER include:

ASLA Individual Research Awards:	1998 (two awards;)	1999; 2000 (two awards;	2001; 2002
Lido Award for Golf Course Design, Allister McKenzie Society		1998; 1999	
City of Dallas Urban Design Competition	2000		
Texas ASLA Chapter Student Design Competition, First Place Awards		1999; 2000; 2001	

Note: UT Arlington students have dominated Texas ASLA Chapter design competitions during recent years, as evidenced by the 2000 competition in which 14 UT Arlington students won all nine competition categories.

## 11. Facilities and Equipment

**Standard: Facilities and equipment necessary for conducting professional studies shall be provided for all faculty, students and staff.**

### 11.0 *Describe the impact of the program's facilities and equipment in achieving the Program's mission and objectives.*

Program facilities are highly regarded, particularly as far as basic space and building design are concerned. Improvements are needed for full computer mapping capabilities for AutoCAD and GIS operations in design studios. Need also exists for additional storage and labeling capabilities for slide holdings, and for expanded acquisitions of landscape architecture publications in the School's library. These needs are in keeping with the Program's mission as a responsible, academically successful provider of graduate education.

The Program received a \$5000 grant from the Provost's office in 2001 to add five more PCs with AutoCAD licenses in the design studios. During the past academic year, however, this equipment was merged with equipment in the existing computer laboratory, and landscape architecture studios functioned without adequate computer capability. Even with the new computer studios on the third floor, plotting and printing capabilities remain inadequate. As it stands, students are expected to demonstrate progressive skills with computer usage without clear direction as to where and how to do it. It is expected that the advent of new faculty, the hiring of a permanent Dean, and the restoration of a Program Director will resolve these issues during the current academic year.

Note: During the summer of 2002 a revised course in Computer Aided Design for Landscape Architecture was offered. The course was taught by Program adjunct, John Fain, who also teaches introductory studios. Student evaluations for the computer course were extremely high for both quality and content, making it likely that the revision will become permanent.

### 11.1 **Space - Advantages and Disadvantages**

*Describe program space: classrooms, studios, offices, model shop, darkroom, etc. Tabulate data as shown below. Attach a floor plan/plans drawn on a standard 8 1/2" x 11" sheet. Label these plans to permit the adequate identification of the various types of spaces. If some of the space shown is shared by other classes or schools, indicate this on the rooms affected.*

*Describe the advantages and/or disadvantages encountered in the use of the spaces described (i.e., shortcomings which have a significant effect on the instructional process.)*

All studio spaces (rooms 424 and 427) for landscape architecture are used exclusively for landscape architecture. Classroom spaces are used cooperatively by all three programs in the School of Architecture, as are the computer facilities, workshop, blue line room, and photography studio/library. Special rooms such as the conference room (201), the auditorium (204) and the exhibition hall (206) are used jointly by reservation.



All full-time faculty have individual secured office spaces. Adjunct faculty and visiting faculty used to share office space in the Dean's suite (203,) but as of this writing, no such space exists for adjuncts in landscape architecture. Graduate assistants in landscape architecture, as of this writing, also have no office space.

For the first time since the Program has been in the current building, space became an issue during the 2001-02 academic year. It arose during arbitrary changes of offices, floor plans, and additional computer studios, without input from LARC faculty or students. As a result, archives and student works were displaced, misplaced or damaged as changes were made without proper supervision and coordination.

Fortunately, the student chapter volunteered many hours to help facilitate the moves, and thereby reduced the impact of inadequate administrative overview. While the new landscape architecture studios are adequate, they are not as large as the previous studios, and as mentioned, are equipped with aging and worn furnishings.

Therefore, to the degree that dedicated space reflects the Program's level of treatment during the past year, the Program's mission is not being fully supported. And, it must be pointed out that prior to the past year, space was seldom a problem. For the immediate future it will be up to the Interim Dean and the new Dean to resolve the present shortcomings, and to see to it that input from landscape architecture is adequate.

Regardless, space and facilities are among the exceptional strengths of the UT Arlington Program, with some observers calling them among the finest in North America.

However, for the first time, concerns are being raised about the quality and adequacy of furniture in LARC studios. There has been discussion about new computer-capable desks, with lock up storage and shelf space, being made available in all studios soon. No time table has been determined, however.

