APPENDIX A: DESCRIPTION OF REQUIRED COURSES

Required School Courses

5191, 5391, 5691 *Special Topics in Landscape Architecture.* Special subjects and issues in landscape architecture that may be studied independently under faculty supervision. Prerequisite: LARC 5663 or permission of instructor.

5195, 5295, 5395, 5695 *Selected Topics in Landscape Architecture.* Selected studio or lecture course offerings in specific areas of expertise or interest. Course allows the program the flexibility to address the ever-changing needs of students and profession by offering courses beyond the scope of the core curriculum and specializations. Prerequisite: LARC 5380 or permission of instructor. Graded P/F/R.

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. Required of all Master of Landscape Architecture students in the semester in which they plan to graduate.

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.

5312 *History and Theory of Landscape 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.

5313 *History and Theory of Landscape II.* The contemporary history of the profession from Andrew Jackson Downing to present day. The growth and development of the ASLA, professional education, the environmental movement, large scale regional planning and significant 20th Century landscape architecture projects.

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.

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

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.

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.

5340 *Professional Practice.* Ethical, legal, and administrative aspects of the public, private, and academic spectrums of practice in landscape architecture.

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.

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 construction are used. Prerequisite: LARC 5341 or permission of instructor.

5343 *Landscape Technology III.* Students prepare a set of construction drawings for a design project from a previous studio. Layout, grading, irrigation, utilities, planting, construction, detailing, specifications and cost estimating. Prerequisite: LARC 5342 or permission of the instructor.

5346 *Irrigation Techniques.* The structural and technical aspects of irrigation design and application, including effective use and care of native plant materials and designing for native environments. Prerequisites: completion of landscape architecture core, permission of instructor.

5350 *Landscape Architecture Computer Applications.* Computer applications currently used in office practice. Computer applications used for office management, site analysis, design development, construction documentation, and cost estimating. Introduction to computer aided design applications and the underlying theories of application.

5351 *Advanced Computer-Aided Design.* Expansion of LARC 5350. Students complete a typical design program utilizing computer-aided methods and examine the differences between traditional manual methods of design and computer-aided techniques. Instruction in data standards, methods of translation, layering of design information, and connections between the

phases of the design process. Prerequisite: LARC 5350, or permission of instructor.

5380 *Research Methods of Landscape Architecture.* Theories of practical research and methods of achieving them as they relate to landscape architecture. Includes research program development, funding source location, proposal writing, research techniques and tools, and research reporting methods. Prerequisite: LARC 5665 or permission of instructor.

5660 *Enrichment Design Studio.* Review of the principles and processes of design presented in Design Studio I, II, and III. Provides an opportunity for students with weak design and graphic skills to improve those skills to meet requirements for Design IV.

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.

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 media for design expression. Includes landscape character, design simulation, landscape media, landscape context, and human spatial experiences. Prerequisite: LARC 5661.

5663 *Design Studio III: Site Planning.* Features the process of solving fundamental site planning and site design problems. Each phase of the site planning process will be 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. Prerequisite: LARC 5662, 5320, 5301, 5340, and portfolio review, or permission of instructor.

5664 *Design Studio IV: Environmental Planning.* Seeks to expand the student's concept of the environment as a large-scale ecologic 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.

5665 *Design Studio V: The Urban Landscape.* 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 are integrated into the course work for this studio. Prerequisite: LARC 5664 or permission of instructor.

5668 *Design Practicum.* An internship program which includes approved work done in a landscape architect's office or one of the related design fields. The purpose of the practicum is to provide students with practical design experience. Grades P/F.

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 of information or by interpreting existing knowledge from a different perspective. Prerequisite: LARC 5380 and 5665; must be taken concurrently with LARC 5294.

Elective School Courses

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.

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.

5325 *Collaborative Works Seminar.* Examines the professional roles of each of the associated disciplines in the specialization tracks. Case studies, internship presentation, and guest lecturers from each area serve as the basis for discussion, analysis, and discovery of the workings of collaborative processes. Investigates the communication processes of successful collaborative works. Prerequisites: Completion of landscape architecture core; permission of instructor.

5344 *Parks and Recreation Design and Planning.* History, data collection, program formulation, and design principles for public and private park and recreation systems and sites. Included management objectives, operations and maintenance, and public input as planning components. Prerequisites: LARC 5320 and 5661.

5352 *GIS: Applications in Environmental Planning.* Geographic Information System technology as a tool for environmental planning problems. Instruction in software for use in environmental inventory and in analysis and assessment of various design and planning alternatives. Prerequisite: LARC 5350 or permission of instructor.

5353 *The Future of Computing in Landscape Architecture.* Current models for increased levels of computer-aided decision-making in landscape architecture and affiliated disciplines. Formal and informal processes of design are investigated to determine the potential for expanding the computer-aided design and planning process. Prerequisite: LARC 5351 or permission of instructor.

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

5383 *Seminar in Landscape Aesthetics.* Advanced presentation and discussion of issues related to contemporary and historic aspects of landscape aesthetics. Students present and lead informed discussions and debates on topics such as landscape beauty, values, and perception in exterior space, aesthetics versus function and philosophic interpretations of beauty applied to the landscape. Prerequisite: LARC 5663 or permission of instructor.

5623 *Studio Teaching Practicum.* Students will spend one semester as a teaching assistant in the studio sequence under the supervision of the assigned faculty member. They will observe the methods employed in the studio and prepare a comprehensive evaluation of the studio in conjunction with the instructor. The students will oversee one short studio project and evaluate its success or failure based on the criteria learned in LARC 5332 and the goals and objectives of the test project. Prerequisites: LARC 5322, completion of landscape architecture core, or permission of instructor.

5666 *Design Studio IV: Specialization Option Topics.* In each specialization option, a section of Studio IV will be offered to address specific design issues within the given area of study. Landscape architectural problems utilizing skills from the landscape architectural core to bring unique, specialized skills to the problem-solving process. May be repeated for credit. Prerequisite: LARC 5663 or permission of instructor.

5667 *Design Studio V: Specialization Option Topics.* In each specialization option, a section of Studio V will be offered to address specific design issues within the given area of study. Landscape architectural problems utilizing skills from the landscape architectural core to bring unique, specialized skills to the problem-solving process. Prerequisite: LARC 5664 or LARC 5666 or permission of instructor.

Admissions Requirements

Applicants must meet the general requirements of the Graduate School. A personal interview with the Director, Graduate Advisor or members of the landscape architecture faculty is recommended. Three letters of recommendation are required, and it is suggested that at least two of the letters come from former educators or academic contact. Applicants also are required to submit scores from the Graduate Record Exam (GRE). Average GRE scores of successful applicants since 1998 have been approximately 1100. Also required is a grade point average (GPA) of 3.00 as calculated by the Graduate School.

Applicants holding first professional degrees in landscape architecture, or degrees related to landscape architecture (such as architecture, engineering, environmental design, horticulture, interior design, planning, and the like) are required to submit portfolios reflecting the applicants' professional and/or academic experiences and interests. Portfolios are assessed according to proficiency in design, presentation and layout, technical skills, and content, similar to criteria used in design studios.

Applicants who have a weakness in one of the criteria for admission can enhance their credentials with strengths in the remaining criteria.

Applicants can be admitted according to four conditions: Unconditional; Provisional; Probationary; and, Deferred. Applicants who do not meet the criteria of one of these conditions will be denied admission to the program.

Unconditional Admission

Applicants must possess a bachelor's degree from an accredited program. Transcripts from all previous college or university work, along with scores from the Graduate Record Exam (GRE), and three letters of recommendation are required of all applicants. In addition, applicants should have a minimum Grade Point Average (GPA) of 3.0, as calculated by the Graduate School. Applicants holding the first professional degree in landscape architecture, or a related field, must submit a portfolio.

Provisional Admission

Those who have submitted their applications forms, but whose packets are incomplete, can be admitted provisionally if their GPA meets minimum requirements, and if the program and the Graduate School have received official transcripts. In this case, incomplete materials could include letters of recommendation, GRE scores, and/or portfolios.

Probationary Admission

Those who have weaknesses in no more than two of the Degree Requirements (letters of recommendation, GRE scores, and GPA), can be admitted on probation, with the condition that they make no less than a B in the first 12 hours of coursework in landscape architecture. Such students must complete no fewer than 9 credits during the semester in which they are on probation.

Deferred Admission

Those who have weaknesses in no more than two of the Degree Requirements (letters of recommendation, GRE scores, and GPA), and/or who have not submitted all of the materials required for unconditional admission, can have their applications deferred for one semester, until outstanding requirements and criteria are met.

International Student Admission

International applicants must meet the Degree Requirements (letters of recommendation, GRE scores, and GPA), and must be admitted in one of the admission categories described above. In addition, applicants whose native language is not English must have a demonstrated speaking ability in English, and they must meet the program's minimum required score of 575, or the equivalent score on the computer based test, on the Test of English as a Foreign Language (TOEFL). International applicants who do not meet the program's minimum TOEFL score, must complete extramural training in English, as approved by the program and the Graduate School.

Graduate Teaching/Research Assistantships

To be considered for a Graduate Teaching or Research Assistantship, the candidate must be admitted unconditionally.

Fellowships

To be considered for a Dean's Fellowship, the candidate must have a favorable review in most of the evaluation criteria. Fellowships in landscape architecture are limited and very competitive. Candidates must be new students coming to UTArlington, must have a GPA of 3.0 in their last 60 undergraduate credit hours and any graduate hours, and must be enrolled in a minimum of 6 hours in both long semesters to retain their fellowships.

GUIDELINES FOR PROMOTION AND TENURE

January 27, 1999

The University of Texas at Arlington

1.0 Preamble

If a university is to perform its function effectively, it is essential that faculty members be free to express new ideals and divergent viewpoints in their teaching and research. In the process of teaching and research, accepted "truths" often must be challenged and questioned A good university must create an atmosphere that encourages faculty members to express new ideas and divergent viewpoints and to make inquiries. Such an atmosphere currently exists at the University of Texas at Arlington, and tenure has contributed substantially to the creation of this atmosphere. Simply stated free inquiry and expression are essential to the maintenance of excellence; tenure is essential to flee inquiry and expression. The tenure system must continue if the University is to recruit and maintain a distinguished faculty. While tenure would be an integral part of the University's relationship with the faculty without regard to the competitive situation, it is also important to note that the outstanding universities throughout the country have tenure systems and that the University of Texas at Arlington's competitive position as it attempts to recruit and retain outstanding faculty members would be damaged beyond repair if tenure were abandoned or seriously weakened

The decisions to grant tenure and/or to promote a faculty member are among the most vital that take place in a university. The excellence of a university and its reputation and standing among its peers are determined by the achievements of its faculty and graduates. Accordingly, the promotion of faculty members and the granting of tenure are based primarily on demonstrated performance in meeting the following criteria: teaching scholarship including research or other creative activities; and service to the institution, the wider community and the professions.

These Promotion and Tenure guidelines are intended to support the goals of UTA and provide direction for individual faculty members. The purposes of this document are to communicate essential elements related to promotion and tenure activities, and to help clarify the process for individuals eligible for tenure and promotion who desire to advance their careers at UTA. These guidelines are intended to be a helpful auxiliary to existing Board of Regents and University policies.

The process of promotion to Associate Professor should be managed particularly carefully, because this entails granting tenure by the University. The subsequent promotion to Professor is primarily a distinction conferred by one's peers in recognition of outstanding achievement.

2.0 Basic Premises

There are some premises upon which these guidelines are based:

1. Tenure will continue as a cornerstone of the University's relationship with its faculty. It is not only compatible with academic vitality, but essential to it.

2. Consistent with the University's educational needs, and as permitted by its resources, faculty members in tenure-track positions may be given the opportunity to be reviewed for tenure in any year.

3. The University must provide a tenure system that will attract new members so that the institution may continuously revitalize itself.

4. The University will retain the flexibility to adjust its educational programs to meet the needs of students and society, and to take into account advances in the world's knowledge base.

5. Peer review and recommendation for tenure initiates in the faculty member's department/school/unit, and may be subsequently recommended to the college (where appropriate), and the University. The University administration makes a final recommendation, through the Chancellor, to the Board of Regents.

6. Only full-time faculty in tenure track positions (Instructor, Assistant, Associate, and Full Professors) shall be eligible for tenure.

A faculty member in a tenure track position may request consideration for tenure and/or promotion in any year. However, if he or she has served longer than a maximum of five years in a full-time tenure-track capacity, the faculty member must be reviewed in the next tenure review cycle.

Individuals who have held positions in other organizations (generally faculty positions at other institutions of higher education) may join the university with shortened probationary periods or even with tenure upon arrival upon recommendation of the appropriate department/school/units promotion and tenure (P/T) committee and approved by the Board of Regents. In every case, the terms and conditions of such employment must be made explicit and put in writing.

3.0 Procedures For Tenure And Promotion Decisions

The promotion and tenure process for the University will be initiated annually by the Office of the Provost. This action will occur early enough to allow for outside peer reviews, and shall specify the deadlines for submittal of tenure and promotion recommendations to Deans/Directors and the Provost.

The process for an individual faculty member begins with submission of an application for promotion or tenure. All untenured tenure track faculty will be reviewed for tenure in the sixth year of full time academic service. The entire process is depicted in Exhibit 1. The content and format of the application is described in Exhibit 2. Exhibit 3 describes outside review letter procedures.

3.1 Annual Review

All tenure-track faculty will be reviewed annually by the departmental/school, center/or equivalent unit P/T committee. The committee will submit a written report to the departmental chairperson/equivalent detailing the accomplishments of the faculty member and describing any deficiencies that the faculty member should address. A secret ballot vote to either reappoint or not reappoint untenured faculty in tenure-track positions will be conducted The results of the secret ballot will be included in the committee's report. Copies of the committee's report will be forwarded to the faculty member, departmental chairpersons, and dean. A copy of the

committee's report will be placed in the faculty member's personnel file in the department or equivalent unit where it will be retained indefinitely.

3.2 Promotion and Tenure Committees

The P/T committee for all untenured tenure track faculty considered for tenure and/or promotion will be located within the department, school, or other unit. A college level P/T committee will advise the Dean on tenure and promotion recommendations submitted by departments. The University Tenure and Promotion Committee will advise the President on tenure and promotion recommendations received from colleges, schools, centers, or other units. The University Hearing Panel (as defined in the University's Handbook of Operating Procedures) will have the responsibility for processing appeals of the Provost's recommendations to the President. Tenure and Promotion Committee members may not have concurrent committee membership and administrative appointment.

3.2.1 Committee Composition within Colleges

Departments will establish departmental P/T committees. Departmental committees will have a membership of three (3) or more tenured faculty of appropriate rank. Committee size, composition, term of office (and term limitations, if desired) will be developed by vote of the voting faculty of the department. If the departmental committee shall consist of fewer members than the total number of tenured faculty members in the department (excluding deans, assistant and associate deans, chairpersons or equivalent) the committee shall be elected by vote of the voting members of the departmental faculty.

The college will establish a college P/T committee. The P/T committee will review departmental chair and P/T committee recommendations, and such oral or written responses to them as a faculty member under consideration may choose to provide. Appeals of departmental recommendations made by the faculty member under consideration will be heard by the College P/T Committee. This committee will advise the Dean on these matters. The College P/T Committee will have a membership of three (3) or more. Committee size, composition, term of office and term limitations if appropriate, will be developed by vote of the voting faculty of the College. Committee members will be elected in a manner prescribed by the voting members of the College faculty.

3.22 Committee Composition Within Schools, Centers, and Equivalent Units

Schools, Centers, and equivalent units will establish a tenure and promotion committee that will make tenure and promotion recommendations to their academic unit administrator. The committee will have a membership of three (3) or more tenured faculty members of the appropriate rank. Committee size, composition, term of office (and term limitation, if desired) will be developed by vote of the voting faculty of the School, Center or equivalent units. If the P/T Committee shall consist of fewer members than the total number of tenured faculty in the School, Center, or equivalent unit, the committee shall be elected by vote of the voting members of the faculty.

3.3 Tenure

3.31 Promotion to Associate Professor is with tenure. Recommendation of a candidate for tenure is one of the most significant responsibilities of a faculty, and can affect long-term function and

reputation of the entire University. Recommendations for promotion to Associate Professor shall be based on approved faculty developed criteria. These criteria are described in Section 4.

3.32 Promotion to the rank of Professor requires the recommendation of Professors and approval of the President, the Chancellor, and the Board of Regents. Criteria for such promotions will be based upon those described in Section 4.

3.4 Confidentiality

Except to the extent required to be disclosed by Federal or State laws, regulations or court orders, all committee proceedings and discussions will be strictly confidential. Committee members may not divulge any information pertaining to their committee meetings, discussions, or recommendations.

3.5 Undersized Committees

If a department, college, school, center, or equivalent unit lacks sufficient faculty members of appropriate ranks to provide a committee, sufficient qualified faculty from related disciplines (same college, school, center, or equivalent unit where possible) shall be selected by vote of the voting faculty of that unit.

4.0 Criteria for Promotion and Tenure

Each college/school/unit is obliged to provide clear guidance to faculty members relating to performance evaluation. This is essential for conducting annual performance reviews as well as for setting objectives for the tenure and/or promotion process. Evidence of achievement may include, but not be restricted to the following domains: teaching; research/scholarship and creative activities; and service to the University, community, and profession. Although there are higher expectations for promotion to Professor than Associate Professor, all applicants are expected to have achieved distinction in the following areas:

1. Effective teaching, including a record of successful direction of the work of graduate students, where appropriate,

2. Scholarship supported by a publication record that includes refereed journals or creative work of a professional nature, where appropriate,

3. Recognition of scholarship or creative contribution by peers at the national level,

4. Contribution to the mission of the University by providing professional service to the University, community, and profession.

Evidence of high achievement in these areas can be demonstrated as follows.

4.1 Teaching

Teaching effectiveness is evaluated by both peer and student assessments and if appropriate, by outside recognition of the teacher and/or the teacher's students. It is vital that reliable and valid information concerning teaching effectiveness be included as part of the evaluation. Documentation may include, but need not be limited to:

- Teaching assignments, to include course numbers, title, semester taught, and number of students.

- Teaching effectiveness, to include student ratings, course methods including syllabi, ratings by colleagues based on class room observations, thesis and dissertation direction or membership on dissertation committee(s)

4.2 Scholarship/Research and Creative Activity

Scholarly and/or creative accomplishment is required for promotion and tenure for a number of reasons: (a) it is evidence of the faculty member's contributions to the field and advances excellence in the disciplines and professions, (b) it invigorates teaching, and (c) it provides the faculty member with a means of intellectual growth. Documentation may include, but not be limited to:

- Books published or certified acceptance for publication, journal and related manuscripts from refereed competition; editorial activities, other.

- Publications growing out of theses and dissertations in which faculty member served as committee chair or member, awards and other citations for thesis/dissertation research/referred competitions.

- Significant creative and professional work (e.g., art, architecture, theater, music, dance); awards for creative writing, special recognition for performances, exhibits, etc.

- Sponsored activities, proposals submitted, grants, and other contracts received, intellectual properties developed.

4.3 Service to University, Community, and Profession

Service involves use of the faculty member's knowledge and leadership abilities to assist various constituencies. Because of the diverse units and variations in the extent and character of their external interactions, service activities will be manifested differently but with a common connectedness to teaching and scholarship. As is the case with all public supported universities, UTA has an obligation to make sure that the scholarly pursuits of its faculty serve the needs of society and that society has easy access to the results of these scholarly pursuits. To a larger degree the success of UTA depends upon its ability to develop a signature image as an institution attuned and responsive to the needs of society. The image is developed by the service component of faculty assignments.

Criteria might include: evidence of committee contribution at the department, school/college, and university levels; involvement in community events; service and offices held in professional associations; effective use of telecommunications and/or other outreach media, student advisement; consultant assistance at the local, state, national, and international levels; promotion of alumni support. Documentation may include but not be limited to:

- evidence of membership on university, college/school, community and/or organizational committees or boards

- the development and production of curriculum materials for professional development in educational and other organizational settings

- active involvement in student registration, recruitment and retention
- participation in student advising with documentation of student contact
- professional TV and radio appearances, as well as, newspaper and newsletter editorials of an educational nature
- participation in commencement and other university-wide functions
- active involvement in professional societies and professional institutes
- evidence of any other outstanding community service distinctions.

5.0 Appeal of Tenure and Promotion Recommendations

It is the right of a faculty member to appeal an unfavorable tenure and/or promotion recommendation made by a department chair, dean school or center administrator or equivalent, department, college, school center or equivalent, or university P/T committees. The process appears in Exhibit 1-A

5.1 Department Appeals

A faculty member may appeal tenure and/or promotion recommendations made by the department chair or P/T committee to the College P/T committee. The faculty member will be afforded the opportunity to submit written statements or documentation in support of the appeal, or to make oral presentation before the College P/T committee.

5.2 College, School, Center or Equivalent Unit Appeals

A faculty member may appeal recommendations made at the college, school, center or equivalent unit level to the University Tenure and Promotion Committee. The faculty member will be afforded the opportunity to submit statements or documentation in support of the appeal or to make oral presentation before the committee.

5.3 Appeal of Provost's Recommendation

In cases which involve denial of tenure, a faculty member may appeal recommendations made by the Provost to the University Hearing Panel (as defined in the University's Handbook of Operating Procedures). The faculty member will be afforded opportunity to submit written statements or documentation in support of the appeal or to make oral presentation before the committee.

In cases involving only denial of promotion to a higher rank, a faculty member may appeal to the Faculty Senate Equity Committee recommendations made by the Provost. The faculty member will be afforded opportunity to submit written statements or documentation in support of the appeal or to make oral presentation before the committee.

5.4 Notification of Unfavorable Recommendation

A faculty member will be notified in writing of an unfavorable recommendation. The notification must be within five (5) working days of the recommendation date. Notification of departmental recommendations (chair and P/T committee) will be made by the college dean. Notification of

college, school, center, or equivalent unit will be made by the Provost. Notification of Provost's decisions will be made by the President

5.5 Faculty Response to Notification

A faculty member will have ten (10) working days from date of notification of an unfavorable recommendation in which to file an appeal with the appropriate committee (College or University P/T Committees, or Hearing Panel).

5.6 Committee Recommendations

The appropriate P/T committee (College or University) or University Hearing Panel will schedule the appeal within five (5) working days of the receipt of an appeal notification submitted by a faculty member. The committee will report its recommendations to the appropriate administrator, college dean, school, center, or equivalent unit administrator, Provost or President, department chair and P/T committee, and faculty member within five (5) working days. A copy of the committee findings and recommendations will be placed in the faculty member's personnel file.

EXHIBIT 2

Content and Format of Documentation

Required for Promotion and Tenure Review Procedures

1. Introduction

This exhibit describes the standard content and format for documentation used to support a faculty member's consideration for promotion and/or tenure. The requirement of a standard content and format is necessary to ensure that all major aspects of a faculty member's performance are addressed, and that all candidates are treated uniformly. A principal objective of this policy document is to try to ensure that no person receives unfavorable consideration simply because the nomination package was incomplete or poorly prepared.

Faculty members who are considered for promotion and/or tenure should be aware that as nominations are carried forward to higher administrative levels, individuals reviewing the nomination have less firsthand knowledge of his or her performance than the departmental committee. Thus, whereas a departmental committee might have only a modest need for detailed written information because of the day-to-day contacts its members have with the nominee, members of the College level committee rely principally on the information contained in the nomination documentation in making their decisions. Therefore, the content and presentation quality of the documentation become increasingly important as consideration proceeds to higher levels of administrative authority.

To facilitate effective preparation and modification of the documentation, all new material that is required and that originates with the faculty member's, departmental committee, or dean's office shall be typed using a word processor. The material shall be printed on a laser printer or its equivalent. Where photocopies of documents are used it is essential that all such copies be of high quality. Smeared, faded, or low contrast copies are not acceptable.

In the following paragraphs, each major element of the documentation submitted to the Provost is described.

2. Cover Page

Each file shall have a cover page which contains the following information.

1. Name of the faculty member.
2. Department.
3. College/school/unit.
4. Proposed action.
5. Current academic year.

This information shall be capitalized, double-spaced, and centered on the page.

3. Recommendation of the Dean

Following the cover page, a memorandum addressed to the Provost shall state the recommendation of the Dean with respect to the proposed action.

4. Report of the College Promotion and Tenure Committee (where applicable)

Following the Dean's recommendation, the report of the College Promotion and Tenure Committee shall be presented The report shall consist of a single page. At the top of the page shall be the following title:

Report of the College of _____

Promotion and Tenure Committee

The upper half of the page shall report the following information:

Faculty Member: (Name of the Faculty Member)

Department: (Academic department of the nominee)

Present Rank: (Current academic rank of nominee)

Years in Rank: (number of years the faculty member has held his/her current rank at UTA, and separately, the number of years held the same academic rank has been held elsewhere.)

Present Tenure Status: (The faculty member's current tenure status at UTA)

Proposed New Rank: (The proposed new rank for the faculty member. If there is no proposed change, the report should so state.)

Proposed New Tenure Status: The proposed new tenure status of the faculty member. If there is no proposed change, the report should so state.)

Results of the Committee Vote: The number of committee members voting, by secret ballot, for, against the nomination, abstaining, and absent e.g., 4 for promotion, 3 against promotion, 1 abstaining, 1 absent.)

The lower half of the page shall have the signatures of the committee members over their typed names. The chair of the Committee shall be identified

5. Recommendation of the Departmental Chair

The next item in the documentation shall be a memorandum that provides a summary evaluation of the faculty member and states the chair's recommendation.

6. Report of the Departmental Promotion and Tenure Committee

The report of the departmental Promotion and Tenure Committee shall follow the recommendation of the departmental chair. This report shall use the same format as described previously for the report of the College Promotion and Tenure Committee and shall include a summary evaluation of the faculty member and the Committee's recommendation.

In addition, for cases involving consideration for tenure, "Tenure-Recommendation Transmittal Form" shall be presented at this point in the documentation.

7. Results of the Outside Review Process

The purpose of outside review letters is to provide an independent evaluation of the faculty member's contribution of scholarly publications and/or creative and professional work in the faculty member's discipline. Outside review letters are required for all promotion and tenure decisions. (see Exhibit 3)

The chair of the departmental Tenure and Promotion Committee shall prepare a memorandum summarizing results of the outside review process. This summary shall list the names, positions, and organizations of the reviewers from whom evaluations were requested This listing shall identify those reviewers selected by the candidate, those selected by the departmental Committee, and from whom a response was obtained. All responses received from the outside reviewers shall follow the summary memorandum.

8. Information Supplied by the Faculty Member

The final element of the documentation shall consist of the material which all faculty members considered for promotion and/or tenure are required to prepare. While this document has no formal title, it includes the following information regarding the faculty member:

1. Biographical Data

2. Teaching Activities

3. Scholarly and Professional Activities

4. University and Community Service

Copies of format for the materials may be obtained from the Provost's office.

9. Time Table

To facilitate the orderly processing of the review for promotion and tenure nominations and to comply with University deadlines, recommendations by the chair (item 6 above) and departmental Promotion and Tenure Committee (item 7 above), as well as results of the outside review process (item 8 above) and information supplied by the faculty member (item 9 above) shall be forwarded to the dean no later than *November 15*. The dean shall issue his or her recommendations to the Provost by the close of the Fall Semester.

Because considerable lead time may be required to compile the required documentation, the departmental and College level evaluation processes should begin as early as is practical.

EXHIBIT 3

Outside Review Letters

The purpose of outside review letters is to provide an independent evaluation of the faculty member's contribution to the scholarly publications and/or creative and professional work in the faculty member's discipline. Outside review letters are required for all promotion and tenure decisions. The following procedures pertaining to outside reviews shall be used by each departmental committee in making promotion and tenure recommendation.

Required number of letters

1. Each promotion file must include a minimum of five outside review letters.

2. The faculty member will be asked to provide the departmental committee with the names of a sufficient number of potential reviewers to ensure that a minimum of two letters are received from reviewers selected by the nominee.

3. The departmental committee will select a sufficient number of reviewers to ensure that a minimum of three letters are received from reviewers chosen by the committee.

Qualification of reviewers

4. It is the responsibility of the departmental committee to ensure that outside review letters are requested from appropriate and respected scholars who serve in the faculty member's field of training, specialty, or in a closely related field.

5. Outside reviewers should serve or have served in the faculty member's field of training, specialty, or in a closely related field.

6. For faculty members who are considered for tenure or promotion to associate professor, it is expected that individuals who serve as outside reviewers will hold the rank of associate professor, or professor. For faculty members who are considered for promotion to professor, it is expected that individuals who serve as outside reviewers will hold the rank of professor.

7. Individuals who have served as dissertation committee members or co-author with the faculty member, or who are related to him or her by blood or marriage, or who are currently employed at The University of Texas at Arlington may not serve as outside reviewers.

Content of letters requesting outside reviews

8. Letters requesting an outside review shall specifically ask for an evaluation of the faculty member's entire record of scholarly publications and/or creative and professional work in the faculty member's discipline, and a general assessment of his or her entire vita. The sample of material for review should include at least three to five of the faculty member's most significant published or creative/professional works as determined by the faculty member.

9. The departmental committee is viewed as the primary source for evaluating the faculty member's teaching effectiveness, service contributions, and scholarship. Outside reviews shall be used to provide a supplementary evaluation of the nominee's scholarly work.

10. All letters requesting an outside review will include the following statement:

Under University policy, your letter will become part of the official tenure and promotion file and will be held in confidence to the extent permitted by law and university policy.

Timing of request for outside review letters

11. Requests for outside reviewers should be mailed no later than September 15, and should request a reply no later than November 1.

Confidentiality of outside review letters

12. To encourage outside reviewers to provide a candid evaluation of a nominee's scholarship, or creative/professional work, the contents of all outside review letters will be kept confidential to the extent permitted by law and university regulations. This policy should be communicated to the individuals who are asked to serve as outside reviewers.

Administrative responsibility

13. The departmental committee shall draft letters that request an outside evaluation.

14. It is the responsibility of the chair of the departmental committee to ensure that requests for outside review letters are prepared, mailed, replies are received, and results summarized as described below:

15. All outside review letters received must be included in the tenure promotion file.

Summary of outside review process

16. The chair of the departmental committee shall prepare a memorandum summarizing results of the outside review process. This summary shall list the names, positions, and organizations of the reviewers from whom evaluations were requested This listing shall identify those reviewers selected by the faculty member, those selected by the departmental committee, and from whom a response was obtained. This memorandum shall also identify and explain the reason for any deviation from the policies and procedures stated above.

Exceptions to these policies

17. If in the judgment of the departmental committee, circumstances necessitate a deviation from the policies stated above, the committee shall enumerate and explain the reasons for such deviations in the memorandum which summarizes results of the outside review process.

APPENDIX D: Financial Aid

Identify or refer to relevant printed materials included in the Appendix which describes available scholarships and the necessary requirements for application or describe the available financial assistance which the institution may use for the benefit of students.

Summarize those financial benefits or scholarships which are under the control of the school.

Use the following format:

Types	No. & Amount Two Years Ago	No. & Amount One Year Ago	Present No. and Amount
Landscape Architecture Scholarships*	8 ($1,600)	15 ($3,750)	10 ($5,750)
Prizes/Fellowships**	--	--	--
Other (Research Assistantships)	17 ($18,830)	12 ($16,687)	2 ($4,430)
Non-School Scholarships	2 ($1,000)	--	1 ($1,500)

* The Richard B. Myrick Endowed Scholarship is the source of numerous scholarships, ranging from $200 to $1,000 and awarded annually.

** The program offers no fellowships at the present time; doing so is a part of future development plans.

APPENDIX E: Special Equipment, Space or Teaching Aids

List teaching aids, computer equipment, projectors, photographic equipment, special space utilization, etc.

Model Shop (Room 113)

Located on the first (ground) floor, the model shop is fully equipped with work tables and electric power saws, and is staffed by a full-time experienced person to give safety and directional instruction to students and faculty. The primary mission of the Model Shop is to provide a safe and effective environment for the user. Storage space for models and other student work is located in Room 103EB.

The model shop contains the following equipment:

1 – 10" tilting arbor unisaw	1 – circular saw – 7 ¼" blade
1 – Model RC-33 13" planer	1 – sand blasting cabinet
1 – motorized miter box	1 – micro table saw
1 – 24" scroll saw	1 – pneumatic brad nailer
1 - router	1 – 12 speed drill press
1 – ½" electric drill – reversible	4 – orbital sanders
1 – Oxy/ACE gas welding and cutting torch	1 – 3" x 18" belt sander
1 – arc welder	1 – Dremel multipro
1 – sander/grinder	1 – bench oscillating spindle sander
1 – 3/8" electric drill	1 – 9" bench band saw
1 – 12 gallon vacuum	1 – band saw
4 – palm grip sanders	1 – 6" x 10" belt/disc sander
1 – jig saw	1 – 1" x 5" belt/disc sander

Visual Resource and Digital Imaging Facilities - (Room 109, 111)

The Digital Imaging Lab is a three room suite consisting of a general area, a six-stall gang darkroom, and a studio for photographing architectural models and drawings. The general area has 3 G3 Mac workstations, one of which has an Epson Expression flatbed scanner, a Nikon slide scanner and a large format printer. Models and drawings can be photographed with film or digital cameras available in the lab, and downloaded to various formats. The gang darkroom is available to all students of the School for black-and-white film developing and printing.

The School of Architecture **Visual Resources** facility provides images, primarily in 35mm format, to support teaching and research for undergraduate and graduate courses in history, theory and design, for the Architecture, Landscape Architecture and Interior Design programs within the School.

The image collection covers all aspects of the entire history of architecture design and practice, from cave dwellings and primitive forms to recent contemporary structures, in all areas. Theory and criticism are taught by reference to the visual images.

The process for digital imaging has just been established. The image collection, as of July 2002, offers almost 64,500 slides and 1200 digital images. Of these, at this writing, about 4500 slides and 750 digital images are specifically landscape architecture material, in categories of landscape history, contemporary landscape designers and urban parks, as well as a plant materials section of over 1200 slides.

The Visual Resources collection is administered within the School by a full time visual resources professional, who has access to source material from the Art and Architecture Library. The facility is available to all faculty of the School of Architecture at any time, with limited availability to faculty of other departments of the University. Nearly the entire collection is produced from duplication of faculty-contributed slides.

The Visual Resources Curator is a full-time professional with two degrees in related (Humanities) fields, was formerly Architecture Librarian from 1978 to 1983, and has been the Slide Librarian for the School of Architecture for the last 20 years. He administers and manages both the visual resources facility and the digital imaging lab.

Dr. William Ruzicka
Visual Resources Curator

APPENDIX F: Special Facilities and Activities Available

Describe and list specific facilities and activities which contribute directly to the quality of the program (e.g., arboretums, research centers, computing facilities, experimental areas, exhibit halls and museums).

Main Computer Graphics Lab

The School of Architecture supports a computing facility which houses thirteen Dell GX300 Pentium III Workstation computers, 3 Intel PentiumII 450 based PCs, two AMD 400 equipped PC's, and three Macintosh G3 computers for a total of twenty computes. This facility provides the graduate landscape architecture program with a variety of platforms and software for class instruction and program research. The lab is staffed by one full-time lab supervisor, Charles B. Schneider. He is assisted by ten to twelve work-study students, depending on the semester and demand for the lab. The School's educational mission for computing is supported by two faculty members in architecture and one faculty member in landscape architecture.

The Intel Pentium based computers are running the following software: Windows 2000 Pro, Bentley Microstation V8, FormZ, ESRI ArcView GIS, Adobe PhotoShop, Adobe Acrobat, and Microsoft Office 2000.

The Macintosh platform has the following software packages installed: Mac OS 9.1, Adobe Photoshop, Adobe Illustrator, Adobe Pagemaker, Adobe Acrobat, Microsoft Office 2001

The Macintosh and Intel computers, as well as printing devices, are networked via Ethernet. Printing devices are comprised of two HP1220C color large format Inkjet printers, one Epson 1520 color large format Inkjet printer, and one HP455C Inkjet Plotter.

Scanning peripherals include a three Epson 8.5X11 format color scanners.

ARRI CAD Lab

In addition to the Architecture facilities, the graduate landscape architecture program uses the Automation and Robotics Research Institutes CAD lab which is part of the UT-Arlington AutoCAD Training Center. The graduate program participates in this center by operating the Landcadd Training Center associated with the AutoCAD Training Center. This facility consists of ten 486 computers with AutoCAD and Landcadd. The lab has a Laser Printer and an E-Sized plotter. The introductory and advanced CAD classes are taught at this facility. Primary software used by the landscape architecture program is AutoCAD 12 and Landcadd 11.

Main Office Computing for Faculty, Staff, and Graduate Students

The main office includes two Macintosh computers for faculty, staff and student use related to communications, special projects, research or publications. There is a Macintosh IIcx and inkjet printer used primarily for printing course or research documents. There is also a Macintosh Power PC which is equipped with a LaCie Silverscan IV color flatbed scanner, a fax modem, a 20" color high resolution monitor, and is networked to a HP Laserjet 4M printer. Software includes Photoshop, Pagemaker, Microsoft Office, Aldus SuperPaint, and Claris Works.

Administrative Computing in the School of Architecture

The graduate landscape architecture program is supported by the School of Architecture office staff who use Macintosh Power PC computers for word processing, budgeting, and other support functions. The academic records are maintained using an Intel 486 running terminal emulation software connected to the Administrative Computing's Mainframe via campus Intrante. (Ethernet and fiber optic) The office uses various laserjet and inkjet printers to support the faculty in their document processing needs. Software set includes Microsoft Office Standard (Macintosh) and Microsoft Word and Excel (Intel PC). System software is Mac OS 7.5 (Macintosh PC's) and Windows for WorkGroups 3.1 (Intel PC's). The main office computers are supported by Academic Computing Services.

University Computing and Network Services

Academic Computing Services provide a number of open PC, Macintosh and UNIX labs around the campus. These labs are located in Business, Central Library, Fine Arts, Life Sciences, Nedderman, Ransom Hall, and University Hall. All users in these labs have Internet access. The following list of software (from the Ransom hall facility) generally reflects what is available for academic use.

Macintosh (Mac OS)

Adobe Acrobat	Adobe Illustrator	Adobe Pagemaker	Adobe Pagemill
Adobe Photoshop	Adobe Premiere	Aldus Superpaint	BB edit Lite
Better Telnet	Clarisworks	Corel Draw Suite	Corel WordPerfect
Debabelizer Toolbox	Disinfectant	Drop PS	Fetch
Gifbuilder	JPEGview	Extend	Fractal Design Detail
Fractal Design Painter	Interactive Physics	KAI's Power Tools	KPT Bryce
Lightware 3D	MacGS	Macromedia Author	Macromedia Director
Macromedia Free	Mathematica	Microsoft Exchange	Microsoft Front Page
Microsoft Office	Netscape Comm.	SimpleTex	SAS
Sparkle	SPSS	Stuffit Expander	

Intel (Windows NT)

Adobe Acrobat	Adobe Illustrator	Adobe Pagemaker	Adobe Pagemill
Adobe Photoshop	Adobe Premiere	Clarisworks	Corel WordPerfect
Fractal Design Det.	Fractal Design Painter	Infozip	KAI's Power Tools
KPT Bryce	Lightwave 3D	Macromedia Author	Macromedia Director
Macromedia Free H.	Mathematica	Microsoft Exchange	Microsoft Front Page
Microsoft Office	Microsoft Visual Bas.	Netscape Comm.	SAS
SPSS	TCP3270	WS_FTP	

Sun (Solaris)

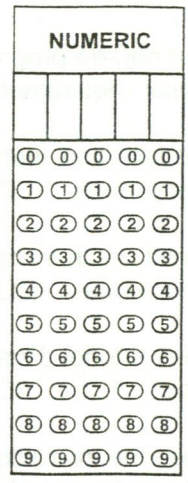
Matlab	Ansys	Java Workshop	Teamwork
Nastran			

THE UNIVERSITY OF TEXAS AT ARLINGTON
STUDENT EVALUATION OF TEACHING

GENERAL DIRECTIONS:

1. The instructor should not be present at the time the evaluation is given.
2. Write the code number the instructor gives you in the adjacent code boxes and then totally fill in the corresponding circles.
3. Please respond thoughtfully, as the results of this evaluation will be used to provide feedback to your instructor, who may use these results to make adjustments in instructional processes. Results of this evaluation will not be sent to instructors until final grades are distributed. Thank you for providing your perceptions on aspects of this course.

COURSE CODE



MARKING INSTRUCTIONS

- **Use a No. 2 pencil only.**
- **Do not use ink, ballpoint, or felt tip pens.**
- **Make solid marks that fill the response completely.**
- **Erase cleanly any marks you wish to change.**
- **Make no stray marks on this form.**

CORRECT: ● **INCORRECT:** ⊘ ⊗ ◒ ◉

PROFESSIONAL RESPONSIBILITIES: In the space on the back of this form, for any negative answers, please give specific examples that caused you to give this answer.

	Yes	No
1. Did the instructor provide a syllabus?	○	○
2. Was the instructor available to answer questions at the times that were designated, either in person or via email, phone, etc.?	○	○
3. Where applicable, was the instructor in attendance and on time?	○	○
4. Did the instructor make students aware of grading procedures?	○	○
5. Was the course content as described in the syllabus and/or in the University catalogue?	○	○
6. Were papers, projects, and/or exams graded and returned in a timely fashion?	○	○
7. Were you able to hear and understand the instructor?	○	○

8. Please review your responses to the seven (7) questions above. Overall, how would you rate the way that this instructor fulfills his/her professional responsibilities to this course?
   ○ excellent ○ very good ○ good ○ poor ○ unacceptable

INSTRUCTOR SKILL:

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
9. I would take another course from this instructor.	○	○	○	○	○
10. The exams/projects were presented and graded fairly.	○	○	○	○	○
11. The amount of work and/or reading was reasonable for the credit hours received in the course.	①	②	③	④	⑤
12. This instructor was an effective teacher.	①	②	③	④	⑤
13. Help was readily available for questions and/or homework outside of class.	①	②	③	④	⑤
14. The instructor was well prepared.	①	②	③	④	⑤
15. The instructor appeared to have a thorough knowledge of the subject.	①	②	③	④	⑤
16. The instructor summarized major points.	①	②	③	④	⑤
17. The instructor identified what he/she considered important.	①	②	③	④	⑤
18. The instructor showed interest in, and concern for, the quality of his/her teaching.	○	○	○	○	○
19. The instructor kept students informed of their progress.	①	②	③	④	⑤
20. The instructor suggested specific ways students could improve.	①	②	③	④	⑤

GO TO BACK

GENERAL INFORMATION

21. What is your classification?
○ Freshman ○ Sophomore ○ Junior ○ Senior ○ Degreed Undergraduate ○ Graduate

22. What was your grade point average prior to this semester?
○ Less than 2.0 ○ 2.0 - 2.5 ○ 2.6 - 3.0 ○ 3.1 - 4.0 ○ No GPA Yet

23. For your degree program, was this course a ____?
○ major requirement ○ major elective ○ general elective ○ general education requirement (core)

24. Upon registration, were you looking forward to this course?
○ very much ○ somewhat ○ neutral ○ not at all

25. Compared to other courses, how much effort have you put into this course?
○ much more ○ somewhat more ○ about the same ○ less than ○ much less than

26. I regularly attended class.
○ yes ○ no

27. How does the instructor of this course compare with other instructors you have had at this University?
○ among the worst ○ average ○ among the best

ESSAY

Consider the following two essay items carefully. Then write your comments below each item.

1. Expand on any items which you rated **positively**, and/or comment on other valuable aspects of the course and instructor.

2. Expand on any items which you rated **negatively**, and/or comment on other problem areas with the course and instructor. Suggest ways in which the instructor or course may be improved.

Course or Program-Specific Questions

Your instructor may desire your feedback on additional aspects of this course. Mark your answers below.

28.	①	②	③	④	⑤	35.	①	②	③	④	⑤
29.	①	②	③	④	⑤	36.	①	②	③	④	⑤
30.	①	②	③	④	⑤	37.	①	②	③	④	⑤
31.	①	②	③	④	⑤	38.	①	②	③	④	⑤
32.	①	②	③	④	⑤	39.	①	②	③	④	⑤
33.	①	②	③	④	⑤	40.	①	②	③	④	⑤
34.	①	②	③	④	⑤						

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THE UNIVERSITY OF TEXAS AT ARLINGTON

SCHOOL OF ARCHITECTURE

TO: Faculty, School of Architecture

FROM: Richard Dodge, Interim Dean

DATE: October 4, 2002

SUBJECT: Annual Faculty Report

Attached is a copy of the School of Architecture faculty annual report form. Please complete and return to the dean's office by October 23.