Space Type	Room Number	Square	Capacity	Exclusive
Studio	324 - JT Stu	1200	15/20	Shared
Studio	319 - JT Stu	1200	15/20	Shared
Studio	429 - ARCH	1600	15/20	Shared
Studio	209 - ARCH	600	30/50	Shared
Studio	210 - ARCH	600	30/50	Shared
Jury Space	435 - ARCH	450	20/40	Shared
Jury Space	409 - ARCH	400	20/40	Shared
Conference Room	201 - ARCH	750	40/50	Shared
Blue line Room	327 - ARCH	220	3/5	Shared

Space Type	Room Number and Building	Square Feet Area	Capacity Norm./Max.	Exclusive/ Shared Use
Office	203B - ARCH	150	1/5	Exclusive
Office	420 - ARCH	165	1/2	Exclusive
Office	315 - ARCH	220	1/3	Exclusive
Office	326 - ARCH	165	1/2	Exclusive
Office	424 - LARC	165	1/2	Exclusive
Office	427 - LARC	165	1/2	Exclusive
Lecture Room	404 - ARCH	300	15/35	Shared
Lecture Room	405 - ARCH	300	15/35	Shared
Lecture Room	401 - ARCH	600	50/75	Shared
Auditorium	204 - ARCH	2500	120/180	Shared
Reception/Exhibit	206 - ARCH	3300	50/300	Shared
Library	104/105 - ARCH	4000	100/300	Shared
Model Shop	113 - ARCH	900	5/10	Shared
Computer Center	103 - ARCH	6400	20/50	Shared
Sun-Spark Room	103J - ARCH	196	1/3	Exclusive
Slide Library	111 - ARCH	750	5/10	Shared
Photography Lab	109 - ARCH	1500	10/30	Shared
Studio	324 - IT Stu.	1200	15/20	Shared
Studio	319 - IT Stu	1200	15/20	Shared
Studio	429 - ARCH	1600	15/20	Shared
Studio	209 - ARCH	600	30/50	Shared
Studio	210 - ARCH	600	30/50	Shared
Jury Space	435 - ARCH	450	20/40	Shared
Jury Space	409 - ARCH	400	20/40	Shared
Conference Room	201 - ARCH	750	40/50	Shared
Blue line Room	327 - ARCH	220	3/5	Shared

## KEY TO FLOOR PLAN

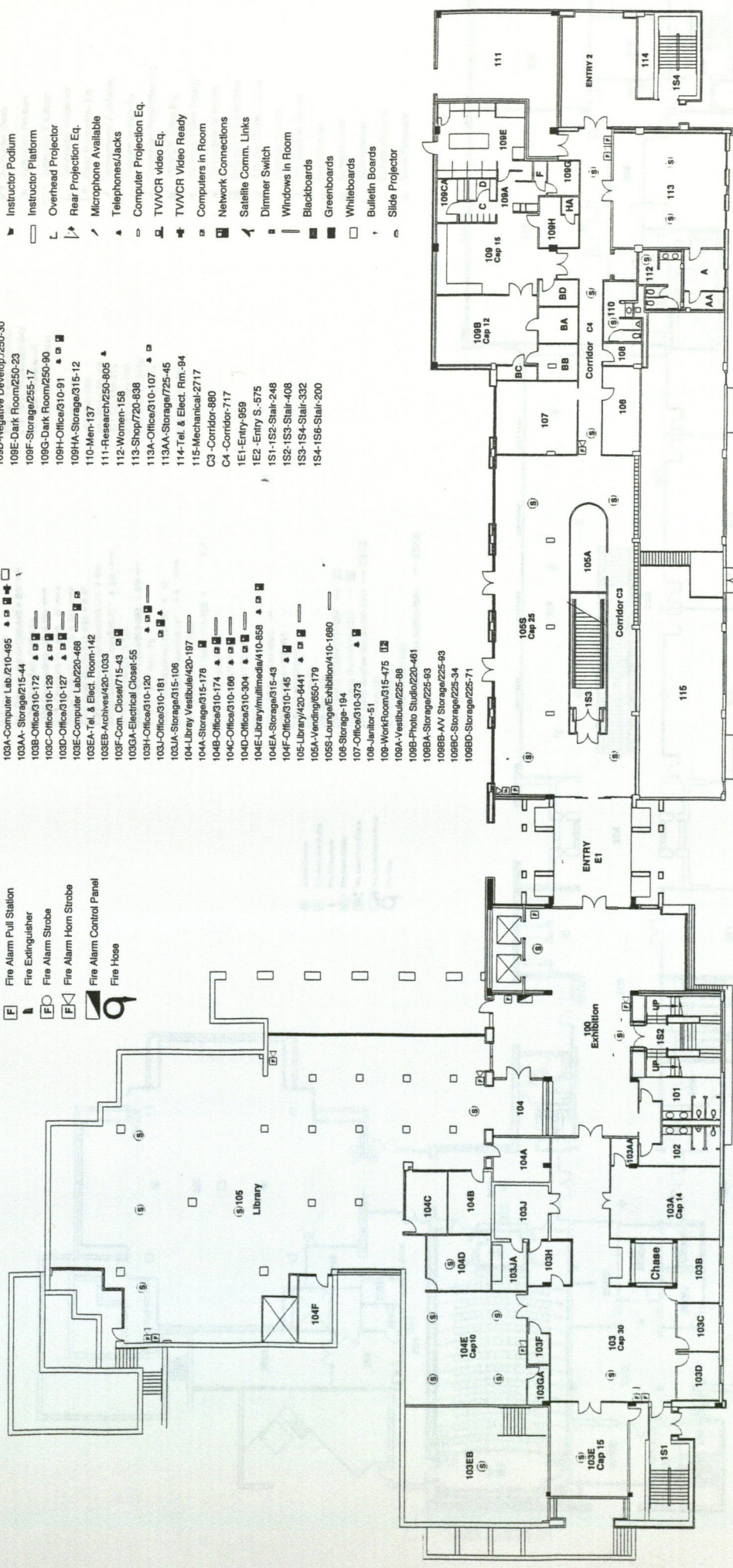
<u>Room Number</u>	<u>Description</u>	<u>Room Number</u>	<u>Description</u>
100	Entry/Display	204	Auditorium/Theater
101/102	Restrooms	205	Storage
103	Computer Lab	206	Reception/Main Jury/Exhibit
104/105	Library	207/208	Restrooms
105	Student Lounge/Reading/Vending	209/210/211/215	Studios: Basic Studios
106	Janitorial	212/213	Restrooms
107	Inventory Control	214	Janitorial
108	Janitorial	216	Student Organizations
109/111	Photo Lab and Studio	301/308/310/311/312	Studios
110/112	Restrooms	331/335/336/337	Studios (324/319 Computer
Studio)			
113	Model Shop	302/303/332/333	Restrooms
114	Mechanical	304/329/330	Class/Lecture Rooms
201	Main Conference/Meeting	305	Sample Room - Interior Design
202	Mail	309/338	Review/Jury Spaces
203	Main Office	313/315-318/320-323/325-326	Faculty Offices
203A	Supplies	314	GTA/GRA Office
203B	Undergraduate Advisor-Architecture	327	Janitorial
203C	LARC Grad. Advisor/Assoc. Dean	328	Lounge
203D		401	Large Lecture Room
203E		402/403/431/432	Restrooms
203EA	Academic Budget Officer	404/405	Class/Lecture Room
203EB	Architecture Director	408/410/411/412/419	Studios
203EC	Directors' Assistant	409/435	Review/Jury Spaces
203ED	Dean's Office	424/429/430/434	Studios (424 LARC Studio)
203EF	Dean's Assistant	413-418/420-423/425-426	Faculty Offices
203EG	Conference/Meeting	427	LARC Studio
		428	Lounge

ROOM TO USE CODE: J.F.T.  
100-Lobby and Exhibit Area 820-2016

- (S) Smoke Detector
- (F) Fire Alarm Pull Station
- (E) Fire Extinguisher
- (F) Fire Alarm Strobe
- (F) Fire Alarm Horn Strobe
- (C) Fire Alarm Control Panel
- (H) Fire Hose

- 101-Women-179
- 102-Men-179
- 103-Computer Lab/220-1518
- 103A-Computer Lab/210-495
- 103AA-Storage/215-44
- 103B-Office/310-172
- 103C-Office/310-129
- 103D-Office/310-127
- 103E-Computer Lab/220-468
- 103EA-Tel. & Elect. Room-142
- 103EB-Archives/420-1033
- 103F-Com. Closet/715-43
- 103GA-Electrical Closet-55
- 103H-Office/310-120
- 103J-Office/310-181
- 103JA-Storage/315-106
- 104-Library Vestibule/420-197
- 104A-Storage/315-178
- 104B-Office/310-174
- 104C-Office/310-166
- 104D-Office/310-304
- 104E-Library/Multimedia/410-658
- 104EA-Storage/315-43
- 104F-Office/310-145
- 105-Library/420-6441
- 105A-Vending/650-179
- 105S-Lounge/Exhibition/410-1680
- 106-Storage-194
- 107-Office/310-373
- 108-Lanitor-51
- 108-WorkRoom/315-475
- 109A-Vestibule/225-98
- 109E-Photo Studio/220-461
- 109BA-Storage/225-83
- 109BB-AV Storage/225-93
- 109BC-Storage/225-34
- 109BD-Storage/225-71
- 109C-Workroom/250-88m
- 109CA-Dark Room/250-56
- 109D-Negative Develop./250-30
- 109E-Dark Room/250-23
- 109F-Storage/255-17
- 109G-Dark Room/250-90
- 109H-Office/310-91
- 109HA-Storage/315-12
- 110-Men-137
- 111-Research/250-805
- 112-Women-158
- 113-Shop/720-838
- 113A-Office/310-107
- 113AAA-Storage/725-45
- 114-Tel. & Elect. Rm.-94
- 115-Mechanical-2717
- C3-Corridor-880
- C4-Corridor-717
- 1E1-Entry-959
- 1E2-Entry S.-575
- 1S1-1S2 Stair-248
- 1S2-1S3 Stair-408
- 1S3-1S4 Stair-332
- 1S4-1S6 Stair-200