Richard

RLD:lw
attachment

BOX 19108 601 W. NEDDERMAN, RM. 203 ARLINGTON, TEXAS 76019-0108 T 817-272-2801 F 817-272-5098 http://www.uta.edu

The University of Texas at Arlington
School of Architecture (for internal use only)

Annual Report By Faculty Member for
Fiscal Year Ending August 31,20 ____ (Page 2)

Full Name _____

Academic Rank
and Program _____

OTHER TEACHING ACTIVITIES - please describe any participation in curriculum or program revision, any interdisciplinary teaching contributions, and any instructional innovations involving the use of new technologies.

OTHER ACADEMIC ACTIVITIES - Please list (1) significant committee and administrative assignments, on and off the campus: (2) academic related business, professional, and government service: (3) new honors and awards, such as teaching awards, awards for scholarship and creative work, membership in learned societies, election to offices in learned societies, etc.: (4) additional academic training and any degrees, licensures, and certificates received. (Please attach a separate sheet if necessary.)

ADVISING ACTIVITIES - Please describe student advising services, including service as undergraduate and graduate advisor during registration, orientation activities, student organization advising, recruitment and retention activities.

The University of Texas at Arlington
School of Architecture (for internal use only)

Annual Report By Faculty Member for
Fiscal Year Ending August 31,20 ____ (Page 3)

Full Name _____

Academic Rank
and Program _____

RESEARCH, SCHOLARLY AND CREATIVE ACTIVITIES

(Please attach a separate sheet as necessary)

CURRENT SCHOLARLY, RESEARCH AND CREATIVE INTERESTS – Please describe briefly your current scholarly, research, creative, artistic and professional interests, including those, if you choose, that may not be indicated by your publications, courses, or lectures.

PUBLICATIONS AND OTHER RECOGNNITION OF CREATIVE, ARTISTIC AND PROFESSIONAL ACTIVITIES – list significant publications and recognition of these activities where appropriate. Precede with an asterisk (*) any that appeared in a reference journal. Include works submitted for publication, but not those in progress.

PRESENTATIONS, LECTURES AND EXHIBITIONS – List papers read before learned societies, invited papers, lectures of a scholarly nature, and exhibitions of creative, artistic, and professional.

GRANT CONTRACTS – For awards processed through the Office of Sponsored Projects, review and attach Report of Active Projects for the current academic year. For any other awards, please provide (1) sponsor name, (2) current project period, (3) amount, and (4) title. List any grants applied for but not funded.

PATENTS OR SOFTWARE COPYRIGHTS – review and attach Report of Patients or Software Copyrights Issued for the current academic year as appropriate.

EVP & P 6/21-01 – Retain one copy for your files. Submit original and two copies to the department chair by October 1

The University of Texas at Arlington
School of Architecture (for internal use only)

Annual Report By Faculty Member for
Fiscal Year Ending August 31,20 ____ (Page 4)

Full Name _____

Academic Rank
and Program _____

REVIEWERS:

_____ _____ _____

Reviewers Faculty Evaluation
for Fiscal Year _____

Part A: Scoring System

Decimals may be used. This gives the opportunity for more fine-tuning of your scores, and carrying it out to one decimal place should be adequate.

The point system of scores is from a "0.0" minimum to a "4.0" maximum for each of the three evaluation areas. Add those three up and divide by three to obtain a final average score, still on a 4-point scale.

Range of Scores:

Name	Teaching	Research	Service	Average

Example: John Doe

Teaching Score = 2.9
Research Score = 3.5
Service Score = 3.0
Sum = 9.4 * 3 = 3.1333 Average Round off to

Action

Reviewers request consideration for promotion ☐

Reviewers recommend consideration for promotion ☐

Full Name _____

Academic Rank
and Program _____

THE OUTLINE OF EVALUATION CRITERIA

Teaching

I. The Course/ Instructor Evaluation Survey is our only formal evaluation vehicle, and the University Administration gives much credence to it. Therefore, no matter how much anyone objects, we as faculty should in our own interests, pay close attention to it.

Because the Course/ Instructor Survey scores range from 1.0 to 5.0 (with no "0" choice). It can be equated to the 4 point system, which has a "0" as choice, as follows:

Course/Instructor Survey Scores of 1,2,3,4,5, can be translated to equal School of Architecture Scores of 0,1,2,3,4.

Under this scoring system translate a value of 3 on our new 4 point scale.

I. a. In addition to paying close attention to the C/I Survey scores, modest additional credit should be given for:

- I.a.i teaching a particularly difficult required or large enrollment course;
- I.a.ii participation on Reviews and/or in classes by others,
- I.a.iii one-on-one teaching, including thesis and doctoral committees and special advising;
- I.a.iv recognition/appreciation of your students work; and
- I.a.v teacher training/education.

I.b. Significant additional credit given for:

- I.b.i preparation of new course;
- I.b.ii delivery of a new course;
- I.b.iii program/curricular innovations; and
- I.b.iv interdisciplinary teaching.

I.c. Most additional credit given for:

- I.a.i teaching award(s)

Full Name _____

Academic Rank
and Program _____

Research/Scholarship

II. Begin with 1 point if the instructor has identified areas of research interest **and** reads/travels/attends meetings to pursue those interests.

Things get confusing when you imagine your scoring on a University – wide or more cosmic scale. Thus, it is recommended that you think of our own School's Faculty, and the individuals within, only in terms of their standing relative to each other. This scoring system is for our internal use only.

II. a Modest additional credit given for:
- II.a.i producing design/writing or other professional work;
- II.a.ii oral presentation of work to peers, locally.

II.b Significant additional credit given for:
- II.b.i design built or project implemented;
- II.bii soliciting/receiving external funding;
- II.b.iii minor exhibiting or publication of design/writing or other work;
- II.b.iv invited paper, lecture, or discussant among peers, externally; and
- II.b.v interdisciplinary research.

II.c Most additional credit given for:
- II.c.i major publication of design/writing or other work;
- II.c.ii awards;
- II.c.iii oral presentation of work at prestigious venues; and
- II.c.iv major grants with significant student support impact.

The University of Texas at Arlington
School of Architecture (for internal use only)

Annual Report By Faculty Member for
Fiscal Year Ending August 31,20 ____ (Page 8)

Full Name _____

Academic Rank
and Program _____

Service

III. Begin with 1 point if the instructor has met his/her minimal committee commitments within School.

III.a Modest additional credit for:
III.a.i participation in particularly time- consuming committees such as a Search Committees and
III.a.ii participation at University level or in community.

III.b Significant additional credit given for:
III.b.i leadership within School, at University level, or in community; and
III.b.ii participation at State, National or international levels.

III.c Most additional credit given for:
III.c.i outstanding accomplishments as a result of leadership;
III.c.ii leadership in commitments at State, National, or international levels; and
III.c.iii awards.

Note: Each faculty member should go through a "self-scoring" exercise before finishing their Annual Report and bring it to their interview with their Review Committee, in order to help both in the preparation of the Annual Report and in anticipation of questions from the Review Committee.

THE UNIVERSITY OF TEXAS AT ARLINGTON

OFFICE OF THE PRESIDENT

MEMORANDUM

DATE: June 11, 2002

TO: Students, Faculty, Staff

FROM: Robert E. Witt Robert E. Witt

SUBJECT: **Tuition, Fees and the Future**

Tuition and fee increases have become part of academic life as more of the cost of higher education has been shifted from the state to the student. And the state's worsening financial situation strongly suggests that this trend will continue.

In early Spring, Senior Vice President Dan Williams and I met with the Student Fee Oversight Committee to discuss proposed tuition and fee increases for Fall, 2002. There was support for the proposed total increase of $8 per semester credit hour (SCH).

In the weeks that followed this meeting, my concern about the University's financial future grew.

Some of our financial challenges had been known at the beginning of Spring Semester:

- There would be no state funds for faculty merit raises,
- During the next biennium (i.e. September 2003 – August 2005), $5.8 million in capital equity funds will be removed from UTA's state budget,
- We would need to issue $5.0 million in bonds to add to the new Science Building budget to meet minimum building requirements (total project cost - $34.0 million),
- We would need to issue $5.0 million in bonds to fund a new facility for selected Fine Arts programs,
- Substantial funds would be required to fund renovations, computer labs, research labs, equipment, etc.

BOX 19125 701 SOUTH NEDDERMAN DRIVE ARLINGTON, TEXAS 76019-0125 T 817.272.2101 F 817.272.5656 e witt@uta.edu

However, additional financial challenges emerged as Spring Semester progressed:

- The State Comptroller predicted a $5-$6 billion state budget shortfall in the next Legislative Session which signaled significant funding pressures on higher education in the near future,
- The State Comptroller indicated that funding for staff salary increases was unlikely which will create a need to internally fund staff as well as faculty salary increases in the coming year,
- Enrollment growth and program growth have created a need for additional classroom and office space requiring the acquisition of two temporary buildings effective Fall, 2002,
- The cost of a critically needed renovation project for our Kinesiology Program was significantly greater than originally projected,
- Significant success in faculty recruiting, particularly in Engineering, increased our need for start-up funds for labs and equipment,
- Increasing competition necessitated increasing promotion and new program development funding.

As I considered our deteriorating financial prospects, I summarized our situation as follows:

<u>The Challenge</u>		Ensure academic quality Maintain momentum Retain financial strength Meet competition
<u>The Answer</u>	Invest:	in the future of our students In the future of our University
<u>The Decision</u>		An incremental fee increase

Effective Fall, 2002 tuition and fees will increase $6 per SCH more than initially planned, for a total increase of $14 per SCH. Effective Spring, 2003, fees will increase an additional $6 per SCH, for a total increase of $20 per SCH. The attached table summarizes the increases.

Implementation

After making the decision to incrementally increase tuition and fees, we briefed the Student Fee Oversight Committee, the President and Vice President of Student Congress and the Student Congress. In early Fall Semester, a Student Forum will be held to further explain and discuss the tuition and fee increases.

Summary

We are a good university on the path to becoming a great university. We have academic quality and have achieved the momentum for continued progress. However, hard-earned academic quality can rapidly erode. And momentum, like trust, once lost is difficult to regain.

We must not financially compromise our goals, our commitment to academic excellence, the future of our students, or the future of our University. The tuition and fee increase was necessary and unavoidable. Our students, faculty and staff deserve no less.

Attachment

The University of Texas at Arlington
Tuition and Major Fees

	Current per Semester Credit Hour	Previously Presented to Committee(s)	Increases Previously Presented	Additional Increase for Fall 2002 per Semester Credit Hour	Revised Fall 2002 per Semester Credit Hour	Additional Increase for Spring 2003 per Semester Credit Hour	Revised Spring 2003 per Semester Credit Hour
Major Fees							
(Undergraduate Texas Resident Student)							
State Tuition	$ 42.00	$ 44.00	$ 2.00	$ -	$ 44.00	$ -	$ 44.00
Designated Tuition	42.00	44.00	2.00	-	44.00	-	44.00
Computing and IT Charge	12.00	14.00	2.00	4.00	18.00	4.00	22.00
Library Services Charge	6.50	7.50	1.00	2.00	9.50	2.00	11.50
Student Services Fee	9.00	9.60	.60	-	9.60	-	9.60
Intercollegiate Athletics Fee	8.10	8.50	.40	-	8.50	-	8.50
Total Increase in Major Fees per Semester Credit Hour			$ 8.00	$ 6.00		$ 6.00	

Examples of total tuition and mandatory fees at various levels of enrollment:

Number of Hours	Tuition and Fees Fall 2001	Tuition and Fees Fall 2002	Tuition and Fees Spring 2003
	(Undergraduate Texas Resident Student)		
9	1,175.40	1,301.40	1,355.40
12	1,534.20	1,702.20	1,774.20
15	1,854.50	2,061.70	2,151.70

MINIMUM FACULTY ACADEMIC WORKLOAD REQUIREMENTS
WORKING SUMMARY

Based on official UT System Policy

(Applicable to all persons paid from the State appropriations for faculty salaries)

REQUIREMENT:
Full time faculty (100% state appropriated faculty salary) = 18 Credits per year

(Less than full-time in faculty salaries line item = requirement adjusted to budgetary percent)

Team-taught courses will have the teaching load credit divided according to the percent of responsibility as indicated on the official Instructor Course Assignment.

Composite sections are considered as one section and only one 100% responsibility-factor can be given for the joined sections.

TEACHING CREDITS:

COMPUTER CALCULATIONS FROM THE OFFICIAL INSTRUCTOR COURSE ASSIGNMENT
(Note: Course Instruction Type is determined by the Official Course Inventory)

UNDERGRADUATE:

Organized courses:

Lecture and seminar = 1 TL Credit per semester credit hour

Lab course = 1 TL credit for each 1.5 class contact hour (see course inventory) of instruction per week.

Individual instruction courses:

Supervision = 1 TL Credit for each 12 total student semester credit hours
(Student teaching, practicum,etc.)

Independent study = .10th TL credit for each student semester credit hour

(In no case will individual instruction in a single course generate more teaching load credits than if the course were taught as a regularly scheduled, organized course.)

GRADUATE:

Organized courses:

Lecture and seminar = 1.5 TL Credit per semester credit hour

Lab course = 1 TL credits for each class contact hour (see course inventory) of instruction per week.

Practicum = 1 TL credit for each 8 total student semester credit hours
Independent study = .20 TL credit for each student semester credit hour
Masters' Theses = 1 TL credit for each 6 total student semester credit hours
Doctoral Dissertations = 1 TL credit for each 3 total student semester credit hours

Undergraduate and Graduate:

Large sections will be given the following weighting factors:

Class Size	59 or less	60-69	70-79	80-89	90-99	100-124	125-149	150-174	175-199	200-249	250 or more
Weighting Factor:	1.0	1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8	1.9	2.0

NON-TEACHING CREDITS

(Credits which must be manually entered into the computer reporting system by the Reports Office, when submitted by the Dean's Office on the Teaching Load Summary Sheets)

Class Coordination: coordination of several sections of a single course = 1 TL credit for each 6 sections (maximum 3 TL credits)

Department Administration:

Department chair persons (or head of a comparable administrative unit) = 6 TL credits (maximum)

Academic Assistants to Dept. Chair = 3 TL credits (Maximum) (approval of institutional head required)

(Not to exceed 9 credits per semester except where composed of more than one academic discipline)

Reports Office

Canceled Sections because of insufficient enrollment (when an additional section is not available for assignment) = 3 TL credits (maximum)

(not granted for more than 2 consecutive long terms for any one faculty)

New faculty - during first year, in order to develop course materials (At the discretion of head of the department, and approval of the institutional head) = 3 credits (max.2 semesters)

New Course (curriculum)Development (At the discretion of head of the department, and approval of the institutional head workload credit may be granted) =

Presidential Credits:

1. Major academic advising responsibilities, = limited *
2. Basic or applied research (following a research work plan approved pursuant to institutional policy.)
3. Other: for preparing major documents in the fulfillment of programmatic needs or accreditation requirements, or duties performed in the best interest of the institution's instructional programs as determined by the head of the institution.

* Academic Workload credit granted by the head of the institution for such purposes limited to 1% of the total semester credit hours taught at the institution during the comparable (fall or spring)semester in the previous year.

7/20/98

SUBCHAPTER 5-1600. EQUAL EMPLOYMENT OPPORTUNITY/AFFIRMATIVE ACTION

Sec. 5-1601. Program Policy Statement

The University of Texas at Arlington is an equal employment opportunity employer. The University does not discriminate on any basis prohibited by applicable law including race, color, religion, sex, national origin, disability, age, or veteran status in recruitment, employment, promotion, compensation, benefits, or training. It is also the University's policy to maintain a work environment free from discrimination on the basis of sexual orientation. The University of Texas at Arlington is committed to seeking the best qualified person to fill each available position and will reward each employee based on his or her job performance.

This Equal Employment Opportunity/Affirmative Action policy shall be implemented throughout the University. It is the responsibility of all departments and personnel to ensure the University's compliance.

The Equal Employment Opportunity/Affirmative Action Office was established in 1973 to investigate allegations of discrimination. Complaints regarding impermissible discrimination should be brought to the Equal Employment Opportunity Office. The Director of the Equal Employment Opportunity Office reports directly to the Provost and the President. Any employee who feels he or she has been discriminated against should contact the Director at 710 S. Davis Street (272-2106). All inquiries will be confidential, to the extent permitted by law, and no employee should fear reprisals.

Equal Employment Opportunity is the law; discrimination is prohibited by the Civil Rights Act of 1964, Executive Order 11246 as amended, the Rehabilitation Act of 1973, the Vietnam Era Veterans Readjustment Act of 1974, the Age Discrimination Employment Act of 1967, as amended, the Immigration Reform and Control Act of 1974, and the Americans with Disabilities Act of 1990. Anyone who believes he or she has been discriminated against on the basis of race, color, religion, sex, national origin, disability, age, or veteran status may contact the United States Government's Equal Employment Opportunity Commission or Office of Federal Contract Compliance Programs, both of which are in Dallas.

THE UNIVERSITY OF TEXAS AT ARLINGTON

Tenure Policy

Listed below is the tenure section of The University of Texas at Arlington **Handbook of Operating Procedures.** The Policy of The University of Texas System is set forth in the **Rules and Regulations of the Board of Regents of The University of Texas System,** Part One, Chapter III, Section 6. Copies of the Regents' **Rules** are available for inspection during normal business hours in the offices of the University's academic deans and directors.

Sec. 6-302. Tenure-The University of Texas at Arlington

(a) Tenure denotes a status of continuing appointment as a member of the faculty at The University of Texas at Arlington. Only members of the faculty with the academic titles of professor, associate professor, or assistant professor may be granted tenure.

(b) Members of the faculty promoted to the academic rank of professor or associate professor while in service at The University of Texas at Arlington shall acquire tenure upon approval of such promotion.

(c) Appointment to the faculty in the academic rank of professor or associate professor may be with tenure in instances where the individual has already acquired a distinguished record at another university, in government service, or in business or industry. Such appointments require ample justification and approval by the Board of Regents.

(d) Visiting professors and visiting associate professors shall be so designated, shall be appointed for a term of no more than one academic year, and may be given not more than one additional appointment of one academic year. Service in a visiting status shall not be counted toward fulfillment of a probationary period related to acquisition of tenure.

(e) Tenure may be granted after satisfactory completion of a probationary period of full-time academic service in such ranks. The period of such service shall in no event exceed seven academic years. Not later than August 31 of the sixth academic year of such service affected instructors and assistant professor shall be notified in writing that the subsequent academic year will be the terminal year of employment or that beginning with the subsequent academic year tenure will be granted in the rank of assistant professor. Persons whose initial appointment to service on the faculty is at the academic rank of professor or associate professor may serve a maximum of four years of probationary service and must be notified not later than May 31 of the third academic year of service that the subsequent academic year will be the terminal year of employment, or that beginning with the subsequent academic year tenure will be granted at the appropriate rank. In the event that a nontenured faculty member is to be given a terminal appointment sooner than provided hereunder, notice thereof shall be given in accordance with Sec. 6-303(b).

(f) For purposes of calculating the period of probationary service, an "academic year" shall be the state fiscal year. One year of service toward acquisition of tenure is accrued by at least nine months full-time academic service. If a faculty member is initially appointed during an academic year, the period of service from the date of appointment to the beginning of the state fiscal year shall not be counted toward fulfillment of the probationary period of faculty service. Service in the academic rank of instructor is to be counted toward fulfillment of the probationary period requisite to acquisition of tenure. Periods during which a faculty member is on leave of absence may not be counted as service toward acquisition of tenure.

(g) All faculty appointments are subject to approval by the Board of Regents. No nontenured member of the faculty should expect continued employment beyond the term of his current appointment as approved by the Board. Any commitment to employ a nontenured member of the faculty beyond the term of his current appointment shall have no force and effect until approved by the Board.

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Part One - Organizations, Policies, and Procedures
Part Two - Student Services, Activities, and Policies

CHAPTER 6. FACULTY MATTERS

SUBCHAPTER 6-100. TITLES

Sec. 6-101. General

All teaching positions are identified by titles in Part One, Chapter III, Section 1.8., of the Rules and Regulations of the Board of Regents.

SUBCHAPTER 6-200. HONORARY TITLES

Sec. 6-201. Emeritus Titles

A. Emeritus titles connote distinguished and honorable service to U. T. Arlington. The appointment may be made only after complete retirement and is for life. A minimum of ten years' full-time service is a requirement. It may be conferred upon professors and associate professors only after final approval by the Board of Regents.

B. Since selectivity is implied in the awarding of the Emeritus title, it shall be made by the President only upon recommendation of a committee designated for that purpose by the Faculty Senate. Nominations may be submitted to the Faculty Senate by three tenured faculty members. Members of the committee shall consider the nominations in executive session and make their recommendations directly and confidentially to the President.

C. Professors Emeritus may be assigned office space when such space is available.

SUBCHAPTER 6-300. PROMOTION AND TENURE

Sec. 6-301. Guidelines

If a university is to perform its function effectively, it is essential that faculty

members be free to express new ideas and divergent viewpoints in their teaching and research. In the process of teaching and research, accepted "truths" often must be challenged and questioned. A good university must create an atmosphere that encourages faculty members to express new ideas and divergent viewpoints and to make inquiries. Such an atmosphere currently exists at The University of Texas at Arlington, and tenure has contributed substantially to the creation of this atmosphere. Simply stated, free inquiry and expression are essential to the maintenance of excellence; tenure is essential to free inquiry and expression. The tenure system must continue if the University is to recruit and maintain a distinguished faculty. While tenure would be an integral part of the University's relationship with the faculty without regard to the competitive situation, it is also important to note that the outstanding universities through the country have tenure systems and that The University of Texas at Arlington's competitive position as it attempts to recruit and retain outstanding faculty members would be damaged beyond repair if tenure were abandoned or seriously weakened.

The decisions to grant tenure and/or to promote a faculty member are among the most vital that take place in a university. The excellence of a university and its reputation and standing among its peers are determined by the achievements of its faculty and graduates. Accordingly, the promotion of faculty members and the granting of tenure are based primarily on demonstrated performance in meeting the following criteria:

1. teaching;

2. scholarship (including research or other creative activities);

3. service to the institution, the wider community and the professions.

These promotion and tenure guidelines are intended to support the goals of UTA and provide direction for individual faculty members. The purposes of this document are to communicate essential elements related to promotion and tenure activities and to help clarify the process for individuals eligible for tenure and promotion who desire to advance their careers at UTA. These guidelines are intended to be a helpful auxiliary to existing Board of Regents and University policies.