- Instructor Desk
- Instructor Podium
- Instructor Platform
- Overhead Projector
- Rear Projection Eq.
- Microphone Available
- Telephones/Jacks
- Computer Projection Eq.
- TV/VCR video Eq.
- TV/VCR Video Ready
- Computers in Room
- Network Connections
- Satellite Comm. Links
- Dimmer Switch
- Windows in Room
- Blackboards
- Greenboards
- Whiteboards
- Bulletin Boards
- Slide Projector



BREWERS/SANDERS-2000

**ROOM NO.-USE/ROOM CODE-SQ.FT.**

- 201-Conference/350-730
- 202-Mail Room/315-77
- 203-Program Admin/310-440
- 203A-Work Room/315-182
- 203B-Director/310-193
- 203C-Director/310-146
- 203D-Director/310-170
- 203E-Seed Admin/310-693
- 203EA-Graduate Advisor/310-170
- 203EB-Assistant Dean/310-207
- 203EC-Advising/315-129
- 203ED-Dean's Office/310-293
- 203EE-Tel. & Elec./75
- 203EF-Development/310-287
- 203EG-Conference/350-167
- 204-Lecture Hall/110-2025
- 204A-Projection Room/115-128
- 205-Recycling/735-244
- 205A-Storage/730-486
- 205B-Storage/730-69
- 205C-Inhibitor/60
- 206-Exhibition/620-4063
- 206A-Vestibule/225-411
- 206B-Plantry/225-50
- 207-Women-92
- 208-Men-159
- 209-Drawing Studio/210-1364
- 210-Drawing Studio/210-1378
- 211-Basic Studies Studio/210-2361
- 212-Men-128
- 213-Women-151
- 214-Sink Area/215-28
- 215-Basic Studies Studio/220-1984

**ROOM NO.-USE/ROOM CODE-SQ.FT.**

- 216-Exhibition/230-297
- 217-Tel. & Elec. Room-99
- 218-Arch. Studio/220-840
- 219-Exhibition/620-2446
- 251-Stair-248
- 252-Stair-408
- 253-Stair-589
- 254-Stair-56-205
- 2C1-Corridor-514
- 2C2-Corridor-746
- 2C3-Corridor-2113
- 2C4-Corridor-814
- 2C5-Corridor-795
- 2C6-Corridor-790

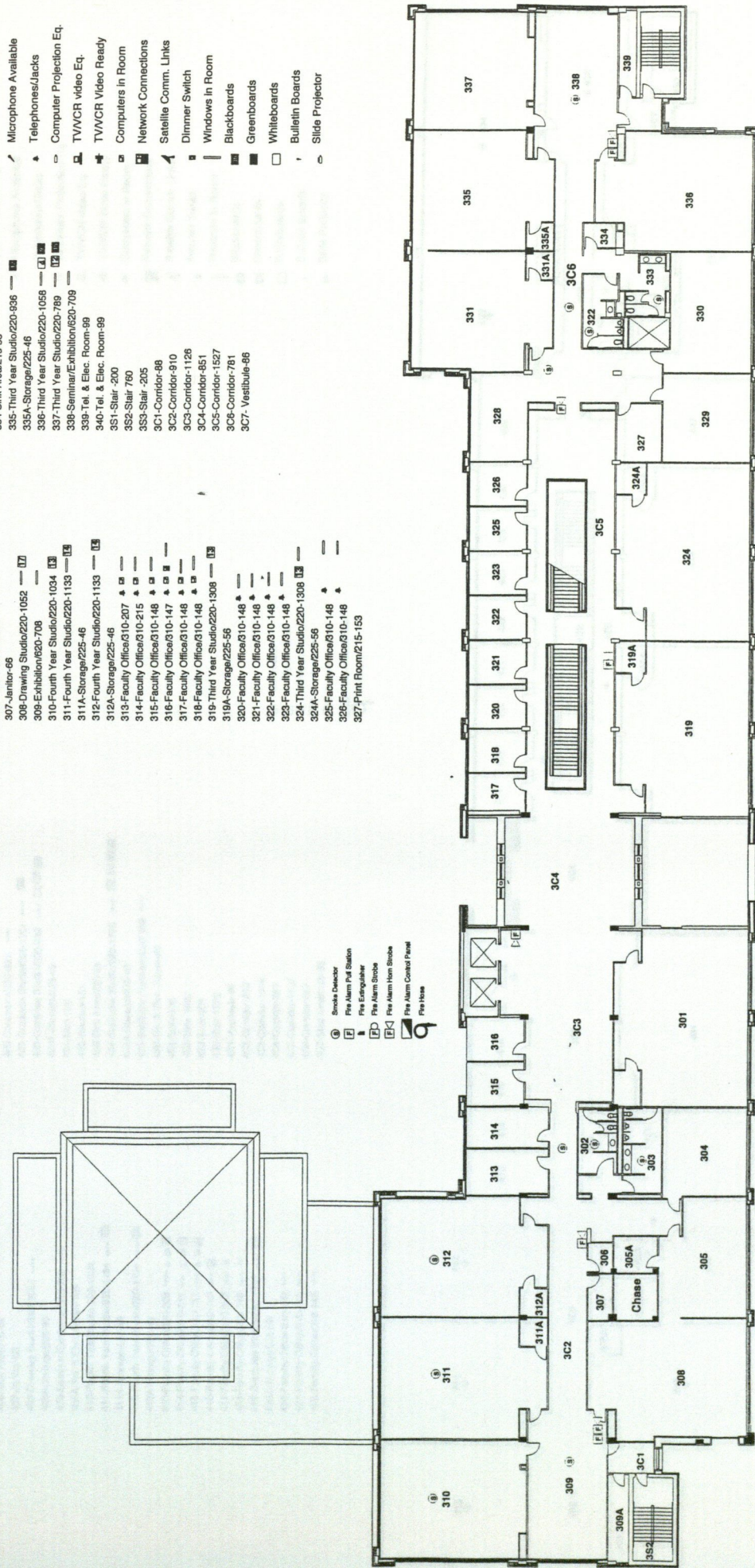
- Instructor Desk
- Instructor Podium
- Instructor Platform
- Overhead Projector
- Rear Projection Eq.
- Microphone Available
- Telephones/Jacks
- Computer Projection Eq.
- TV/VCR video Eq.
- TV/VCR Video Ready
- Computers in Room
- Network Connections
- Satellite Comm. Links
- Dimmer Switch
- Windows in Room
- Blackboards
- Greenboards
- Whiteboards
- Bulletin Boards
- Slide Projector

- Smoke Detector
- Fire Alarm Pull Station
- Fire Extinguisher
- Fire Alarm Strobe
- Fire Alarm Horn Strobe
- Fire Alarm Control Panel
- Fire Hose



ROOM NO.-USE/CODE-SQ.FT.