The process of promotion to Associate Professor should be managed particularly carefully because this entails granting tenure by the University. The subsequent promotion to Professor is primarily a distinction conferred by one's peers in recognition of outstanding achievement.

Sec. 6-302. Basic Premises

A. There are some premises upon which these guidelines are based:

1. Tenure will continue as a cornerstone of the University's relationship with its faculty. It is not only compatible with academic vitality, but essential to it.

2. Consistent with the University's educational needs, and as permitted by its resources, faculty members in tenure-track positions may be given the opportunity to be reviewed for tenure in any year.

3. The institution must provide a tenure system that will attract new members so that the institution may continuously revitalize itself.

4. The University will retain the flexibility to adjust its educational programs to meet the needs of students and society, and to take into account advances in the world's knowledge base.

5. Peer review and recommendation for tenure initiates in the faculty member's department/school/unit, and may be subsequently recommended to the college (where appropriate) and the University. The University administration makes a final recommendation, through the Chancellor, to the Board of Regents.

6. Only full-time faculty in tenure track positions (Instructor, Assistant, Associate, and Full Professors) shall be eligible for tenure.

A faculty member in a tenure track position may request consideration for tenure and/or promotion in any year. However, if he or she has served longer than a maximum of five years in a full-time tenure-track capacity, the faculty member must be reviewed in the next tenure review cycle.

Individuals who have held positions in other organizations (generally faculty positions at other institutions of higher education) may join the University with shortened probationary periods or even with tenure upon arrival upon recommendation of the appropriate department/school/unit's promotion and tenure (P/T) committee and approval by the Board of Regents. In every case, the terms and conditions of such employment must be made explicit and put in writing.

Sec. 6-303. Procedures for Tenure and Promotion Decisions

The promotion and tenure process for the University will be initiated annually by the Office of the Provost. This action will occur early enough to allow for outside peer reviews, and shall specify the deadlines for submittal of tenure and promotion recommendations to Deans/Directors and the Provost.

The process for an individual faculty member begins with submission of an application for promotion and tenure. All untenured tenure-track faculty will be reviewed for tenure in the sixth year of full-time academic service. The entire process is depicted in Exhibit 1. The content and format of the application is described in Exhibit 2. Exhibit 3 describes outside review letter procedures.

Sec. 6-304. Annual Review

All tenure-track faculty will be reviewed annually by the departmental/school, center/or equivalent unit P/T committee. The committee will submit a written report to the departmental chairperson/equivalent detailing the accomplishments of the faculty member and describing any deficiencies that the faculty member should address. A secret ballot vote to either reappoint or not reappoint untenured faculty in tenure-track positions will be conducted. The results of the secret ballot will be included in the committee's report. Copies of the committee's report will be forwarded to the faculty member, departmental chairperson and dean. A copy of the committee's report will be placed in the faculty member's personnel file in the department or equivalent unit where it will be retained indefinitely.

Sec. 6-305. Promotion and Tenure Committees

The P/T committee for all untenured tenure-track faculty considered for tenure and/or promotion will be within the department, school, or other unit. A college/level P/T committee will advise the Dean on tenure and promotion recommendations submitted by departments. The University Tenure and Promotion Committee will advise the President on tenure and promotion recommendations received from colleges, schools, centers, or other units. The University Hearing Panel will have the responsibility for processing appeals of the Provost's recommendations to the President. Tenure and promotion committee members may not have concurrent committee membership and administrative appointment.

Sec. 6-306. Committee Composition within Colleges

Departments will establish departmental P/T committees. Departmental committees will have a membership of three (3) or more tenured faculty of appropriate rank. Committee size, composition, term of office (and term limitations, if desired) will be developed by vote of the voting faculty of the department. If the departmental committee shall consist of fewer members than the total number of tenured faculty members in the department (excluding deans, assistant and associate deans, chairpersons or equivalent), the committee shall be elected by vote of the voting members of the departmental faculty.

The college will establish a college P/T committee. The P/T committee will review departmental chair and P/T committee recommendations and such oral or written responses to them as a faculty member under consideration may choose to provide. Appeals of departmental recommendations made by the faculty member under consideration will be heard by the college P/T committee. This committee will advise the Dean on these matters. The college P/T committee will have a membership of three (3) or more. Committee size, composition, term of office and term limitations, if appropriate, will be developed by vote of the voting faculty of the college.

Committee members will be elected in a manner prescribed by the voting members of the college faculty.

Sec. 6-307. Committee Composition within Schools, Centers, and Equivalent Units

Schools, centers and equivalent units will establish a tenure and promotion committee that will make tenure and promotion recommendations to their academic unit administrator. The committee will have a membership of three (3) or more tenured faculty members of the appropriate rank. Committee size, composition, term of office (and term limitation, if desired) will be developed by vote of the voting faculty of the school, center or equivalent units. If the P/T committee shall consist of fewer members than the total number of tenured faculty in the school, center or equivalent unit, the committee shall be elected by vote of the voting members of the faculty.

Sec. 6-308. Tenure

A. Promotion to Associate Professor is with tenure. Recommendation of a candidate for tenure is one of the most significant responsibilities of a faculty member and can affect the long-term function and reputation of the entire University. Recommendations for promotion to Associate Professor shall be based on approved faculty developed criteria. These criteria are described in Section 6.311.

B. Promotion to the rank of Professor requires the recommendation of Professors and approval of the President, the Chancellor and the Board of Regents. Criteria for such promotions will be based upon those described in Section 6.311.

Sec. 6-309. Confidentiality

Except to the extent required to be disclosed by federal or state laws, regulations or court orders, all committee proceedings and discussions will be strictly confidential. Committee members may not divulge any information pertaining to their committee meetings, discussions, or recommendations.

Sec. 6-310. Undersized Committees

If a department, college, school, center, or equivalent unit lacks sufficient faculty members of appropriate ranks to provide a committee, sufficient qualified faculty from related disciplines (same college, school, center, or equivalent unit where possible), shall be selected by vote of the voting faculty of that unit.

Sec. 6-311. Criteria for Promotion and Tenure

Each college/school/unit is obliged to provide clear guidance to faculty members relating to performance evaluation. This is essential for conducting annual performance reviews as well as for setting objectives for the tenure and/or promotion process. Evidence of achievement may include, but not be restricted to, the following domains: teaching; research/scholarship and creative activities; and service to the University, community and profession. Although there are higher expectations for promotion to Professor than Associate Professor, all applicants are expected to have achieved distinction in the following areas:

A. Effective teaching, including a record of successful direction of the work of graduate students, where appropriate.

B. Scholarship supported by a publication record that includes related journals for creative work of a professional nature, where appropriate.

C. Recognition of scholarship or creative contribution by peers at the national level.

D. Contribution to the mission of the University by providing professional service to the University, community and profession.

Evidence of high achievement in these areas can be demonstrated as follows:

1. Teaching

Teaching effectiveness is evaluated by both peer and student assessments, and if appropriate, by outside recognition of the teacher and/or the teacher's students. It is vital that reliable and valid information concerning teaching effectiveness be included as part of the evaluation. Documentation may include, but need not be limited to:

(a) Teaching assignments, to include course numbers, title, semester taught, and number of students.

(b) Teaching effectiveness, to include student ratings, course methods including syllabi, ratings by colleagues based on classroom observations, thesis and dissertation direction or membership on dissertation committee(s).

2. Scholarship/Research and Creative Activity

Scholarly and/or creative accomplishment is required for promotion and tenure for a number of reasons:

(a) It is evidence of the faculty member's contributions to the field and advances excellence in the disciplines and professions.

(b) It invigorates teaching.

(c) It provides the faculty member with a means of intellectual growth.

Documentation may include, but not be limited to:

(a) Books published or certified acceptance for publication, journal and related manuscripts from refereed competition, editorial activities, other.

(b) Publications growing out of theses and dissertations in which the faculty member served as committee chair or member, awards and other citations for thesis/dissertation research/refereed competitions.

(c) Significant creative and professional work (e.g., art, architecture, theater, music, dance), awards for creative writing, special recognition for performances, exhibits, etc.

(d) Sponsored activities, proposals submitted, grants, and other contracts received, intellectual properties developed.

3. Service to University, Community, and Profession

Service involves use of the faculty member's knowledge and leadership abilities to assist various constituencies. Because of the diverse units and variations in the extent and character of their external interactions, service activities will be manifested differently but with a common connectedness to teaching and scholarship. As is the case with all public supported universities, UTA has an obligation to make sure that the scholarly pursuits of its faculty serve the needs of society and that society has easy access to the results of these scholarly pursuits. To a larger degree, the success of UTA depends upon its ability to develop a signature image as an institution attuned and responsive to the needs of society. The image is developed by the service component of faculty assignments.

Criteria might include:

(a) Evidence of committee contribution and/or committee membership at the department, school, college and university levels.

(b) Involvement in community events.

(c) Service and offices held in professional associations.

(d) Effective use of telecommunications and/or other outreach media, student advisement.

(e) Consultant assistance at the local, state, national and international levels.

(f) Promotion of alumni support.

Documentation may include but not be limited to:

(a) Evidence of membership on university, college/school, community and/or organizational committees or boards.

(b) The development and production of curriculum materials for professional development in educational and other organizational settings.

(c) Active involvement in student registration, recruitment and retention.

(d) Participation in student advising with documentation of student contact.

(e) Professional TV and radio appearances, as well as newspaper and newsletter editorials of an educational nature.

(f) Participation in commencement and other university-wide functions.

(g) Active involvement in professional societies and professional institutes.

(h) Evidence of any other outstanding community service distinctions.

Sec. 6-312. Appeal of Tenure and Promotion Recommendations

It is the right of a faculty member to appeal an unfavorable tenure and/or promotion recommendation made by a department chair, dean, school or center administrator or equivalent, department, college, school, center or equivalent, or university P/T committees. The process appears in Exhibit 1-A.

Sec. 6-313. Department Appeals

A faculty member may appeal tenure and/or promotion recommendations made by the department chair or P/T committee to the college P/T committee. The faculty member will be afforded the opportunity to submit written

statements or documentation in support of the appeal, or to make oral presentation before the college P/T committee.

Sec. 6-314. College, School, Center or Equivalent Unit Appeals

A faculty member may appeal recommendations made at the college, school, center or equivalent unit level to the University Tenure and Promotion Committee. The faculty member will be afforded the opportunity to submit statements or documentation in support of the appeal or to make oral presentation before the committee.

Sec. 6-315. Appeal of Provost's Recommendation

A faculty member may appeal recommendations made by the Provost to the University Hearing Panel (as defined in Subchapter 3-700). The faculty member will be afforded opportunity to submit written statements or documentation in support of the appeal or to make oral presentation before the committee.

Sec. 6-316. Notification of Unfavorable Recommendation

A faculty member will be notified in writing of an unfavorable recommendation. The notification must be within five (5) working days of the recommendation date. Notification of departmental recommendations (chair and P/T committee) will be made by the college dean. Notification of college, school, center or equivalent unit will be made by the Provost. Notification of the Provost's decisions will be made by the President.

Sec. 6-317. Faculty Response to Notification

A faculty member will have ten (10) working days from date of notification of an unfavorable recommendation in which to file an appeal with the appropriate committee (college or university P/T committees or Hearing Panel).

Sec. 6-318. Committee Recommendations

The appropriate P/T committee (college or university) or University Hearing Panel will schedule the appeal within five (5) working days of the receipt of an appeal notification submitted by a faculty member. The committee will report its recommendations to the appropriate administrator, college dean, school, center or equivalent unit administrator, Provost or President, department chair and P/T committee, and faculty member within five (5) working days. A copy of the committee findings and recommendations will be placed in the faculty member's personnel file.

EXHIBIT 1

Content and Format of Documentation Required for Promotion and Tenure Review Procedures

A. Introduction

This exhibit describes the standard content and format for documentation support a faculty member's consideration for promotion and/or tenure. Tl requirement of a standard content and format is necessary to ensure that a major aspects of a faculty member's performance are addressed, and that candidates are treated uniformly. A principal objective of this policy doc is to try to ensure that no person receives unfavorable consideration simpl because the nomination package was incomplete or poorly prepared.

Faculty members who are considered for promotion and/or tenure should aware that as nominations are carried forward to higher administrative lev individuals reviewing the nomination have less firsthand knowledge of hi performance than the departmental committee. Thus, whereas a departme committee might have only a modest need for detailed written informatio because of the day-to-day contacts its members have with the nominee, m of the College level committee rely principally on the information contain the nomination documentation in making their decisions. Therefore, the c and presentation quality of the documentation become increasingly impor consideration proceeds to higher levels of administrative authority.

To facilitate effective preparation and modification of the documentation, new material that is required and that originates with the faculty member' departmental committee or dean's office, shall be typed using a word proc The material shall be printed on a laser printer or its equivalent. Where photocopies of documents are used, it is essential that all such copies be o quality. Smeared, faded, or low contrast copies are not acceptable.

In the following paragraphs, each major element of the documentation sul to the Provost is described:

B. Cover Page

Each file shall have a cover page that contains the following information:

1. Name of the faculty member
2. Department
3. College/school/unit
4. Proposed action
5. Current academic year

This information shall be capitalized, double-spaced, and centered on the page.

C. Recommendation of the Dean

Following the cover page, a memorandum addressed to the Provost shall state the recommendation of the Dean with respect to the proposed action.

D. Report of the College Promotion and Tenure Committee (where applicable)

Following the Dean's recommendation, the report of the college promotion and tenure committee shall be presented. The report shall consist of a single page. At the top of the page shall be the following title:

UTA	**The University of Texas at Arlington** **Report of the College of _____ Promotion and Tenure Committee**
The upper half of the page shall report the following information:	
Faculty Member	(Name of the faculty member.)
Department	(Academic department of the faculty member.)
Present Rank	(Current academic rank of the faculty member.)
Years in Rank	(Number of years the faculty member has held his/her current rank at UTA, and separately, the number of years the same academic rank has been held elsewhere.)
Present Tenure Status	(The faculty member's current tenure status at UTA)
Proposed New Rank	(The proposed new rank for the faculty member. If there is no proposed change, the report should so state.)
Proposed New Tenure Status	(The proposed new tenure status of the faculty member. If there is no proposed change, the report should so state.)
Results of the Committee Vote	(The number of committee members voting, by secret ballot for, against the nomination,

	abstaining and absent [e.g. 4 for promotion, 3 against promotion, 1 abstaining, 1 absent].)
The lower half of the page shall have the signatures of the committee members over their typed names. The chair of the committee shall be identified.	

E. Recommendation of the Departmental Chair

F. The next item in the documentation shall be a memorandum that provides a summary evaluation of the faculty member and states the chair's recommendation.

G. Report of the Departmental Promotion and Tenure Committee

The report of the departmental promotion and tenure committee shall follow the recommendation of the departmental chair. This report shall use the same format as described previously for the report of the college promotion and tenure committee and shall include a summary evaluation of the faculty member and the committee's recommendation.

In addition, for cases involving consideration for tenure, the "Tenure-Recommendation Transmittal Form" shall be presented at this point in the documentation.

H. Results of the Outside Review Process

The purpose of outside review letters is to provide an independent evaluation of the faculty member's contribution to the scholarly publications and/or creative and professional work in the faculty member's discipline. Outside review letters are required for all promotion and tenure decisions (see Exhibit 3).

The chair of the departmental tenure and promotion committee shall prepare a memorandum summarizing results of the outside review process. This summary shall list the names, positions, and organizations of the reviewers from whom evaluations were requested. This listing shall identify those reviewers selected by the candidate, those selected by the departmental committee, and from whom a response was obtained. All responses received from the outside reviewers shall follow the summary memorandum.

I. Information Supplied by the Faculty Member

The final element of the documentation shall consist of the material that all faculty members considered for promotion and/or tenure are required to prepare. While this document has no formal title, it includes the following information regarding the faculty member:

1. Biographical Data
2. Teaching Activities
3. Scholarly and Professional Activities
4. University and Community Service

Copies of the format for the materials may be obtained from the Provost's Office.

J. Time Table

To facilitate the orderly processing of the review for promotion and tenure nominations and to comply with University deadlines, recommendations by the chair (Item E above) and departmental promotion and tenure committee (Item F above) as well as results of the outside review process (Item G above) and information supplied by the faculty member (Item H above) shall be forwarded to the Dean no later than November 15 (December 1). The Dean shall submit his or her recommendations to the Provost before the end of Fall Semester and no later than the last day before the beginning of the University's official holiday vacation for staff.

Because considerable lead time may be required to compile the required documentation, the departmental and college level evaluation processes should begin as early as is practical.

EXHIBIT 2

A. Outside Review Letters

The purpose of outside review letters is to provide an independent evaluation of the faculty member's contribution to scholarly publications and/or creative and professional work in the faculty member's discipline. Outside review letters are required for all promotion and tenure decisions. The following procedures pertaining to outside reviews shall be used by each departmental committee in making promotion and tenure recommendations.

B. Required Number of Letters

1. Each promotion file must include a minimum of five outside review letters.

2. The faculty member will be asked to provide the departmental committee with the names of a sufficient number of potential reviewers to ensure that a minimum of two letters are received from reviewers selected by the nominee.

3. The departmental committee will select a sufficient number of reviewers to ensure that a minimum of three letters are received from reviewers chosen by the committee.

C. Qualification of Reviewers

1. It is the responsibility of the departmental committee to ensure that outside review letters are requested from appropriate and respected scholars who serve in the faculty member's field of training, specialty, or in a closely related field.

2. Outside reviewers should serve or have served in the faculty member's field of training, specialty, or in a closely related field.

3. For faculty members who are considered for tenure or promotion to Associate Professor, it is expected that individuals who serve as outside reviewers will hold the rank of Associate Professor or Professor. For faculty members who are considered for promotion to Professor, it is expected that individuals who serve as outside reviewers will hold the rank of Professor.

4. Individuals who have served as dissertation committee members or co-author with the faculty member, or who are related to him or her by blood or marriage, or who are currently employed at The University of Texas at Arlington may not serve as outside reviewers.

D. Content of Letters Requesting Outside Reviews

1. Letters requesting an outside review shall specifically ask for an evaluation of the faculty member's entire record of scholarly publications, and/or creative and professional work in the faculty member's discipline, and a general assessment of his or her entire vita. The sample of material for review should include at least three to five of the faculty member's most significant published or creative/professional works as determined by the faculty member.

2. The departmental committee is viewed as the primary source for evaluating the faculty member's teaching effectiveness, service contributions, and scholarship. Outside reviews shall be used to provide a supplementary evaluation of the faculty member's scholarly work.

3. All letters requesting an outside review will include the following statement:

> Under University policy, your letter will become a part of the official tenure and promotion file and will be held in confidence to the extent permitted by law and University policy.

E. Timing of Request for Outside Review Letters

Requests for outside reviewers should be mailed no later than September 15 and should request a reply no later than November 1.

F. Confidentiality of Outside Review Letters

To encourage outside reviewers to provide a candid evaluation of a faculty member's scholarship or creative/professional work, the contents of all outside review letters will be kept confidential to the extent permitted by law and University regulations. This policy should be communicated to the individuals who are asked to serve as outside reviewers.

G. Administrative Responsibility

1. The departmental committee shall draft letters that request an outside evaluation.
2. It is the responsibility of the chair of the departmental committee to ensure that requests for outside review letters are prepared, mailed, replies are received, and results summarized as described below.
3. All outside review letters received must be included in the tenure-promotion file.

H. Summary of Outside Review Process

The chair of the departmental committee shall prepare a memorandum summarizing results of the outside review process. This summary shall list the names, positions, and organizations of the reviewers from whom evaluations were requested. This listing shall identify those reviewers selected by the faculty member, those selected by the departmental committee, and from whom a response was obtained. This memorandum shall also identify and explain the reason for any deviation from the policies and procedures stated above.

I. Exceptions to These Policies

If in the judgment of the departmental committee, circumstances necessitate a deviation from the policies stated above, the committee shall enumerate and explain the reasons for such deviations in the memorandum which summarizes results of the outside review process.

SUBCHAPTER 6-350. TENURE

Sec. 6-351. Tenure – System Policy

General policy pertaining to tenure is set forth in the Board of Regents' Rules and Regulations, Part One, Chapter III, Section 6.

Sec. 6-352. Tenure – U. T. Arlington

A. Tenure denotes a status of continuing appointment as a member of the faculty at U. T. Arlington. Only members of the faculty with the academic titles of Professor or Associate Professor may be granted tenure.

B. Members of the faculty promoted to the academic rank of Professor or Associate Professor while in service at U. T. Arlington shall acquire tenure upon approval of such promotion.

C. Appointment to the faculty in the academic rank of Professor or Associate Professor may be with tenure in instances where the individual has already acquired a distinguished record at another university, in government service, or in business or industry. Such appointments require ample justification and approval by the Board of Regents.

D. Tenure may be granted after satisfactory completion of a probationary period of full-time academic service in the ranks of Assistant Professor, Associate Professor, or Professor. The period of nontenured service shall in no event exceed seven academic years. Not later than August 31 of the sixth academic year of nontenured service, affected Instructors and Assistant Professors shall be notified in writing that the subsequent academic year will be the terminal year of employment. In the event that a nontenured faculty member is to be given a terminal appointment sooner than provided hereunder, notice thereof shall be given in accordance with Sec. 6-303(B).

E. For purposes of calculating the maximum period of probationary service, an "academic year" shall be the state fiscal year. One year of service toward acquisition of tenure is accrued by at least nine months full-time academic service. If a faculty member is initially appointed during an academic year, the period of service from the date of appointment to the beginning of the state fiscal year shall not be counted toward the maximum probationary period of full-time faculty service. Service in the academic rank of Instructor is to be counted toward the maximum probationary period. Periods during which a faculty member is on leave of absence may not be counted as probationary service. Prior service at other academic institutions, whether inside or outside of The University of Texas System, shall not be counted toward the maximum probationary period.

The request for extension of tenure-track probationary period under certain limited circumstances must be consistent with the following guidelines:

1. A faculty member who determines that certain personal circumstances may impede his or her progress toward achieving

demonstration of eligibility for recommendation of award of tenure may make a written request for extension specifying the reason(s) for the requested extension. Personal circumstances that may justify the extension include, but are not restricted to, disability or illness of the faculty member; status of the faculty member as a principal caregiver of a disabled, elderly, or ill member of the family of the faculty member. It is the responsibility of the faculty member to provide appropriate documentation to adequately demonstrate why the request should be granted.

2. The request for extension shall be limited to one academic year. A request for an additional academic year's extension will follow the established request process, with the maximum duration of extension, whether consecutive or nonconsecutive, to be two academic years.