- |                                |     |    |
|--------------------------------|-----|----|
| 328-Commons/650-358            | --- | 17 |
| 329-Classroom/110-473          | ▲   | 17 |
| 330-Special Class Lab/110-612  | --- | 12 |
| 331-Third Year Studio/220-939  | --- | 12 |
| 331A-Storage/225-46            | 13  | 12 |
| 332-Men-128                    | --- | 12 |
| 333-Women-151                  | --- | 12 |
| 334-Sink Area/215-53           | --- | 12 |
| 335-Third Year Studio/220-936  | --- | 12 |
| 335A-Storage/225-46            | --- | 12 |
| 336-Third Year Studio/220-1058 | --- | 12 |
| 337-Third Year Studio/220-789  | --- | 12 |
| 338-Seminar/Exhibition/620-708 | --- | 12 |
| 339-Tel. & Elec. Room-89       | --- | 12 |
| 340-Tel. & Elec. Room-99       | --- | 12 |
| 351-Stair-200                  | --- | 12 |
| 352-Stair-790                  | --- | 12 |
| 353-Stair-205                  | --- | 12 |
| 3C1-Corridor-88                | --- | 12 |
| 3C2-Corridor-910               | --- | 12 |
| 3C3-Corridor-1128              | --- | 12 |
| 3C4-Corridor-851               | --- | 12 |
| 3C5-Corridor-1527              | --- | 12 |
| 3C6-Corridor-781               | --- | 12 |
| 3C7-Vestibule-86               | --- | 12 |
- 
- |                                 |     |    |
|---------------------------------|-----|----|
| 301-Third Year Studio/220-1303  | --- | 18 |
| 301A-Storage/225-81             | --- | 18 |
| 302-Women-149                   | --- | 18 |
| 303-Men-186                     | --- | 18 |
| 304-Lab Service/215-445         | 13  | 18 |
| 305-Storage/215-587             | --- | 18 |
| 305A-Storage/215-93             | --- | 18 |
| 306-Sink Area/215-44            | --- | 18 |
| 307-Janitor-66                  | --- | 18 |
| 308-Drawing Studio/220-1052     | --- | 17 |
| 309-Exhibition/620-708          | --- | 17 |
| 310-Fourth Year Studio/220-1034 | 13  | 17 |
| 311-Fourth Year Studio/220-1133 | 13  | 17 |
| 311A-Storage/225-46             | --- | 17 |
| 312-Fourth Year Studio/220-1133 | --- | 17 |
| 312A-Storage/225-46             | --- | 17 |
| 313-Faculty Office/310-207      | ▲   | 17 |
| 314-Faculty Office/310-215      | ▲   | 17 |
| 315-Faculty Office/310-148      | ▲   | 17 |
| 316-Faculty Office/310-147      | ▲   | 17 |
| 317-Faculty Office/310-146      | ▲   | 17 |
| 318-Faculty Office/310-148      | ▲   | 17 |
| 319-Third Year Studio/220-1308  | 13  | 17 |
| 319A-Storage/225-56             | --- | 17 |
| 320-Faculty Office/310-148      | ▲   | 17 |
| 321-Faculty Office/310-148      | ▲   | 17 |
| 322-Faculty Office/310-148      | ▲   | 17 |
| 323-Faculty Office/310-148      | ▲   | 17 |
| 324-Third Year Studio/220-1308  | 13  | 17 |
| 324A-Storage/225-56             | --- | 17 |
| 325-Faculty Office/310-148      | ▲   | 17 |
| 326-Faculty Office/310-148      | ▲   | 17 |
| 327-Print Room/215-153          | --- | 17 |

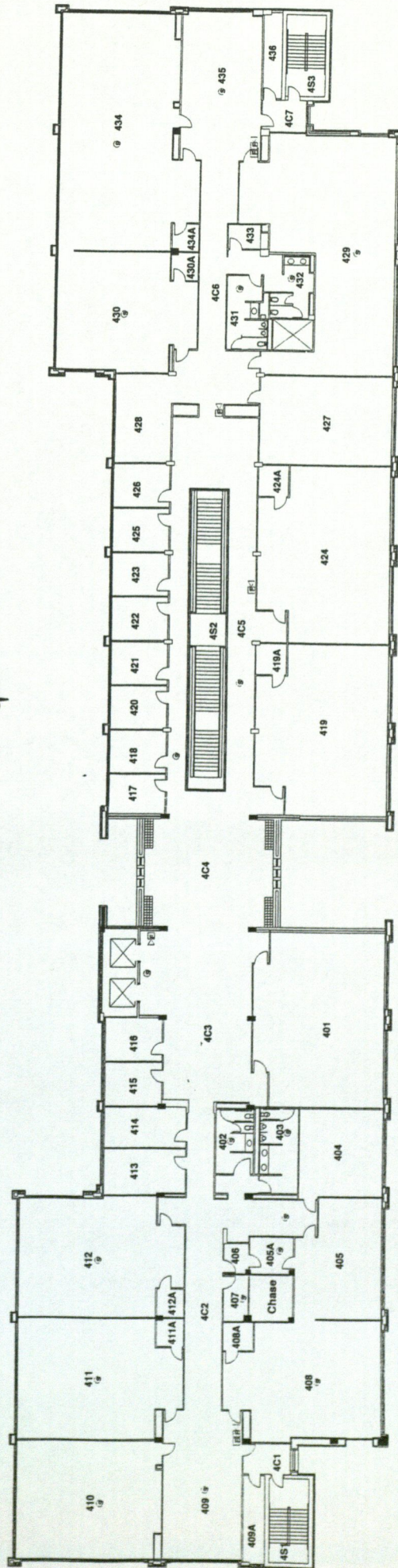


Room Numbers/Use-Sq. Ft.