3. Normally, requests for extension must be made in advance of the academic year or semester for which the extension is desired and may be made no later than three months prior to the deadline for initiation of the mandatory review process.

F. All faculty appointments are subject to approval by the Board of Regents. No nontenured members of the faculty should expect continued employment beyond the term of his/her current appointment as approved by the Board. Any commitment to employ a nontenured member of the faculty beyond the term of his/her current appointment shall have no force and effect until approved by the Board.

G. The following academic titles may also be used. With the exception of the rank of Instructor, academic service within these ranks cannot be counted toward the satisfaction of any maximum probationary period. Appointments to these titles shall be for a period of time not to exceed one academic year. With the exception of the title of Instructor, such appointments shall terminate at the expiration of the stated period of appointment without the notification of nonrenewal required by Section 6-353.B. If it is determined that it is to the benefit of the University, reappointment to these titles may be offered.

1. Instructor. This title denotes a probationary appointment as a member of the faculty. During the period of probationary appointment to this rank, the scholarly competence, teaching performance, and professional promise of the candidate will be evaluated.

2. Lecturer. This title may be used for individuals who will serve as teachers and whose experience and qualifications are comparable to those of faculty members in untenured, tenure-track positions.

3. Senior Lecturer. This title may be used for special teachers who will augment and complement regular teaching faculty and whose

experience and qualifications are comparable to those of faculty members in tenure positions.

4. Assistant Instructor. This title may be used for certain graduate students teaching on a part-time or full-time basis who are in the last phases of their doctoral programs and who are unconditionally enrolled in graduate study.

5. Teaching Assistant and Teaching Associate. These titles apply to graduate students who are teachers and who are employed on a part-time basis. The only other teaching title for graduate students is Assistant Instructor.

6. Faculty Associate. This title may be applied to a person assigned to a research or nonteaching center, institute, or other unit or interdisciplinary program of the University.

7. Specialist. This title may be used for professional individuals who will serve as practitioners in specific areas of instruction, training, or supervision.

8. Visiting Professor, Visiting Associate Professor, and Visiting Assistant Professor. These titles are used only for temporary appointments of persons either visiting from other institutions where they hold similar ranks or who are brought to the University on a trial basis. Such appointments are limited to two years.

9. Adjunct Professor, Adjunct Associate Professor, and Adjunct Assistant Professor. One of these titles may be used when a qualified person from business, industry, government, private practice, or another institution of higher education may be teaching a course or participating in the teaching of a course. Except in special circumstances, this prefix should be used to designate part-time service on the faculty. Appointments to the faculty with an adjunct title may be with or without pay and shall be for a stated period of time not to exceed one academic year.

Sec. 6-353. Termination and Reappointment of Faculty

A. Termination of the appointment of tenured faculty members and of all other faculty members before expiration of the stated period of appointment, except for financial exigency, abandonment of academic programs or positions in accordance with established rules and procedures, or by resignation, or retirement, will be only for good cause shown. The procedures for hearing and determining termination for good cause are set forth in the Regents' Rules and Regulations, Part One, Chapter III, Section 6.3, and in this Handbook of Operating Procedures, Subchapter 3-700.

B. In the event of a decision not to reappoint a nontenured faculty

2003 Data Summary

Alumni Survey – Summary and Conclusions

Commitment to Profession

The great majority (88%) of alumni respondents have been actively engaged in work related to their degrees. A small minority (11.9%) indicate they have never in worked in the field or in a related field.

- A majority of respondents (51%) report they are members of ASLA.
- Nearly 42% of respondents are registered landscape architects. In most cases, their employers are supportive of their being registered.

Alumni

Alumni evidence a high level of interest in the program. The overall response rate for the alumni survey exceeded 50%; the response rate for MLA graduates exceeded 80%. The presence of so many alumni in the immediate area is another significant advantage to the UTA program.

- Alumni area readily available to serve on juries, give lectures/presentations, etc.
- Many alumni are in managerial and business owner positions in the area. Their firms are good places for students to have internships, and graduates to find employment.

Location

Program location provides a significant strategic advantage to the UTA program. The decision to locate the program at UTA (in the heart of the D/FW Metroplex) clearly has been an excellent one.

- Location was clearly the reason most respondents gave for deciding to attend UTA. Two-thirds of survey respondents indicated that program location was a major factor in their selection of the UTA program versus another LA program.
- As noted above, a significant percentage (68%) of alumni reside in the immediate Metroplex, probably because many of them (66%) were already living there when they began the program and because there are so many employment opportunities in the area. MLA programs that are not located in metropolitan areas do not enjoy these advantages.

Differences in responses of BSLA and MLA graduates

There were not as many demographic differences as originally anticipated in BSLA and MLA graduates on the items surveyed.

- Some areas where a difference was expected, but not found, were:
  - Compensation in first professional position
  - Highest level of compensation
  - Proportions of respondents who are registered
  - Proportions of respondents who are members of ASLA
  - Proportions of respondents who are members of other professional organizations other than ASLA
  - Proportions of respondents who listed significant professional accomplishments and honors
- A major difference was found, as expected, in terms of years in practice, with BSLA graduates having more years in practice. This was due to the fact that the

primarily noted practical reasons (such as finances, employment and the like) or personal reasons (family demands) as underlying the delay in completing the thesis. Despite alumni views in this area, it seems only logical that the shortage of faculty could be dragging out the thesis process.

Program Curriculum

The most significant thing about program curriculum from the viewpoint of the alumni survey is that the survey provided an objective, data-based way to look at curriculum through the eyes of an important constituent group. It allowed alumni to rate the importance of 22 curriculum areas, and how well prepared they felt they were in each curriculum area upon completion of the program.

- There was a high level of consensus across respondents concerning the importance of curriculum areas chosen for the survey. A majority of respondents felt every curriculum area was at least "Important."
- There was less consensus among respondents with regard to opinions of their own level of preparedness in each curriculum area when they completed the program. A majority of respondents felt they were insufficiently prepared in three areas:
    - Contract documents preparation
    - Proposals
    - Latest computer/software technology
- For the first two areas, it is likely that graduates learn the most about these areas once they leave school and go to work for a firm, learning their firm's format and approach to contract documents and proposals.
- For the third area, the view of insufficient preparation in the area of computers/software is interesting. Over 80% of respondents indicated that they use a least one type of software in doing their jobs, and most reported using multiple products. Even in the area of graphics/drawing, 83% of respondents reported that they use the computer to some extent in performing these activities. The fact that they felt they were insufficiently prepared in the area of computers/ software when they completed their degrees has not apparently held them back from learning how to use such tools on the job.
- Ratings of importance and preparedness were also compared to determine if they were "in balance;" that is, showing a strong correspondence between how important a curriculum area is and how well prepared graduates feel they are in that area. Respondents indicated they felt they were somewhat over prepared in the areas of:
    - History and theory of landscape architecture
    - Research strategies and techniques

  These results may indicate the need to more strongly "sell" the importance of these areas to students.
- The present research involved a critical and relatively stringent analysis of program curriculum and its effectiveness/appropriateness. The results of this inquiry support the ideal of continuous review and improvement of program curriculum. It must be borne in mind that the alumni views expressed on the survey are not the last word on curriculum analysis/design. Sources of data for such review and improvement need to go beyond alumni. For example, employers might be surveyed about preparedness of program alumni to provide a

different perspective. Curriculum areas should also be validated by conducting curriculum benchmarking and comparisons with similar academic programs.

Summary comments

In conclusion, the present research has utilized a systematic, data-based approach to considering views about the UTA program from an important constituent group – its alumni. The present study, while preliminary in its design and in the specific items of data collected, represents a sound start toward an approach that other academic programs might seek to adopt in the future. Conducting such research motivates a program to keep tabs on its alumni, where they are, and what they are doing. It allows a large amount of data to be compiled and utilized in a relatively efficient manner. The summarized results from such a study can also provide rich and interesting feedback back to the alumni themselves, who may often feel that the only time they hear from their alma mater is during fund-raising campaigns. At a higher level, alumni surveys also provide important opportunities for benchmarking and data sharing across institutions. Such data can be important in program and curriculum design. The growth and maturation of the landscape architecture field will be the ultimate, highly desirable result.

February 15, 2001

Subject: LANDSCAPE ARCHITECTURE ACCREDITATION

Dear Landscape Architecture Alumnus/Alumna:

In the fall of 2002, the Program in Landscape Architecture at The University of Texas at Arlington will be reviewed for its next accreditation cycle. The program was first accredited in 1994, and its first full accreditation occurred in 1997. Under proposed Landscape Architecture Accreditation Board (LAAB) standards, the next accreditation could be for six years.

A critical part of the Self Examination Report (SER) is an alumni survey. Would you please take a few minutes to complete the attached survey instrument, and return it by the due date? This confidential survey allows you to help us and the accreditation team assess the program's past and current strengths and weaknesses. In so doing, it also gives us needed data to influence our strategic planning for the next six years.

As a result, the survey is somewhat lengthy, taking approximately fifteen to twenty minutes to complete. Codes on each survey are for purposes of analysis and for sending second notices in case someone forgets to complete the instrument. No survey will be identified individually. Your input, regardless of when you graduated, is critical. Please do all you can to complete the survey right away, and return it in the postage paid envelope by the due date of **March 1, 2002.** You may also fax the completed form to 817.272.5098. Should you have any questions about the survey or the process of preparing for accreditation, please give either of us a call. And, thank you for your loyalty and support of the profession, and this program.

Sincerely,

Pat D. Taylor, PhD, ASLA
Professor
817.272.2801
pdt@uta.edu

Gary O. Robinette, FASLA
Professor
817.272.2801

_____

The University of Texas at Arlington
Program in Landscape Architecture Alumni Survey

Section I: Professional Experience

1. Do you now work or have you ever worked in the field of landscape architecture?
   _____ No _____ Yes I have been/was in practice for _____ years.

   If you answered "yes" to Question 1, please skip to Question 3.

2. If you answered "no" to Question 1, what has been your primary occupation since graduation?
   _____ **Please skip to Section II and answer the remaining questions on this survey, even if you have not worked in the field of landscape architecture.**

3. How many years have you worked or did you work in ***each*** of the following employment settings? ***Total years worked should add up to your response in Question 1.***

   Number of years worked

   _____ Landscape architecture design firm
   _____ Architecture firm
   _____ Architecture-engineering firm
   _____ Design-build firm
   _____ Nursery or horticultural firm
   _____ Other consulting firm
   _____ Sales/product representation
   _____ Educational institution
   _____ City or municipal government (please specify) _____
   _____ State agency (please specify) _____
   _____ Federal agency (please specify) _____
   _____ Other employment setting (please specify)_____

   ☐ **Total years (equal to years in Question 1)**

4. Please go back to the listing above and ***circle*** the employment setting you ***presently*** work in.

5. Consider your ***present position***, or the ***position you most recently held*** in the field of landscape architecture, and rank order the following activities you perform over the course of a year. The activity you spend the most time on should be ranked as "1" and the activity you spend the least time should be ranked as "10."

   Activity Ranking

   _____ Entering design competitions
   _____ Marketing (going after *new projects*)
   _____ Preparing presentation material for *existing projects*
   _____ Giving presentations about *existing projects*
   _____ Preparing contract documents
   _____ Construction management
   _____ Project management
   _____ Supervising the work of others
   _____ Performing administrative activities (for example, hiring, firing, payroll)
   _____ Other (please specify) _____

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Section I: Professional Experience (continued)

6. How large is the firm in which you presently work? _____ = Total number of Employees

7. What is your primary level of responsibility?

- ❑ Owner
- ❑ Project Manager
- ❑ Employee
- ❑ Educator
- ❑ Other (please specify) _____
- ❑ I'm not currently working

8. What was your ***annual compensation for the first job you held*** upon your graduation from UTA? **Please include bonuses and incentives, but not benefits such as medical coverage, life insurance, 401K employer contributions, and the like.**

- ❑ Less than $15,000
- ❑ $15,000 to $19,999
- ❑ $20,000 to $24,999
- ❑ $25,000 to $29,999
- ❑ $30,000 to $34,999
- ❑ $35,000 or more

9. What is **the *highest annual compensation*** you have received ***since graduation*** for working in the field of landscape architecture? **Please include bonuses and incentives, but not benefits such as medical coverage, life insurance, 401K employer contributions, and the like.**

- ❑ Less than $30,000
- ❑ $30,000 to $39,999
- ❑ $40,000 to $49,999
- ❑ $50,000 to $59,999
- ❑ $60,000 to $69,999
- ❑ $70,000 to $79,999
- ❑ $80,000 to $89,999
- ❑ $90,000 to $99,999
- ❑ $100,000 to $109,999
- ❑ $110,000 to $119,999
- ❑ $120,000 to $129,999
- ❑ $130,000 or more

10. Are you registered as a landscape architect? ____ No (If "no," please skip to question 13.)
_____Yes, I'm registered in the following states: _____
_____

11. How long after graduation did you become registered? _____ years.

12. What is your employer's view of registration? **Please check one best response.**

- ❑ My employer supports registration and pays for yearly renewal.
- ❑ My employer supports registration, but does not pay for renewal.
- ❑ My employer does not care one way or another about registration.
- ❑ My employer would prefer that I not be registered.
- ❑ I am self-employed and pay for my own registration.

13. Are you presently a member of the American Society of Landscape Architects (ASLA?)
_____ No (If "no," please skip to question 15.) _____ Yes

14. How many years have you been an ASLA member? _____years.

15. Do you belong to other professional societies? _____ No _____ Yes If yes, please list these societies:_____
_____

16. What software products do you or others in your firm use? **Please list all software, including both productivity (for example, Microsoft WORD, Excel and the like) and design products.** _____
_____
_____

17. Considering the ***graphics work*** you do in your job, what percentage is done by hand versus using the computer? Percent by hand = _____% Percent with the computer = _____%

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Section II: Educational Background

1. What degree or degrees did you receive prior to entering the landscape architecture program at UTA?

Degree	*Major*	*Year*	*College or University*	*Country*

2. What was your age upon entering UTA's landscape architecture program? _____ years.

3. Were you already attending UTA when you began the landscape architecture program?
_____ No _____ Yes

For question 4, remember that until the late 1980s, UTA offered *both* BSLA and MLA degrees in landscape architecture. If you received both degrees, please answer both parts of question 4.

4. I began my BSLA in ____/____ (month/year) and graduated in ____/____ (month/year.)
I began my MLA in ____/____ (month/year) and graduated in ____/_____ (month/year.)

If you completed the MLA degree at UTA, please answer questions 5 - 6. If you completed the BSLA degree only, please skip to question 7.

5. In completing the MLA degree:
I completed my coursework in _____ years and _____ months.
From the time I completed my coursework, it took me _____ years and _____ months to complete my thesis.

6. If completing your thesis took *more than one year* from the completion of your coursework, what were the reasons? **Please check as many as apply.**

- ❑ Financial considerations
- ❑ Faculty availability
- ❑ Family demands
- ❑ Job opportunities which do not require degree
- ❑ Relocation from the D/FW area
- ❑ Procrastination
- ❑ Other: _____

7. Have you received other degrees or educational credentials (*other than* Continuing Education Credits) since graduating from the UTA landscape architecture program?
_____ No _____ Yes If yes, please list these_____
_____

8. Where (city/state/country) did you live immediately before beginning the landscape architecture program at UTA?_____

9. Did you seriously consider another landscape architecture program before enrolling at UTA?
_____ No _____ Yes If yes, which program(s) did you consider (please list?) _____
_____

10. What was your ***primary*** reason for selecting UTA versus another landscape architecture program? _____

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Section III: Program Curriculum Areas -- How Important Are They? How Well Prepared Were You Upon Graduation?

Please circle the number on each rating scale which best reflects your assessment

Program Curriculum Areas	How **important** is this Area to successful performance in the field of landscape architecture?					How **prepared** were you in this Area when you graduated graduated from UTA?				
	Not Important	Slightly Important	Important	Very Important	Critical	Well Below Required Level	Below Required Level	At Required Level	Above Required Level	Well Above Req. Level
1. Basic horticulture	1	2	3	4	5	1	2	3	4	5
2. Board layout	1	2	3	4	5	1	2	3	4	5
3. Commercial project design	1	2	3	4	5	1	2	3	4	5
4. Construction/landscape technology	1	2	3	4	5	1	2	3	4	5
5. Contract documents preparation	1	2	3	4	5	1	2	3	4	5
6. Drawing, drafting, and delineation	1	2	3	4	5	1	2	3	4	5
7. Ecology	1	2	3	4	5	1	2	3	4	5
8. Ethics	1	2	3	4	5	1	2	3	4	5
9. History & theory of landscape architecture	1	2	3	4	5	1	2	3	4	5
10. Landscape Architecture Registration Exam content	1	2	3	4	5	1	2	3	4	5
11. Large-scale land use planning and design	1	2	3	4	5	1	2	3	4	5
12. Latest computer/software technology	1	2	3	4	5	1	2	3	4	5
13. Oral presentations	1	2	3	4	5	1	2	3	4	5
14. Plant material	1	2	3	4	5	1	2	3	4	5
15. Portfolio design	1	2	3	4	5	1	2	3	4	5
16. Professional practice	1	2	3	4	5	1	2	3	4	5
17. Proposals	1	2	3	4	5	1	2	3	4	5
18. Public park planning and design	1	2	3	4	5	1	2	3	4	5
19. Research strategies and techniques	1	2	3	4	5	1	2	3	4	5
20. Residential project design	1	2	3	4	5	1	2	3	4	5
21. Working as part of a team	1	2	3	4	5	1	2	3	4	5
22. Written communications	1	2	3	4	5	1	2	3	4	5

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Section IV: Your Views of the UTA Program

In this section of the survey, we are asking for your views about other aspects of the UTA program not covered in the previous sections.

Please use the rating scale at right and circle the number which best describes your views about the program. ⇒ ***Please circle the rating scale number which best reflects your views***

Other Aspects of the UTA Program	Strongly Disagree	Moderately Disagree	Neither Disagree nor Agree	Moderately Agree	Strongly Agree	No opinion (NO)
1. The UTA landscape architecture program is conveniently located in the DFW area	1	2	3	4	5	NO
2. Costs associated with getting a degree in landscape architecture at UTA were affordable	1	2	3	4	5	NO
3. The UTA landscape architecture curriculum helped me prepare for the Landscape Architecture Registration Exam (LARE.)	1	2	3	4	5	NO
4. Landscape architecture program faculty are well-known locally	1	2	3	4	5	NO
5. Landscape architecture program faculty are well-known nationally	1	2	3	4	5	NO
6. The landscape architecture program would benefit from closer collaboration with the environmental studies program	1	2	3	4	5	NO
7. My UTA landscape architecture degree(s) is/are the best available in the state	1	2	3	4	5	NO
8. My UTA landscape architecture degree(s) is/are the best available in the U.S.	1	2	3	4	5	NO
9. My clients view the UTA landscape architecture program very favorably	1	2	3	4	5	NO
10. The landscape architecture program would benefit from closer collaboration with the School of Urban and Public Affairs	1	2	3	4	5	NO
11. My superiors view the UTA landscape architecture program favorably	1	2	3	4	5	NO
12. I would hire an individual with a landscape architecture degree from UTA	1	2	3	4	5	NO
13. UTA landscape architecture program scheduling (evening studios, classes in afternoons and evenings) was attractive to me when I was a student	1	2	3	4	5	NO
14. It is important for the landscape architecture program to be affiliated with the School of Architecture at UTA	1	2	3	4	5	NO
15. A UTA landscape architecture degree makes an individual marketable to employers	1	2	3	4	5	NO
16. The UTA landscape architecture program lived up to the expectations I had before beginning it	1	2	3	4	5	NO
17. The UTA landscape architecture program surpassed the expectations I had before beginning it	1	2	3	4	5	NO
18. My total educational experience while in the UTA landscape architecture program was geared to prepare me for a successful career	1	2	3	4	5	NO
19. If the UTA landscape architecture program offered opportunities for continuing education, I would participate	1	2	3	4	5	NO

Go to next page ⇒

Section IV: Your Views of the UTA Program (continued)

20. The National Architecture Accreditation Board (NAAB) is considering making the Master of Architecture its first professional degree, thus eliminating the ***accredited Bachelor's degree in architecture***.
Should the same thing be done in ***landscape architecture***? _____ No _____ Yes

Comments: _____

_____

_____

21. If there were *one thing* you could recommend to improve the UTA landscape architecture program, what would that be?

_____

_____

22. Since graduation, I have contributed to the UTA program in the following ways (please check all that apply:)

_____ Guest lectures
_____ Financial contributions
_____ Jury member
_____ Awards banquet
_____ Other (please specify) _____

_____

23. I would be willing to contribute to a financial campaign to benefit the program.

_____ No _____ Yes _____ No Opinion

24. Do you recommend that UTA host review sessions for the Landscape Architecture Review Exam?

_____ No _____ Yes

Comments: _____

_____

_____

25. If you answered yes to the previous question, would you be willing to teach such review sessions?
_____ No _____ Yes **If yes, please contact Dr. Pat Taylor at 817-272-2801 at your earliest convenience.**

26. **Additional Comments** (Optional)
Please use the space below to provide any additional comments you may have about the UTA Program, this survey, or other relevant matters: **Attach additional sheets, if necessary.**

_____

_____

_____

_____

Thank you for partricipating in this survey. Please return the completed form to: Landscape Architecture SER, University of Texas at Arlington, P.O. Box 19108, Arlington TX 76019-0108. You may fax your response to 817-272-5098.

Development Needs in UT Arlington's Program in Landscape Architecture

Introduction

Establishing and maintaining strong external relationships have been a hallmark of the UTArlington Landscape Architecture program since its inception. Without exception each of the program's five directors has cultivated support form practitioners, research sponsors, and other groups to such a degree that external support has been cited as a program strength by three accreditation teams. Program maturity, full accreditation, the program's location in a major metropolitan center, and the need to better fund students and faculty to meet the standards of graduate education now make it incumbent to seriously bond landscape architecture at UTArlington to those external supporters who can assure the program's competitive position, nationally and internationally.

Only a graduate program with a strong financial, political and intellectual base can achieve and sustain a leading reputation. On one hand such a base can be more readily established in a large metropolitan setting where political, economic and intellectual interests tend to gather. On the other hand, such meldings are embryonic in relatively young metropolitan areas like Dallas/Ft. Worth where medical and business programs receive the earliest attention of those who seek to underwrite academic quality.

Despite the relative newness of endowed support for higher education in the region, and despite the youthfulness of landscape architecture at UTArlington, it is the desire of the faculty to establish the program as a major center for academic excellence, thus requiring the preparation of a plan for significant external support.

Development Strategy

The program benefits from a select Advisory Committee composed of alumni, practitioners and industry representatives who have a particular interest in landscape architecture, the region and/or environmental issues. This committee has been informally active since its beginning (members first began to be appointed in 1993) and since that time has expressed recurring interest in helping the program achieve a new level of maturity and accomplishment.

With a support group in place to help articulate program needs, to set strategy and to establish contacts for program enhancement, it is timely that the development needs of landscape architecture at UTArlington be specified. These needs are based on what is known to be necessary to achieve first-class status as a competitive center for graduate landscape architecture education.

For example, a necessary goal for a graduate program is to be able to fully fund the most qualified students, to allow them to conduct research, to assist the program's tutorial needs and to complete their MLA requirements in such a way that each can

measurably generate new knowledge about the field of landscape architecture. Such a model is common to other academic specialties at established universities. No less should be expected at UTArlington.

Such students can expect to be exposed to permanent faculty who are in demand nationally and internationally, and to guest faculties from accomplished programs throughout the world. In addition, students can expect to have access to more than minimum facilities--to library, technical and computer services which reflect the highest academic and professional standards.

Clearly, such a model requires an in-place level of support from private sector sources, which builds upon the basic provisions of public funding in contemporary Texas. To use an overused phrase, such a mixing of public and private resources is the primary model for achieving "flagship" status among American institutions of higher learning.

Currently the program receives annual external funding for scholarships from the following sources:

Name/Source	Total Amount Awarded Annually	Number of Annual Awards
UTArlington Alumni Scholarship (endowed)	$ 500	1
Maurice Phillips Scholarship (sponsored by the Texas Chapter, ASLA)	1,000	1
Kay Tiller Scholarship (endowed)	1,000	1
Richard B. Myrick Scholarships (endowed)	2,500-$4,000	6-12
Other (one-time scholarships)	500- 1,500	1-2

In addition, two to three graduate teaching assistants are supported annually by the Dean of the School of Architecture in the computer studio and in classroom or studio roles. Neither these assistantships nor the scholarships listed above provide adequate support for the program to attract and hold the caliber of students needed to compete with other MLA programs across the country.

Therefore, the faculty has identified the following capital goals based on need. These categories and levels of endowed funding do not reflect a market analysis regarding feasibility or availability of funding. They simply reflect what the faculty and School administration know to be the levels of endowment needed to establish and sustain a program of high quality. They appear in priority, and they reflect the minimum funding levels required by The University of Texas System for endowed funds.

Category I: Endowed Scholarships
Number needed in landscape architecture: 10
Required endowment: $1,300,000

Description: Endowment Scholarships are the primary source of financial support for students with outstanding credentials, who merit financial aid and yet who do not merit or prefer fellowships. Like students who receive fellowships, however, students in need of scholarships also are in demand, and can be offered full funding from other prestigious colleges and universities. Endowed Scholarships--competitively awarded--can be the deciding factor in a student's selection of UTArlington, particularly if students are international, are from out-of-state, or are planning to remain in Texas to earn the first professional degree at the master's level. Such scholarships are necessary to MLA programs because typically new students are not eligible to work on teaching or research assistantships until after their first semester in the program. Endowed Scholarships thus become the first line of financial opportunity for the scholars being sought at UTArlington.

Category II: Endowed Fellowships
Number needed in landscape architecture: 10
Required endowment: $1,200,000

Description: Endowed Fellowships are needed to annually attract the nation's top applicants to landscape architecture. Such fellowships can enable the university to offer stipends to student scholars, with none of the traditional responsibilities of teaching or research assistantships. Students who qualify for these fellowships can be expected to emerge as top scholars and practitioners and will be selected with these potentials in mind.

Category III: Dedicated Endowment (pro bono)
Number needed in landscape architecture: 2
Required endowment: $100,000

Description: A Dedicated Endowment (pro bono) is needed to support annual design or planning projects by students and faculty who assist selected and deserving charitable or non-profit organizations. Such public service projects currently are supported by in-kind contributions, with costs for materials and travel borne by program volunteers, primarily the students.

Category IV: Dedicated Endowment: (library support)
Number needed in landscape architecture: 2
Required endowment: $100,000

Description: Two Dedicated Endowments are needed to sustain the existing quality of the print and photographic library facilities, and their holdings, as they relate to landscape architecture. These two support services in the School of Architecture are under increasing pressure to augment their public funds with outside funding for annual upgrades of holdings, retrieval methods and other technologies.

The rapidly increasing number of landscape architecture publications, the competition to make slides and other visuals electronically available to off-campus archives, and

the need for UTArlington scholars to have access to on-going research at other graduate venues necessitate these endowments.

Category V: Distinguished Professorships
Number needed in landscape architecture: 2
Required Endowment: $500,000

Description: The creation of four Distinguished Professorships will support the scholarly teaching and research efforts primarily of existing faculty, as well as guest faculty who are needed to broaden and deepen the intellectual strengths of the program through half-semester or full-semester participation in classrooms and studios. Distinguished Professorships can enhance the program's reputation by making UTArlington a destination for outstanding faculty and practitioners at some point in their careers. These professorships also can provide permanent faculty with much needed support to bring unfunded projects to the classroom or studio for examination and execution by students and colleagues. Such service-based projects frequently go unattended because of the lack of state-funded support for travel, materials, consultants and other necessary costs.

Category VI: Distinguished Chair
Number needed in landscape architecture: 1
Required endowment: $1,000,000

Description: A Distinguished Chair in landscape architecture can enable (temporarily or permanently) a scholar of national or international accomplishment to continue or complete teaching and research activities reflective of the highest level of achievement. Such a position at UTArlington likely can bring to the university on-going sponsored research by the chair's occupant, as well as outstanding students scholars who can help carry-out the work of the principal scholar.

Additional Forms of Support

In addition to the endowment needs just described, the program is in need of on-going annual giving through in-kind or in-cash contributions. Such coordinated solicitations of annual gifts through the University's Ex-Students Association can be encouraged at levels which will provide basic alumni services along with dedicated amounts to the Program in Landscape Architecture.

Other on-going contributions are needed in the form of computer hardware and software, studio equipment, samples for a materials library, and other needs such as support for students to present their works at educational and professional conferences. Of course, dedicated endowments from contributors interested in these or other specific areas can be established for such purposes.

It is likely that the program's endowment needs, now estimated at $4,200,000, are achievable primarily through major gifts, from corporations, foundations and

selected individuals. Alumni from the program total approximately 110, with the largest classes matriculating during the last eight years of the program's twenty-three year history. Few, therefore, have yet to achieve the financial independence needed to be the program's main benefactors, making it necessary to rely on carefully selected sources with interests in the university, the region or the environmental fields. Proper and adequate cultivation of these sources is needed through the program's advisors and adjuncts, and through the University's Development staff.

Finally, it is interesting to note that beginning this fall (2000) the University of New Mexico is starting a MLA program. This program will join UTArlington as one of the few MLA-only programs in North America. The University is able to start this program because of a $3,000,000 endowment from J. B. Jackson, well-known twentieth-century landscape architect. New Mexico's situation is both an example for and an indicator of the competitive environment in which the UTArlington program now finds itself.

Development Needs in the School of Architecture

The following outline of needs focuses on the Program in Architecture and the Program in Interior Design. All estimates are based upon an expected annual yield of ten percent per endowment. Development needs for the Program in Landscape Architecture can be found in the attached document.

The needs in Architecture and Interior Design are based on potential total enrollments of:

	Architecture Undergraduate Students	600+
	Landscape Architecture Graduate Students	100
	Architecture Graduate Students	120
	Interior Design Undergraduate Students	75-100
Category I:	Endowed Scholarships	
	Number needed in Architecture (undergraduate)	100
	Number needed in Architecture (graduate)	25
	Number needed in Interior Design	30
	Required Endowment (based on $2,000 per year for undergraduates; $13,000 per year for graduate students)	$5,850,000
Category II:	Endowed Fellowships	
	Number needed in Architecture (undergraduate)	0
	Number needed in Architecture (graduate)	15
	Number needed in Interior Design	0
	Required Endowment (based on $12,000 per year)	1,800,000
Category III:	Dedicated Endowment (pro bono)	
	Not applicable or to be determined	
Category IV:	Dedicated Endowment (library support)	
	Number needed in Architecture (undergraduate)	0
	Number needed in Architecture (graduate)	4
	Number needed in Interior Design	2
	Required Endowment (based on $5,000 per category)	300,000
Category V:	Distinguished Professorships	
	Number needed in Architecture (undergraduate)	0
	Number needed in Architecture (graduate)	4
	Number needed in Interior Design	1
	Required Endowment (based on $50,000 per year per professorship)	2,500,000

Category VI:	Distinguished Chairs	
	Number needed in Architecture (undergraduate)	1
	Number needed in Architecture (graduate)	2
	Number needed in Interior Design	1
	Required Endowment (based on $1,000,000 per chair)	4,000,000
Total Endowment Needed in Architecture and Interior Design		14,450,000
Total Endowment Needed in Landscape Architecture		4,200,000
Total Endowment Needed in School of Architecture		18,650,000

Development Plans in Landscape Architecture

Needs Analysis

The program has prepared a needs analysis (copy attached) outlining $2,300,000 of endowed categories capable of sustaining our competitiveness with our selective MLA-only counterparts, which include UC Berkley, Harvard, Arizona, Oklahoma, Michigan, Colorado and Pennsylvania. The UT Arlington Office of Development must complete a market analysis in order for us to determine how much and from what sources the major gifts to achieve this base can come.

Development Officer

The Development office remains incapable of conducting this market analysis until its staffing is improved. However, Ed and I received an informal verbal endorsement from President Witt to hire a development officer for the School of Architecture. This person would be capable of conducting the market analysis. Dr. Witt encouraged us to consider a joint-appointment for this position, and Dr. Cole of SUPA has agreed preliminarily that the two Schools should pursue this strategy together. We are to meet during the fall semester to discuss this opportunity further.

The Advisory Council for LARC is on-board with the Development strategies outlined in the needs analysis. One board member, the late Kay Tiller, established a scholarship in April, 1999. This scholarship was scheduled to be the first major endowment of the program's capital campaign (the informal title given to our development plan once initiated and once approved by UT System Regents.)

Although Ms. Tiller's probated will makes no mention of the gift of her estate, estimated by her in April to be worth between $100,000 and $150,000, commitment to fulfill her wishes appears to be in-place by those involved. We are working with the UT Arlington Development office, UT System attorney Paul Youngdale, and the executor of Ms. Tiller's estate to see to it that Ms. Tiller's wishes are carried-out. Distribution of the estate and any amount coming to LARC could take a year or more to complete.

Academic Component Institutions
The University of Texas at Arlington
The University of Texas at Austin
The University of Texas at Brownsville
The University of Texas at Dallas
The University of Texas at El Paso
The University of Texas - Pan American
The University of Texas of the Permian Basin
The University of Texas at San Antonio
Institute of Texan Cultures
The University of Texas at Tyler

Health Component Institutions
The University of Texas Southwestern Medical Center at Dallas
The University of Texas Medical Branch at Galveston
The University of Texas Health Science Center at Houston
The University of Texas Health Science Center at San Antonio
The University of Texas M.D. Anderson Cancer Center
The University of Texas Health Center at Tyler

THE UNIVERSITY OF TEXAS SYSTEM
OFFICE OF ESTATES AND TRUSTS
210 WEST SIXTH STREET, SUITE 1.200 • AUSTIN, TEXAS 78701
(512) 499-4300 • FAX: (512) 499-4424 • http://www.utsystem.edu/est

The University of Texas at Arlington
RECEIVED
JUL 25 2001
OFFICE OF PRESIDENT

SUMMARY OF APPROVAL

Requested Action(s):	Accept Funding and Establish Endowment
Donor Name:	Various Donors
Asset Type:	Cash
Gift Value:	$ 12,000.00
Endowment Name:	Kay Tiller/Alumni Endowed Fund for Writing in Landscape Architecture
Endowment Type:	Permanent
Department:	Landscape Architecture
School/College:	Architecture
Purpose:	To support the needs of the Program in Landscape Architecture and to provide scholarships to students pursuing a degree within the Program. Students must demonstrate financial need and extant or potential skill for writing as a communication tool in landscape architecture.
Endowment Value:	$ 12,000.00

Component: U. T. Arlington
Date of Report to the Board: 11/08/2001
Preparer: LLW
Date Prepared: 07/06/2001
File Name: Tiller/Alumni Endowed Fund

ADMINISTRATIVELY APPROVED

By: _____

Title: Executive Director, Estates and Trusts

Date: 07/18/2001

THE UNIVERSITY OF TEXAS AT ARLINGTON

OFFICE OF DEVELOPMENT

Kay Tiller/Alumni Endowed Fund For Writing In Landscape Architecture Established at The University of Texas at Arlington

PURPOSE

The Kay Tiller/Alumni Endowed Fund For Writing in Landscape Architecture was established to provide programmatic and scholarship support at the University of Texas at Arlington in memory of Kay Tiller of Kay Tiller Public Relations in Dallas.

Kay first came to know landscape architecture when she became public relations director for Myrick, Newman and Dahlberg in 1981. For the next eighteen years, Kay became a fixture and a strong voice at all local, state and national meetings of the ASLA. She was the dependable publisher of the Texas Chapter newsletter. She was also Executive Regional Editor of Landscape Architecture and Specifier News.

Kay's desire was to set up a permanent endowment to benefit the Program in Landscape Architecture at UT Arlington and she provided the initial gift to establish this fund. However, she unexpectedly passed away in spring of 1999 and the entire landscape architecture community felt a great loss. Now, to honor the memory of Kay Tiller and her commitment to the furtherance of the Program in Landscape Architecture at UT Arlington, additional gifts from alumni and friends have fulfilled the required amount to establish this endowment.

The permanent fund is available to support needs of the Program in Landscape Architecture. It will also provide scholarship assistance to eligible full time students pursuing a degree within the landscape architecture program.

ADMINISTRATION

Such endowment shall never become a part of the Permanent University Fund, the Available University Fund or the General Fund of the State of Texas, and shall never be subject to appropriation by the legislature of the State of Texas. These funds and all future additions to the endowment, made by others, including the Board of Regents or The University of Texas at Arlington administration, or ourselves shall be subject to the provisions of this instrument and shall be classified as permanent endowment funds. If in the opinion of the Board of Regents of The University of Texas System, future circumstances change so that the purposes for which the endowment is

established become illegal, impractical, or no longer able to be carried out to meet the needs of The University of Texas at Arlington, said Board of Regents may designate an alternative use for the endowment payout to further the objective of The University, in the spirit of our original purpose.

INVESTMENT, PAYOUT, AND REINVESTMENT

This endowment may be merged or commingled with other funds held by the Board of Regents of The University of Texas System for investment purposes in accordance with the policies of the Board of Regents. Funds distributed from the endowment in a year may be retained and expended for the purposes of the endowment in subsequent years, or may be reinvested, at the discretion of the Board of Regents or The University of Texas at Arlington administration, as a permanent addition to the principal of the endowment.

SCHOLARSHIP AWARDS

Scholarship awards may be provided each semester by distributions from the endowment fund through the UTA accounts system. The Office of the Director of the Program in Landscape Architecture will hold responsibility for announcing this scholarship's availability, in coordination with the program's scholarship committee, securing applicants and selecting recipients.

The amounts awarded will be determined by the Director in coordination with the scholarship committee based on available funds and the cost of tuition and fees at the time of award.

Scholarship recipients may reapply for one subsequent year, provided they remain in good standing at the University. Reapplying students will be given priority over new applicants. No students shall hold this scholarship for more than two years.

ELIGIBILITY

Students may apply for the Tiller Scholarship provided they meet the following criteria:

- Students will be pursuing a degree in the landscape architecture program;
- Students can demonstrate financial need;
- Students will be making satisfactory progress toward a degree;
- Students will demonstrate extant or potential skill for writing as a communication tool in landscape architecture

The selection and award process will be administered by the Director of the Program in Landscape Architecture, who will evaluate applicants in coordination with the scholarship selection committee. The Director assumes responsibility for announcing the availability of the scholarships to all students enrolled in the landscape architecture program. The Director also will provide an announcement or a call for competitive scholarship applications that outlines the purpose of the scholarship program and the deadline for submitting both new and renewing applications.

REPORTING REQUIREMENTS

The Director of the Program in Landscape Architecture assumes responsibility for informing the faculty of all awards under this scholarship program. It is desired that any news release published by the University that features the recipient's achievements will make reference to the student as a Kay Tiller Scholar. The Director of the Program in Landscape Architecture will provide an annual report on use of the endowment.

_____ _____

Pat D. Taylor, PhD — Date
Director, Program in Landscape Architecture
The University of Texas at Arlington

_____ _____

Laure Andersen — Date
Director of Development Administration
The University of Texas at Arlington

UTA

THE UNIVERSITY OF TEXAS AT ARLINGTON

MEMORANDUM

DATE: August 18, 1997

TO: Faculty and Staff

FROM: Robert E. Witt Robert E. Witt

SUBJECT: **Strategic Plan and Mission 1997-2000**

The enclosed Strategic Plan reflects the ideas and efforts of a dedicated group of faculty and staff. The enclosed Institutional Planning Priorities, derived from the Strategic Plan, will serve as a framework for unit level planning efforts.

The next three years will be exciting and productive, filled with hard work and progress and with the satisfaction that can only come from important work well done.

REW:js
Enclosures

OFFICE OF THE PRESIDENT
Box 19125 • Arlington, Texas 76019-0125 USA • Metro 817-272-2101 • FAX 817-272-5805

INSTITUTIONAL PLANNING PRIORITIES

As the Strategic Planning Committee moves into the unit-level planning phase of our strategic planning effort, it is important that the UTA academic community shares a common set of institutional planning priorities. The following planning priorities were derived from UTA's Strategic Plan and Mission 1997-2000.

- Enhance the Quality of Undergraduate and Graduate Education

  Comment: Included among the other initiatives in this area should be a significant increase in the number of tenure track faculty teaching in our undergraduate program; the development of programs to support faculty wishing to improve their teaching; the use of teaching effectiveness measures that facilitate improved teaching and the recognition and reward of teaching excellence; annual programs to upgrade the quality of student labs, studios, computer labs and classroom media support;

- Enhance the Quality of UTA's Research Environment

  Comment: Included among the other initiatives in this area should be: efforts to facilitate and reward the acquisition of external support for research and creative activities; efforts to enhance the intellectual atmosphere of our academic community by means of more and better workshops, symposia, visiting scholar programs, etc.; expansion of the Faculty Developmental Leave Program;

- Improve Faculty and Staff Salaries

  Comment: UTA must make consistent progress toward the establishment of a competitive faculty and staff salary structure consistent with the mission and goals of the University;

- Enhance the University's Enrollment Management Program

  Comment: Included among the other initiatives in this area should be: improved academic advising and retention programs; academic unit and faculty involvement in recruiting and retention; programs to increase the awareness and enhance the image of UTA; annual programs to increase the appeal of our campus by enhancing the attractiveness of our buildings and grounds;

- Improve Curriculum Delivery

  Comment: Included among the other initiatives in this area should be: each college and school developing plans for their participation in the University's distance education efforts (which will include off-campus, interactive and internet course delivery); each college and school reviewing their course scheduling policies to better serve students;

INSTITUTIONAL PLANNING PRIORITIES
(Continued)

- Enhance the University's Development Efforts

  Comment: Under the leadership of the President and the Vice President for Development develop University and College/School level fund-raising programs to increase endowed faculty positions, endowed scholarships, annual giving and planned giving and to enhance alumni relations;

- Enhance the Effectiveness and Efficiency of University Operations

  Comment: With effectiveness defined as doing the right things and efficiency defined as doing things right, every member and operating unit of the UTA academic community should seek opportunities to reduce expenses. The internal generation of funds is critically important to our efforts to improve faculty and staff salaries and to improvement and growth initiatives.

THE UNIVERSITY OF TEXAS

AT ARLINGTON

PROGRAM IN LANDSCAPE ARCHITECTURE

1996-97 STRATEGIC PLAN

1.0 INTRODUCTION

This strategic plan outlines the topics of importance to the program as determined by the program faculty, and drafted by the program director. Input concerning each topic was added by key informants from constituent groups including students, alumni, advisors, adjuncts and faculty from related disciplines. Assembled through face-to-face interviews, and on-going discussions, the plan primarily is one authored by the landscape architecture faculty over a twelve month period in 1996-97.

The topics seen by the faculty as critical to the program's future include:

* Curriculum, including paths, credit hours, specialization's and outside course work;
* Graduate level research and scholarly work;
* Faculty, including credentials, development and promotion/tenure;
* Students, including credentials, paths, standards for continuation and candidacy, enrollment and recruitment;
* Alumni, including placement and practice;
* External relations, including a development plan, practitioners, pro-bono work, support personnel, and community projects; and
* Resources and facilities, including computers, libraries, buildings, and budgets.

This plan includes background data and recommended actions for implementing or addressing each topic and its subunits.

2.0 TOPIC: CURRICULUM

2.1 Subunit: Path structure/credit hour requirements

The faculty implemented major changes to the curriculum in 1991-92, and again in 1992-93. Opportunities for fine-tuning the curriculum occur every two years when data are submitted for new graduate catalogs.

The faculty is reasonably satisfied with the major structure of the curriculum as it presently stands. Questions arise periodically about whether to add or drop certain courses or whether to move a course from a specialization to the general curriculum. These discussions eventually lead to questions about the total amount of credits required for all paths, particularly Path A which requires 92 credit hours for graduation.

Specific courses which have been discussed regarding their relocation to the general curriculum include:

Park and Recreation Planning and Design (LARC 5344)
Seminar in Urban Design (LARC 5382)
Landscape Architecture and Environmental Art (LARC 5324)

Reasons for not moving these courses to the general curriculum center on (1 the fact that to do so will remove the major course from an existing specialization, and (2 the fact that no consensus exists on which courses should be removed from the existing curriculum, assuming that the requirements for Path A remain at 92 credit hours.

Some discussion has occurred regarding raising the total credit hours required for graduation in all paths from the program. Some discussion also has occurred regarding lowering the total credit hours required for Path A. No examination of other MLA requirements has been completed, however, and knowing what other similar programs are requiring is thought by the faculty to be essential, particularly with new MLA programs recently being approved at Texas Tech University and the University of Oklahoma, both reasonably close to the north Texas area.