- 401-Classroom/110-1301 --- 28
- 402-Women-187
- 403-Men-186
- 404-Classroom/110-445 --- 18
- 405-Classroom/110-584 --- 18
- 405A-Storage/115-93
- 406-Sink Area/115-44
- 407-Janitor-66
- 408-Drawing Studio/220-1052 ---
- 408A-Storage/225-38
- 409-Seminar/Exhibition/620-708 ---
- 409A-Tel. & Elec. Room-105
- 410-Fourth Year Studio-220-1034
- 411-Fourth Year Studio/220-1134 --- 12
- 411A-Storage-225-46
- 412-Fourth Year Studio/220-1134 --- 12
- 412A-Storage/225-46
- 413-Faculty Office/310-208 --- 12
- 414-Faculty Office/310-215 --- 12
- 415-Faculty Office/310-151 --- 12
- 416-Faculty Office/310-147 --- 12
- 417-Faculty Office/310-147 --- 12
- 418-Faculty Office/310-148 --- 12
- 419-Graduate Studio/220-1308 --- 12
- 419A-Storage/225-55
- 420-Faculty Office-310-148 ---
- 421-Faculty Office/310-148 ---
- 422-Faculty Office/310-148 ---
- 423-Faculty Office/310-148 --- 12
- 424-Graduate Studio/220-1308 --- 12
- 424A-Storage/225-55
- 425-Faculty Office/310-148 --- 12
- 426-Faculty Office/310-148 --- 12
- 427-GTAGRA/220-707 --- 12
- 428-Commons/650-301 ---
- 429-Graduate Studio/220-1751 --- 18
- 430-Graduate Studio/220-939 --- 12, 12, 12
- 430A-Storage/225-46
- 431-Men-128
- 432-Women-151
- 433-Sink Area/225-55
- 434-Graduate Studio/220-1773 --- 12, 12, 12
- 434A-Storage/225-46
- 435-Exhibition/Seminar/620-708 ---
- 436-Tel. & Elec. Room-99
- 451-Stair-200
- 452-Stair-1520
- 453-Stair-205
- 454-Stair-1520
- 4C1-Vestibule-81
- 4C2-Corridor-890
- 4C3-Corridor-1018
- 4C4-Corridor-851
- 4C5-Corridor-1527
- 4C6-Corridor-887
- 4C7-Stair Vestibule-86

- Instructor Desk
- Instructor Podium
- Instructor Platform
- Overhead Projector
- Rear Projection Eq.
- Microphone Available
- Telephones/Jacks
- Computer Projection Eq.
- TV/VCR Video Eq.
- TV/VCR Video Ready
- Computers In Room
- Network Connections
- Satellite Comm. Links
- Dimmer Switch
- Windows In Room
- Blackboards
- Greenboards
- Whiteboards
- Bulletin Boards
- Slide Projector

- Smoke Detector
- Fire Alarm Pull Station
- Fire Extinguisher
- Fire Alarm Stroke
- Fire Alarm Stroke
- Fire Alarm Control Panel
- Fire Hook



12. **Library**
- Standard: An accessible library collection shall be provided to support the Program.**

12.1 **Extent of Collection**

*Describe the library facilities available to the program such as the main library or major branch libraries. Include such information as library hours, applicable holdings, and the distance from major program spaces.*

The University of Texas at Arlington Libraries represent a balanced and expanding collection of more than one million volumes and 5,000 current serial subscriptions together with appropriate resources in indexing systems, reference works, abstracts, government publications (both Texas and U.S.), microforms, CD-ROM databases, and on-line electronic access.

The Libraries of UT Arlington include the Central Library, the Architecture and Fine Arts Library, and the Science and Engineering Library. The primary materials for landscape architecture are located in the Architecture and Fine Arts Library, although some supporting material can be found in other locations. This library is located in room 104 of the Architecture building.

In addition to the Libraries on-line catalog, patrons have access to a range of bibliographic databases on the Internet including the catalogs of other universities, the Avery Index to Architectural Periodicals, and multi-disciplinary databases to a wide variety of subjects.

A PC Lab operated by the Office of Information Technology (OIT) on the fifth floor of the Central Library includes both IBM and Apple hardware and a variety of software packages. This OIT Lab is available to all UT Arlington students and faculty. There is also an internet café on the 1<sup>st</sup> floor of the Central Library.

12.2 **Acquisitions**

*Describe the manner in which important new library acquisitions are obtained and the means for involving the landscape architecture faculty in the selection process.*

Book acquisitions for landscape architecture are selected through faculty requests, as well as requests by the subject bibliographer in the discipline. All faculty members are encouraged to participate in the development of the collection, although, the selection of materials for the Libraries is primarily the responsibility of the Library staff. In addition, the Libraries use an approval plan with Blackwell, North America, to ensure the timely acquisitions of new materials for all departments on the campus.

In order to ensure equitable collection development in all subject fields, the Library budget for acquisitions is apportioned into departmental allocations. These allocations



are derived for each academic department within the University for both the serial and monographic purchases. Because landscape architecture is a program area within the School of Architecture, all materials purchased for the Program come from the departmental allocation assigned to Architecture. The following is a chart showing the expenditures for the School of Architecture for the past several years:

2002/2003:	monographs	\$18,000
	serials	7,600
2001/2002:	monographs	16,000
	serials	7,600
2000/2001:	monographs	11,2000 (27,531)*
	serials	6,361

\* alum drive

### 12.3 *How are the library holdings used to support the program?*

When defining the areas and holdings for landscape architecture, the Libraries have several related disciplines containing material that are pertinent to this Program. Architecture is the main area. However, some of the other disciplines include botany, horticulture, environmental science, urban renewal, irrigation, hydroponics, and climatology. Currently, the Libraries subscribe to approximately seventy serial subscriptions for the School of Architecture, with other serials holdings in the above named related disciplines.

In addition, the Libraries Government Publications and Maps Collection contains nearly a million publications which have been issued by the U.S. and Texas governments. Within these discrete collections are many materials in the fields of horticulture and agriculture which can be utilized by the students within the Landscape Architecture Program.

Cooperative agreements: The University of Texas at Arlington Libraries is a member of the TexShare program. The TexShare consortium was established to support and enhance resource sharing among Texas academic libraries, and to develop a linkage with libraries in other states. Since its inception, TexShare has expanded to include all types of libraries. Using the TexShare Card Program, students and faculty may visit and borrow materials at participating libraries. The combined buying power of the program has resulted in cost reductions for many of UTA's electronic subscriptions. The Libraries participate in the OCLC interlibrary loan system.

A daily courier service operated among the area universities makes possible twenty-four hour delivery of research materials requested through Interlibrary Loan. For requests that have a RUSH status, the Interlibrary Loan Office has telefacsimile equipment and on-line deliver.

TexShare member libraries may issue "TexShare Cards" to undergraduate and graduate students and faculty members, permitting direct use of faculty and graduate students of

libraries of other Texas Libraries. Thus, expeditious access to a wealth of research materials is available to support the Landscape Architecture Program.

At a time when Library resources at UT Arlington are diminishing because of budget constraints, the Libraries are seeking new ways to assist in providing the information resources needed to support research and teaching. The following programs have been implemented to assist in these areas.

ILL Access Budget: The past practice has been that copyright fees and any charges made to us by the lending institution were passed on to the patron. The Libraries will now absorb these charges.

ingenta: 1985-present. The ingenta Library Gateway is a searchable database of more than 11 million citations from over 20,000 journals in all subject areas. Electronic, fax and Ariel document delivery is available for many of their citations. The Reveal Research Alerts feature of ingenta enables you to stay up to date in current research information, by emailing you citations from selected journals. UTA students, faculty, and staff have access to selected full-text of journal articles. Charges for document delivery are subsidized for UTA faculty.

Reciprocal Faculty Borrowing Program: UT-Arlington makes available several reciprocal borrowing programs for faculty. The ARL Reciprocal Faculty Program allows UT-Arlington faculty members the borrowing privileges and onsite access to collections of the major research libraries in North America. There are over 151 libraries participating in this program. The University of Texas System program provides borrowing privileges from any of the UT component institutions. Last, the AHE provides borrowing privileges at the major libraries in the North Texas area.

The Worldwide Web: The UT-Arlington Libraries Web page provides the access to the on-line catalogs of libraries around the world. Arlington faculty and students can then determine whether they want to pursue traditional interlibrary loan borrowing, or to travel to the institution.

Avery Index to Architectural Periodicals: The Libraries subscribe to Avery on-line. 1977-present. Updated daily. Index containing records describing articles in periodicals published worldwide on architecture, archaeology, city planning, interior design, and historic preservation. Coverage is from the 1930s (with selective coverage dating back to the 1860s) to the present.

Government Publications On-line: The Libraries subscribe to an electronic version of the Government Printing Office database from 1976 to the present. It contains, among other materials, the publications of the Department of Agriculture, which have been acquired by the UT-Arlington Libraries. It has been merged into the public access catalog and is searchable from terminals within the Libraries and through dial access.