Recommended actions	Date
1. Evaluate impact of raising/lowering credit requirements for Path A (other paths as well)	In time for 1998-2000 graduate catalog
2. Identify existing courses which could be removed from credit requirements for Path A	In time for 1998-2000 graduate catalog
3. Survey Path A or equivalent requirements from other MLA programs.	1997-1998

2.2 Subunit: Specialization's

Currently there are five specialization's within the program:

Specialization's	Primary Faculty (in order of responsibility)
* Advanced landscape architecture	Rome, Taylor
* Computer-aided design and planning	Harwood, Rome
* Environmental art and aesthetics	Robinette, Rome
* Park planning and resource management	Taylor, Harwood
* Urban, suburban and regional planning and design	Rome, Harwood, Taylor, Robinette

While discussion occasionally focuses on the scope and content of each specialization, general agreement exists that the five accurately reflect both the expertise of current faculty and the broad market of practice locally and nationally. No consensus exists to alter or eliminate these specialization's in their present form. However, a reliable method of on-going evaluation is needed to assure that faculty expertise and market conditions continue to be reflected in the program's specialization's.

Recommended actions	Date
1. Develop a biennial survey to allow practitioners, advisors and alumni to review specialization's and their fit with program objectives and the practice of landscape architecture	1997-98

3.0 TOPIC: GRADUATE LEVEL RESEARCH AND SCHOLARLY WORK

3.1 Subunit: Student quality and quantity

The faculty is aware of annual changes in the quality and commitment of new students. While some of these changes are perceived, others are more measurable. For example, a perception existed in 1995 (and to some degree in 1996) that the basic design talent and work ethic of new students were less than desirable, yet both classes contained students with undergraduate grade points and Graduate Record Exam averages higher than classes from the previous four years.

Discussions on these points focus on increasing the total numbers of new students, which is perceived as a means of establishing a better base of retained students. Little consensus exists, however, for increasing annual enrollments by also increasing the number of less qualified students; therefore, the challenge is one of increasing both quality and quantity, and several suggestions have been made as to how to accomplish this task. Among them are:

1. Increase recruitment efforts from existing BLA programs nationwide;
2. Increase recruitment efforts from design firms in the DFW area;
3. Increase recruitment efforts from related academic programs such as horticulture, architecture, engineering and biosciences; and
4. Increase recruitment efforts at area community colleges by directing students towards the bachelor's degree in interdisciplinary studies at UT-Arlington, with an emphasis in architecture.

Recommended actions	Date
* Distribute recruitment letters and brochures to BLA programs nationwide	1996 (completed; to be repeated annually)
* Distribute recruitment letters and brochures to design firms in the DFW area	1997
* Establish on-going contact with UT-Arlington students in Interdisciplinary Studies	Immediately
* Increase contact with those requesting program data and application forms	Immediately

Early pre-enrollment data for 1997 suggest that the reduction in quality applicants during 1995-96 was an anomaly. Mid-year requests for applications, which give the graduate advisor and program director a preview of qualifications, are higher in volume, and as far as can be determined, in student credentials. Specifically, during the first two months of 1997, eighteen requests for program data and applications had been received. This number is comparable to the same period in 1997, when sixteen new students entered the program. Also on the increase over 1995-96 are application requests from international students.

Over the past several years, the faculty has demonstrated noteworthy ability to promote a high quality of student scholarship at the graduate level. To some degree the faculty has been able to achieve this success because the current student/faculty ratio (approximately 14 to 1, for full time faculty) has been constant for the past four to five years. In other words, the faculty has not had to deal with erratically high student numbers resulting from large enrollment increases. This success also has been

enhanced because of overall student maturity, which with individual exceptions, fosters independent initiative and is marked by the following profile:

* Average student age: 39.05 years
* Average length of time since previous graduation: 12 years
* Average number of students working full-time: 50%
* Average number of students with families: 59%
* Average undergraduate grade point: 3.15 (range: 2.30-3.90)
* Average graduate school grade point: 3.47 (range: 3.00-4.00)
* Average scores on the Graduate Record Exam: 1055 (range: 830-1470)
* Average enrollment in thesis course, LARC 5698:

	Fall	Spring	Summer
1992	4	6	2
1993	N/A	8	1
1994	11	9	2
1995	13	16	2
1996	17	17	3
1997	N/A	11	N/A

Evidence of faculty strength at promoting scholarly work is indicated by the number of students recognized for their research. Since 1990 eight students (thirty-three percent of those graduating during this period) have received national awards for their thesis. In addition, five students since 1996 have been invited to present papers on their work at regional or national organizations, including the annual Conference of the Council of Educators in Landscape Architecture (CELA).

The faculty wants to sustain student scholarship in design as well as research, however, and recent discussion has focused on assuring that performances in design studios and design competitions remain high. One means of assuring such performance levels is to expand the focus of Studio V, which informally is known as the competition studio. One method aimed at elevating the performance level of competitions from the course has been to augment the instruction with design faculty from architecture. This method received endorsement in the fall of 1996 when a team competition project from the course was selected to tour with a national exhibit sponsored by the National Park Service.

Student feedback has been positive, to this model, though it is sprinkled with complaints about the studio's high work load. The faculty find high satisfaction with this augmented model, and are hoping to maintain it during the 1997-98 school year.

4.0 TOPIC: FACULTY

4.1 Subunit: Faculty credentials

Fortunately, the existing full-time faculty (4.0 FTE) reflects a combined experience level of over one hundred years in both practice and higher education. Each faculty member possesses strength in at least two of the program's five specialization's, with an area of interest or competency that clearly allows one individual to "head-up" a particular specialization, with back-up from other colleagues. While breadth of expertise is a faculty strength, depth or redundancy in each specialization is a weakness.

This shortcoming, however, has not proven to be a problem particularly where expertise on thesis research is concerned. There is no evidence of students being unable to pursue a thesis topic because faculty were unable to contribute or guide the research.

But, in the classroom and studio students experience intellectual "monopolies" according to their feedback. A consistent theme in student data is their desire to have "more faculty teaching more things", which is difficult to achieve until larger enrollments justify increased FTEs.

To compensate for this need to bring more tutorial sources into the program, the faculty relies on numerous lecturers and guests to supplement their own interests and specialties. In addition, team teaching with colleagues from architecture, and the

placement of landscape architecture students into selected architectural courses, have helped expand student exposure beyond the program faculty. So has the hiring of part-time lecturers to teach certain program courses.

Plans also are underway to hire a director for the school's Center for Environmental Design Research (CEDR) and although the position is not a teaching position, it will add another landscape architect to the milieu. This person will be available to lead student research teams on sponsored projects and to serve on thesis committees. He or she also will make presentations to certain classes and studio throughout the academic year.

(add: Future faculty profiles)

5.0 TOPIC: STUDENTS

5.1 Subunit: Credentials (the whole person)

Faculty interest in increasing the quality and quantity of students in the program has set the stage for attracting students who can shape the future of landscape architecture. Such a lofty impact is thought to occur at academic centers which recognize or understand their own potential, and which capitalize on focused strengths which the schools possess or which they can come to possess. As an example, the faculty has cited Iowa State University's reputation as the "cradle of the National Park Service", and the University of Pennsylvania's success not only at generating innovative regional design strategies but moving those strategies to application with faculty who also are widely sought as practitioners.

To achieve a common vision of an academic center capable of shaping the profession, the faculty has discussed those universities where landscape architecture is thought to have established itself at a level worth emulating. The list is characterized by academic centers which draw quality graduate students through funded studies, as well as landscape architecture programs which are linked to research-driven units such as planning, environmental sciences or urban studies. No less cited are those universities which are thought to have regular success in design competitions. Specific schools in this melange include the University of Georgia, the University of Virginia, Kansas State University, the University of Arizona, and the University of Washington.

Common to the faculty's perception of students at these universities is the higher percentage of students with BLA degrees, who are younger and who possess proven design skills beyond those of students thought to make-up the program at UT-Arlington. Thus, the student profile (as perceived by the faculty) needed to better help the program achieve high success is one including more Path B and Path C enrollees, who enroll soon after their graduation from bachelor's programs, and who bring with them proven successes in design (with promise of achieving success in research) through practicums, competitions, and academic scores.

5.1.1 Portfolios

All Path B and Path C applicants are required to submit portfolios with their applications to the program. By the time students complete Professional Practice (LARC5340,) all have a completed portfolio and a format to which their future accomplishments can be added. In addition, students and faculty in recent years have conducted portfolio sessions with local practitioners who provide sample portfolios and resumes, and who offer critiques of student documents.

The need to maintain a current portfolio is stressed by program policy which requires students to submit portfolios and resumes for all assistantship and scholarship applications. Therefore, no immediate actions are needed regarding portfolios other than continuing the current level of attention given to them.

5.1.2 GPA/GRE

The faculty expects students in the program to bring and maintain high grade point averages while in the program. With that expectation is the realization that for students coming from particularly rigorous programs (particularly in landscape architecture and architecture) some leeway is granted for undergraduate GPAs lower than 3.0. Flexibility on this requirement is reinforced when students also bring high scores on the GRE, exceptional portfolios, excellent recommendations, or students who demonstrate high commitment through personal interviews.

Making exceptions for applicants with less than 1000 on the GRE is something the faculty has to deal with rarely since only nine current students are in this category (see page for GRE average scores.) Of these nine it is interesting to note that the student with the program's lowest GRE score (as of the Fall of 1996) is now working toward a Master of Architecture degree at Columbia University. Therefore, regarding GPA/GRE scores, no specific recommendations are made because the faculty sees no dominant weakness in student performances or in the way it evaluates student quality in either.

5.1.3 Interviews

The faculty would like for each applicant to interview with the graduate advisor or the program director as part of the application procedure. Logistics and scheduling make it impossible for this to occur, particularly for foreign students or those from out-of-state. Applicants from the Dallas/Ft. Worth area, however,

frequently schedule interviews as part of their evaluation of the program. From these meetings and others, it is clear that a better understanding is gained of an applicant's commitment, needs, circumstances and potential when interviews are conducted. Until such time as the quantity of applicants begins to tax the program's resources, and therefore more screening is necessary, little need is seen to restructure the current conditions which allow interviews to take place.

5.1.4. TOEFL requirements

The program in landscape architecture is one of two at UT-Arlington requiring TOEFL scores higher than the university's minimum. While UT-Arlington requires a score of 550, landscape architecture requires 575.

This increase in standards came in 1995 as a result of the requirement that all landscape architecture candidates conduct a research thesis in order to graduate. For many foreign students (whose design skills tend to be high) the English language can be difficult, and the faculty saw the raising of TOEFL requirements as a means of easing this difficulty.

Little evidence is yet available regarding the impact on thesis quality, but the requirement has not reduced the number of applicants from foreign countries. Until more students matriculate under the current standard, the faculty is content to retain the requirement of 575.

5.1.5 Career paths, professional degrees and overall education
(to be added)

Subunit B: Path selection

Approximately seventy percent of the program's students are enrolled in Path A, meaning that most students come from fields other than those related to landscape architecture. Of those in Path B or Path C only one has the BLA degree.

Because of the high number of students from other disciplines, coupled with the fact that half are ten years or more beyond their bachelor's programs, the primary mission of the program has been to prepare graduates for the first professional degree in landscape architecture. The overriding school of thought among the faculty and administration of the School of Architecture is that the field of landscape architecture is broadened, even challenged, by the perspectives and experiences brought to it by these Path A students. Informal feedback from administrators nationwide reinforces the notion that such an older academic profile is healthy for a field as broadly based or widely rooted as landscape architecture.

Recent discussions by the UT-Arlington landscape architecture faculty have focused on attracting more Path B and Path C students, as well as more to Path A who have recently completed their undergraduate degrees. The thinking is that by lowering the average age (currently 39 years) of students in the program, UT-Arlington graduates will have a greater impact on the profession because they will have more time to practice landscape architecture.

Regardless of the background or age of the program's Path A students, Path A remains the accredited curriculum. Therefore, the desire to reduce the amount of time required to complete the degree must be coupled with the responsibility to prepare graduates for licensure in order to practice landscape architecture. Some minor reductions in required credit hours can be made to Path A by eliminating one or two required courses, but such reductions do not seriously reduce the time required to complete the MLA.

Larger reductions can come by eliminating elective courses and program specialization's and thereby "crediting" Path A students for their experiences and background outside landscape architecture. It also is possible to eliminate one studio (five currently are required) but the cost would be the course (probably Studio V) which best ties together the design capabilities of students by allowing them to pull together the essence of their academic experiences.

The question which remains unanswered is, "Why reduce the Path A requirements?" If verifiable competition from other universities causes serious reduction in UT-Arlington enrollments, then reductions partially can be justified. At present the local pool of prospective students shows little sign of drying-up, and indeed may be expandable. Gaining a better understanding of Path A requirements at other MLA programs and gaining an idea regionally and nationally of potential MLA students, are essential to justifying any serious restructuring of current Path A requirements.

No serious issues exist about Path B, which is the most flexible of the program's three paths. The main issue surrounding Path C centers on graduating students in nine to twelve months given the rigorous research requirements of the program. Currently, only exceptional students or those already accomplished in research methods and who have a thesis proposal in mind can realistically complete the MLA in one year or less.

It is possible that UT-Arlington's perceived competitiveness with MLA programs not requiring a research thesis, is the main issue since a design thesis and a research thesis are not equal academic exercises. For UT-Arlington, the question is whether or not to allow Path C students to complete a design thesis. Recent program success in research and in promoting students to consider degrees beyond the MLA suggest that UT-Arlington graduates from all three of the program's paths are best able to seriously contribute to or alter the field of landscape architecture. In a field facing increasing pressure to raise its academic contributions, while maintaining its tradition of preparing graduates professionally, the choices of instruction currently available at UT-Arlington are likely to become the rule for other MLA programs, rather than the exception.

Recommended actions	Date
* Consider reductions in Path A requirements	After completion of regional and national data collection

* Consider reinstating the design thesis for Path C — After completion of regional and national data collection

(to come:
- Subunit C: Standards for continuation
- Subunit D: Standards for candidacy
- Subunit E: Enrollment and recruitment
- Topic 6.0: Alumni
  - Subunit A: Placement and practice (questionnaire)
- Topic 7.0: External relations (next)
- Topic 8.0: Resources and facilities
  - Subunit A: Computers
  - Subunit B: Library (slide and photo shop included)
  - Subunit C: Buildings
  - Subunit D: Budgets for landscape architecture)

TOPIC 7.0 EXTERNAL RELATIONS

Subunit 7.1 Introduction

Establishing and maintaining strong external relationships has been a hallmark of the UT-Arlington Landscape Architecture program since its inception. Without exception each of the program's five directors has cultivated support from practitioners, research sponsors, and other groups to such a degree that external support has been cited as a program strength by three accreditation teams. Program maturity, full first accreditation, the program's location in a major metropolitan center, and the need to better fund students and faculty to meet the standards of graduate education now make it incumbent to seriously bond landscape architecture at UT-Arlington to those external supporters who can assure the program's competitive reputation, nationally and internationally.

Only a graduate program with a strong financial, political and intellectual base can achieve and sustain a leading reputation. On one hand such a base can be more readily established in a large metropolitan setting where political, economic and intellectual interests tend to gather. On the other hand, such meldings are embryonic in relatively young metropolitan areas like Dallas/Ft. Worth where medical and business programs receive the earliest attention of those who seek to underwrite academic quality.

Despite the relative newness of endowed support for higher education in the region, and despite the youthfulness of landscape architecture at UT-Arlington, it is the desire of the faculty to establish the program as a major center for academic excellence, thus requiring the preparation of a plan for significant external support.

Subunit A: A Development Plan

The program benefits from a select Advisory Committee composed of alumni, practitioners and industry representatives who have a particular interest in landscape architecture, the region and/or environmental issues. This committee has been informally active since its beginning (members first began to be appointed in 1993) and since that time has expressed recurring interest in helping the program achieve a new level of maturity and accomplishment.

With a support group in place to help articulate program needs, to set strategy and to establish contacts for program enhancement, it is timely that the development needs of landscape architecture at UT-Arlington be specified. These needs are based on what is known to be necessary to achieve first-class status as a competitive center for graduate landscape architecture education. For example, a necessary goal for a graduate program is to be able to fully fund the most qualified students, to allow them to conduct research, to assist the program's tutorial needs and to complete their MLA requirements in such a way that each can measurably generate new knowledge about the field of landscape architecture. Such a model is common to other academic specialties at established universities. No less should be expected at UT-Arlington.

Such students can expect to be exposed to permanent faculty who are in demand nationally and internationally, and to guest faculties from accomplished programs throughout the world. In addition, students can expect to have access to more than minimum facilities--to library and computer services which reflect the highest academic and professional standards.

Clearly, such a model requires an in-place level of support from private sector sources, which builds upon the basic provisions of public funding in contemporary Texas. To use an overused phrase, such a mixing of public and private resources is the primary model for achieving "flagship" status among American institutions of higher learning.

Currently the program receives annual external funding for scholarships from the following sources:

Name/Source	Total Amount Awarded Annually	Number of Annual Awards
UT-Arlington Alumni Scholarship	$1500	1
Maurice Phillips Scholarship (sponsored by the Texas Chapter, ASLA)	$750	1
Richard B. Myrick Scholarships (endowed)	$2500-4000	6-12
Other (one-time scholarships)	$500-1500	1-2

In addition, two to three graduate teaching assistants are supported annually by the Dean of the School of Architecture in the computer studio and in classroom or studio roles. Neither these assistantships nor the scholarships listed above provide adequate support for the program to attract and hold the caliber of students needed to compete with other MLA programs across the country.

Therefore, the faculty has identified the following capital goals based on need. These categories and levels of endowed funding do not reflect a market analysis regarding feasibility or availability of funding. They simply reflect what the faculty and school administration know to be the levels of endowment needed to establish and sustain a program of high quality. They appear in priority, and they reflect the minimum funding levels required by The University of Texas System for endowed funds.

Category I: Endowed Scholarships
Number needed in landscape architecture: 10
Required endowment: $10,000 each
Description: Endowment Scholarships are the primary source of financial support for students with outstanding credentials, who merit financial aid and yet who do not merit or prefer fellowships. Like students who receive fellowships, however, students in need of scholarships also are in demand, and can be offered full funding from other prestigious colleges and universities. Endowed Scholarships--competitively awarded--can be the deciding factor in a student's selection of UT-Arlington, particularly if students are international, are from out-of-state, or are planning to remain in Texas to earn the first professional degree at the master's level. Such scholarships are necessary to MLA programs because typically new students are not eligible to work on teaching or research assistantships until after their first semester in the program. Endowed scholarships thus become the first line of financial opportunity for the scholars being sought at UT-Arlington.

Category II: Endowment Fellowships
Number needed in landscape architecture: 4
Required endowment: $250,000 each
Description: Endowed Fellowships are needed to annually attract the nation's top applicants to landscape architecture. Such fellowships can enable the university to offer stipends for full-time scholarships with none of the traditional responsibilities of teaching or research assistantships. Students who qualify for these fellowships can be expected to emerge as top scholars and practitioners and will be selected with these potentials in mind.

Category III: Dedicated Endowment (pro bono)
Number needed in landscape architecture: 2
Required endowment: $50,000 each
Description: A Dedicated Endowment (pro bono) is needed to support annual design or planning projects by students and faculty who assist selected and deserving charitable or non-profit organizations. Such public service projects currently are supported by in-kind contributions, with costs for materials and travel borne by program volunteers, primarily the students.

Dedicated Endowment (library support)
Number needed in landscape architecture: 2
Required endowment: $50,000 each
Description: Two Dedicated Endowments are needed to sustain the existing quality of the print and photographic library facilities, and their holdings, as they relate to landscape architecture. These two support services in the School of Architecture are under increasing pressure to augment their public funds with outside funding for annual upgrades of holdings, retrieval methods and other technologies.

The rapidly increasing number of landscape architecture publications, the competition to make slides and other visuals electronically available to off-campus archives, and the need for UT-Arlington scholars to have access to on-going research at other graduate venues necessitate these endowments.

Category IV: Distinguished Professorships
Number needed in landscape architecture: 4
Required Endowment: $250,000 each
Description: The creation of four Distinguished Professorships will support the scholarly teaching and research efforts primarily of existing faculty, as well as guest faculty who are needed to broaden and deepen the intellectual strengths of the program through half-semester or full-semester participation in classrooms and studios. Distinguished Professorships can enhance the program's reputation by making UT-Arlington a destination for outstanding faculty and practitioners at some point in their careers. These professorships also can provide permanent faculty with much needed support to bring unfunded projects to the classroom or studio for examination and execution by students and colleagues. Such service-based projects frequently go unattended because of the lack of state-funded support for travel, materials, consultants and other necessary costs.

Category V: Distinguished Chair
Number needed in landscape architecture: 1
Required endowment: $1,000,000
Description: A Distinguished Chair in landscape architecture can enable temporarily or permanently a scholar of national or international

accomplishment to continue or complete teaching and research activities reflective of the highest level of achievement. Such a position at UT-Arlington likely can bring to the university on-going sponsored research by the chair's occupant, as well as outstanding student scholars who can help carry-out the work of the principal scholar.

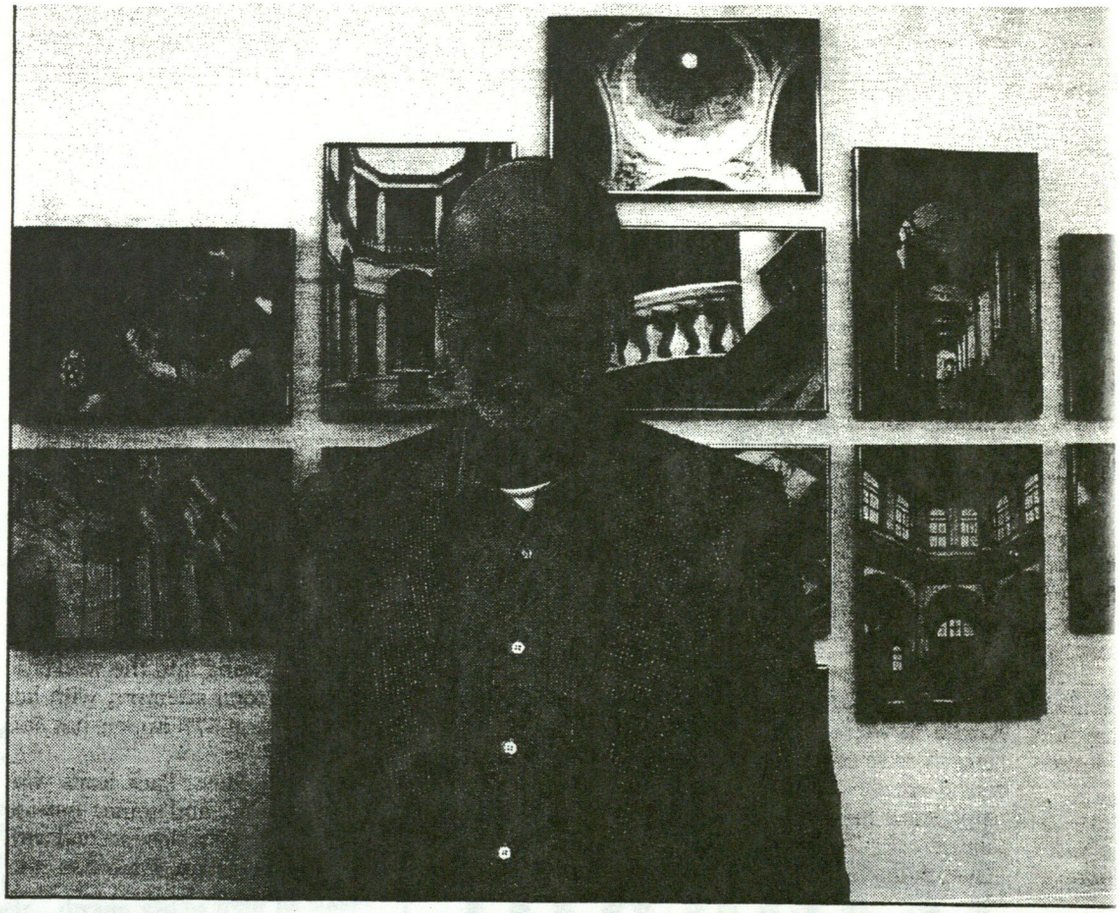
Additional Forms of Support

In addition to the endowment needs just described, the program is in need of on-going annual giving through in-kind or in-cash contributions. Such coordinated solicitations of annual gifts through the University's Ex-Students Association can be encouraged at levels which will provide basic alumni services along with dedicated amounts to the Program in Landscape Architecture.

Other on-going contributions are needed in the form of computer hardware and software, studio equipment, samples for a materials library, and other needs such as support for students to present their works at educational and professional conferences. Of course, dedicated endowments from contributors interested in these or other specific areas can be established for such purposes.

In conclusion, it is likely that the program's endowment needs, estimated at $3,300,000, are achievable primarily through major gifts, from corporations, foundations and selected individuals. Alumni from the program total approximately one hundred, with the largest classes matriculating during the last eight years of the program's twenty years history. Few, therefore, have yet to achieve the financial independence needed to be the program's main benefactors, making it necessary to

rely on carefully selected sources with interests in the university, the region or the environmental fields. Proper and adequate cultivation of these sources is needed through the program's advisors and adjuncts, and through the University's Development staff.



The Shorthorn: Matt Slocu

Architecture associate professor Michael Yardley led a group of 29 architecture students and two professors on a month-long trip through Italy last summer. The group visited Italian cities such as Rome, Verona, Florence, Milan, Venice and Pompeii.

Trip inspires planning

Last year's Italy visit has a professor organizing another for this summer.

BY DUSTIN EBERHART
The Shorthorn staff

When a group of 29 architecture students and two professors arrived in Rome last summer, they started a trip that gave them endless information on Italian architecture. Now, architecture professor Jay Henry is currently organizing next summer's trip.

On the latest trip, architecture associate professor Michael Yardley and lecturer Jessie Marshall served as tour guides.

"This is the 10th year for me to go. It started in 1982," Yardley said.

The month-long trip took students through Italian cities such as Rome, Verona, Florence, Milan, Venice and Pompeii.

"I think the architecture there is the most impressive," Yardley said. "There is such a tremendous variety there."

On the trip, students drew sketches that were to be turned in for a grade. The trip was worth nine credit hours.

"There was architecture everywhere," said Jason Hanson. "If you're lost, you can walk somewhere and find something historical."

Hanson, an architecture graduate student, said he thought Rome was amazing.

"This was my first trip to Italy, let alone the whole continent of Europe," Hanson said.

One of the sites visited was the Brion Cemetery. There, the group ran into students from a New York architecture school. Yardley said their professor described UTA's School of Architecture as a top-five school.

"That was a very flattering comment," Yardley said.

Yardley thought the students really enjoyed Pompeii, mainly because of the complete remains of total cities.

"There is nothing here i the States as far as architec tural history," he said. "Histor is mainly what Italy wa about. That's what made it s special."

The students learned abou modern architecture as wel While in Verona, the student found works by Carlo Scarpa a modern day European archi tect.

"The works of Scarpa was i turn for the rest of the trip, Hanson said.

Architecture sophomore Ror Butler said a person could neve understand Scarpa's designs by seeing them in a book.

"But being there you car really understand them and it is really amazing," Butler said.

Yardley said the highlight of the trip was the garden in Verona.

"It was one of the most beautiful things on the face of the earth," he said.

DUSTIN EBERHART

Mission

continued from page 1

university adopt a similar version for its official statement. The university's statement is scheduled for review this year as part of the Texas Higher Education Coordinating Board's requirement. Texas public institutions must review their statements every four years.

Dr. Haws serves on the committee and said a mission statement is not a marketing slogan.

"The mission statement characterizes what we are as an institution," she said. "It's something that any unit can look to for direction to see if what it's doing coincides with the goals of the university."

In September, the committee met several times to review the statement and compare it to those from other institutions.

"There was no consistency with the other universities' mission statements in terms of scope or length," Haws said. "Some are a sentence and some go on for five to 10 pages."

Several employees have e-mailed Haws with ideas, she said, and many disagree on the statement's length.

The proposed statement includes a general paragraph followed by seven headings. One or two sentences will follow each heading detailing university principles, activities or programs. The current statement is only a paragraph.

Management Chair Jeffrey McGee said he prefers brevity but mentioned a brief statement could be too general.

"A mission statement represents how an organization addresses claims from its stakeholders," he said. "It should include a summary of key philosophical values of the managers and a listing of key goals."

Mechanical engineering junior Jason Owens said the revised version doesn't look any different from other mission statements he has seen.

"I think the bold type pretty much sums it up," he said, referring to various headings. "I guarantee most students here don't read it anyway."

The UT System Board of Regents will review the mission statement at its Nov. 12 meeting. Coordinating board officials also requested the university turn in a statement by January for the board's April meeting.

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ADMINISTRATION

UTA's mission to be updated

A committee is asking for input from university employees and student organizations on the new draft, which is an expansion of the 1997 statement.

BY CHRIS PIPER
The Shorthorn staff

The Strategic Planning Committee is asking for feedback on a revised university mission statement to be submitted to the Board of Regents next month.

The new draft is an expanded version of the mission statement in place since 1997. Pam Haws, institutional research and planning director, sent an e-mail to university employees Tuesday that included background of the revision, the new mission statement and a request for input. She plans to e-mail student organizations for their input as well.

"We're working on a very tight timetable here," Dr. Haws said. "That is why we're relying on input by e-mail."

The Southern Association of Colleges and Schools visited the campus in May to review UTA courses offered at McLennan Community College in Waco. During their visit, association representatives concluded that UTA's mission statement failed to identify its commitment to a group of principles, activities and programs.

SACS found a more detailed version of the mission statement on the university's Web site and suggested the

MISSION continues on page 4

UT SYSTEM

UTA increase largest in system

Recently developed programs have helped the increase, and word is getting around, official says.

BY PAT GILLESPIE
The Shorthorn staff

The university's enrollment grew 2,396 students from last fall, the largest increase in number of students among all UT System academic institutions, according to figures released Thursday.

UTA's percentage increase of 11.3 is the third largest among the institutions, behind UT-Tyler, which grew 14.3 percent, and UT-Permian Basin, which increased 12.3 percent.

Programs developed during the past few years and additional degree programs have led to UTA's increases, said Dana Dunn, vice president for academic affairs.

"We've done a lot of good work in those areas," she said. "It's coming together. But not only is it coming together, the word is getting around."

UTA's enrollment grew from 21,180 last fall to 23,576 this semester, according to figures released last week. Systemwide enrollment among academic institutions grew 16,170 students, or 7 percent, from last fall.

UT-San Antonio's enrollment is the closest to UTA's in both number of student and percentage increase. It grew from 19,883 to 22,017 during the past year, a 2,134 student and 10.8 percent increase.

UT-San Antonio's enrollment has grown at the same rate during the past two years as it has the last 10 years, said Rosalie Ambrosino, UT-San Antonio vice president for student affairs. She said the biggest reason for the increase is retention and outreach programs.

She said she expects the university to grow at about the same rate during the next few years but said the current concern is hiring faculty. She said she thinks UTA and UT-San Antonio will grow together during the next few years.

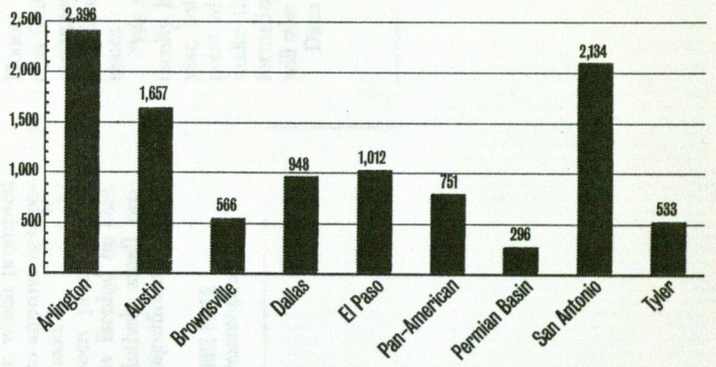
"I think our issues are similar," Dr. Ambrosino said. "We need to work together."

This fall is the second that UT-Tyler hasn't restricted the number of freshmen admitted. It also is adding more NCAA sports and more academic scholarships.

ENROLLMENT continues on page 7

UT SYSTEM ACADEMIC ENROLLMENT

Enrollment figures at UT System schools were released last week. UTA had the largest increase in the number of students from last fall and third highest in percentage increase.



Source: Office of Institutional Research and Planning

The Shorthorn: Michael W. Roger

Enrollment

continued from page 1

Those factors contributed to its increase, Enrollment Services Dean Jim Hutto said.

"We were able to expand our recruiting," he said. "Yes, we anticipated and projected a big increase. No, we didn't anticipate this big of an increase."

Hutto said administrators expected about a 10 percent increase from last fall and expect an enrollment of about 6,000 by 2008.

Dr. Dunn said she doesn't consider other system schools as competition. She said she thinks in terms of how administrators, faculty and staff can help the university.

"I don't think about competing with other universities but more about the needs of ours," she said. "We're really pleased and proud."

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Faculty

continued from page 1

affairs, said prospects recruited this semester won't begin work here until fall 2003.

She also said specific funds available to hire new faculty won't be available until Wright meets with each unit.

The provost said hiring funds come from several places.

Often, a new hire simply replaces a former faculty member, he said. In those cases, salaries already exist. For new positions, a college or school can draw from its reserve money or use university funds, depending on the circumstances. Sometimes, departments convert several part-time salary positions into one full-time employee.

"As the year goes on, we'll really have to look at this issue to determine whether we'll have to use some additional funds," Wright said. "But the hiring that we do will not lead to an increase on students."

The greatest need for new hires exists in academic units that experienced the greatest enrollment growth, such as the Liberal Arts and Engineering colleges, he said. But Wright said he can't determine which departments will benefit from new faculty until he meets with each unit.

"I think if you talk to any dean, that dean will say, 'My department needs new positions,'" he said. "A number of factors go into determining which schools get new faculty and which schools don't."

Richard Cole, Urban and Public Affairs dean, met with Wright on Monday to discuss new faculty prospects.

"We've basically just begun to advertise," Dr. Cole said. "For the most part this semester, we're just accepting applications."

The school placed ads in several public affairs newsletters and publications and contacted programs around the country to let them know about available positions. Several prospects have responded to advertisements, Cole said, but the school won't begin to pick finalists until early next semester.

According to recent figures, Urban and Public Affairs experienced one of the largest percentages of enrollment growth this semester, which prompted the provost to approve new positions, Cole said.

"We've been permitted to hire two new faculty," he said. "For our relatively small program, that's significant."

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FACULTY/STAFF

Campus growth prompts hiring

Provost George Wright will meet with academic unit deans this week to analyze needs, he says.

BY CHRIS PIPER
The Shorthorn staff

The provost will meet with each academic dean this week to finalize faculty hiring agendas for fall 2003.

George Wright, provost, says new hires will not be a financial burden for students.

Beginning Monday, Provost George Wright will talk with each academic unit, except for the Honors College, to discuss faculty hiring needs prompted by enrollment growth and accreditation issues.

"We typically discuss faculty hiring issues all year, but there comes a point when you have to make things final and formalize where hiring will take place," Dr. Wright said.

Dana Dunn, vice president for academic

FACULTY continues on page 7

Vote

continued from page 1

through Friday, said Dana Dunn, vice president for academic affairs.

Involved in the tie are assistant professor Karen Bullis, associate professor Andrej Pinno and professor Pat Taylor.

The committee will be made up of five faculty members, one staff member, one undergraduate student and one graduate student, the chair, one alumni appointed by the provost and one community member.

Two of the five faculty members will be appointed by the provost, while the others are elected. The two student representatives will also be elected through student balloting.

Dunn says she has made contact with the community member but will not announce the name until the member confirms the commitment.

For now, Richard Ferrier, who has been a professor here since 1968, is the lone faculty member selected to serve as a part of the committee.

Linda Wilson, assistant to the dean, is the elected staff member, while Dunn serves as the chair of the committee.

Other faculty members have not been appointed by the provost.

"The members elected to serve can serve only if they are willing," Dunn said.

DUSTIN EBERHART
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ARCHITECTURE

Three-way tie results in run-off

Dean search committee selections will finish this week, officials say.

BY DUSTIN EBERHART
The Shorthorn staff

Due to a three-way tie, a run-off was held Monday to determine two faculty members on the architecture dean search committee.

The committee will not be finalized until the end of the week, officials say.

"We should know who is on the committee some time Thursday," said Michael Moore, assistant vice president for academic affairs.

Faculty representatives on the committee are considered part of the voting faculty, which excludes adjunct professors.

The tie occurred last week during the initial balloting, which was held Monday

VOTE continues on page 7

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NEWS | OCT. 02

Architecture

Russian building styles subject of lecture

Professor Nikolai Zhurin's discussion will compare U.S., Soviet construction.

By Dustin Eberhart
The Shorthorn staff

Soviet Russian architecture will be the topic of a lecture presented today by a Russian professor during his Texas tour.

Nikolai Zhurin, a professor at Russia's Novosibirsk State Academy of Architecture and Fine Arts, will explain the difference between Russian and American architecture today at 5:30 p.m. in 204 Architecture Building. His trip is sponsored by the university's American Institute of Architecture Students.

Zhurin is the Department of Architectural Drawing and History of Architecture chief.

"This is a chance for students to interact with a professional architect who has a whole different way of looking at architecture," architecture junior Erin Keigh said.

Keigh, also the vice president of the university's institute, said a comparison to the rolling hills and frigid climate of Siberia and plains here in Texas is what makes this lecture interesting.

"The climate isn't something you can reject in Siberia," she said. "The social structures of America and Siberia are different and the way people view things in these two different parts of the world are also different, making the two types of architecture more interesting."

Zhurin, an author, also worked as an architectural historian who took part in a scientific expedition through Siberia examining its regional architectural heritage.

Other organizations he is a part of include the Union of Architects of Russia and chairman of the Technical Committee for Preservation of Historical and Architectural Heritage in the Novosibirsk Region.

"It is very exciting to be able to hear about Russian architecture from someone who practices it," Michael Terranova, president of the Joint Constituency Council for Architecture said. "It'll be interesting to see if the communist style of architecture takes into account the climate, terrain, geography and culture in Russia on their works."

Zuhrin's lecture is part of a series the School of Architecture is trying to put together for this fall, said Jessica Jefferies, who is in charge of Development and Public Relations for the school.

"We are working really hard to get multiple lectures here for the fall," she said.

THE UNIVERSITY OF TEXAS AT ARLINGTON

THE SHORTHORN

Since 1919

Tuesday
September 17, 2002

Scene: Students say their backpacks reflect their personalities. **Page 3**

Volume 84, No. 14
www.theshorthorn.com

ARCHITECTURE

Wright explains dean search plans

University president Robert Witt says the school should have a dean by the spring.

BY PAT GILLESPIE
The Shorthorn staff

An architecture dean search will start within the next two weeks, Provost George Wright announced to students Monday.

He said in a forum with architecture students Monday that later this week and early next week he would begin interviewing candidates for the search committee.

"We are confident we will get this started very soon," Dr. Wright said.

University President Robert Witt said he expects the committee to find a solid candidate for next year.

"I would be disappointed if by next spring we didn't have a dean identified," Dr. Witt said.

Some students questioned whether a quality group of candidates would be attracted to the school given its past. The school has had four deans since 1999, and a lack of consistent leadership concerns students.

Witt said he's confident the search committee will attract the right type of candidates because of the school's history.

He said the school grew 28 percent, or 200 students, from fall 1997 to fall 2001. He said the school has grown 25 percent, or nearly the same number of students, from last fall to this semester. He said no official enrollment numbers have been tallied but estimates the enrollment this semester at 1,000 students.

He also said the school is the best in the area.

"What we see in the Metroplex is the School of Architecture at UT-Arlington is a school of choice," Witt said. "There are no competitive programs in the immediate area."

He said members of the last search committee have told him the candidates have gotten better during the past two years. The committee in 1999 didn't choose a dean, and the 2000 committee chose Martha LaGess, who started in 2001. Her contract as dean was not renewed at the end of August.

Witt said the new dean must have good leadership and administrative skills. He or she also must be able to earn faculty support when adapting programs.

"The new dean is going to have to be somebody who can lead that change," Witt said. More importantly, he said, he asks an important question to the candidate: "Are you interested in being a dean or doing dean?"

Architecture senior Kenneth Lorang said that if the right candidate isn't found, he's comfortable having Interim Dean Richard Dodge lead the school another year.

"He's got a good track record," said. "I have a feeling they're going find someone."

Michael Terranova, Architecture Joint Constituency Council president said he hopes the next search committee will find the right candidate.

"They're just going to try to judge their characteristics," he said. "We need permanent leadership. We want a leader who will do the job."

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ABOUT OPINION
Ty Allison, editor
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Opinion is published Wednesday and Friday

Wednesday, September 18, 2002

OPINION

THE SHORTHORN

REMEMBER
Columnist Michael Roger shares his perception of reality television.

EDITORIAL/OUR VIEW

Conversation Improving Education

Problems can be solved easily if there is communication between students and administrators

EDITORIAL ROUND-UP

The issue: The School of Architecture has held two student-driven forums this semester.
We Suggest: All schools, departments and colleges should have forums during the semester to facilitate student, faculty and staff communication.

Last week, the School of Architecture held its first forum of the semester. About 60 students attended and voiced concerns about everything from supplies needed in the school to possible controversy surrounding former Dean Martha LaGess. Michael Terranova, Architecture Joint Constituency Council president, said he suggested the forum to give students a chance to discuss issues with administrators.

These forums give students an opportunity to address topics important to their schools with university officials. Students should hold forums. If students feel the need to hold a forum with administrators, they should go to their constituency councils to say so.

It's all a process. Concerns are voiced and heard. Problems can be solved.

Students must be active to make this happen.

If they don't attend, nothing can be accomplished. It's like people who don't vote but complain about the government. If a person wants change, then that person must be a part of the initial process, which is voting in that case.

We encourage students to engage faculty and staff in more forums.

We are at the university to get an education. But we are also here to get an education that meets and exceeds our needs when applied in the work force.

Subjects that can be brought forward at these forums include necessary supplies, curriculum, career opportunities and the addition of professors who've worked in a particular field.

The School of Architecture held another forum Monday, which about 40 students attended. This time, Provost George Wright and university President Robert Witt talked to students about the search for a dean and the school's future.

Hopefully, an ongoing conversation among students, faculty and staff through these forums will continue for this school. Others should follow the School of Architecture's lead in ensuring that the future of our university is progressive and focuses on the needs of students.

ARCHITECTURE

New lab to open Sept. 30

Site license allows school to have the AutoCad 2000 program installed.

BY DUSTIN EBERHART
Contributor to The Shorthorn

The School of Architecture's computer lab will be up and running on Sept. 30, vice president for academic affairs Dana Dunn said.

All the computers in the lab will have AutoCad 2000, a design program commonly used among architecture students. What some students call an essential part of getting a job in the field, the program is used by architects, engineers, drafters and design-related professionals.

"We know AutoCad is an essential tool and the importance of it in the school," Dr. Dunn said.

These changes come after the school received its site license for the program. This means that the students can now access the program from any computer at UTA that is set up for it.

"It's great to have a site license," Joint Constituency Council for Architecture president Michael Terranova said.

In the old computer lab, only three computers had this program, and it was on those computers only because a student downloaded it, officials said.

AutoCad 2000 is one of the most commonly used computer programs in the architecture field, which makes it necessary to have knowledge of the software, students said. According to the program's Web site, most of the things that people see around them were probably designed with this program.

The Windows-based program can handle tasks such as landscaping, planning roads and designing the interiors and exteriors of buildings. Other features include publishing works and collaborating with other students using the Internet.

"We always knew it would be on the computers when the new lab opened," Terranova said.

In a meeting held by President Robert Witt and university Provost George Wright on Monday, students were informed that the computers would have the AutoCad software on them. This is also when they found out that the school would receive a site license.

"When it was brought to our attention a few weeks ago by central administration, the wheels began to turn quickly on getting the license," Dunn said.

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THE UNIVERSITY OF TEXAS AT ARLINGTON

THE SHORTHORN

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Tuesday
September 10, 2002

Scene: The music industry rebounds from the Sept. 11 attacks. **Page 3**

Graduates say 3-D program is an essential

Students and employers say knowledge drafting programs helps potential employees.

BY DUSTIN EBERHART
Contributor to The Shorthorn

Three.

Out of 20, this is the number of computers in the School of Architecture's computer lab that have AutoCAD 2000, said Nghia Nguyen, an architecture computer lab assistant.

AutoCAD 2000 is a two- and three- dimensional and 3-D design and draft program popular with architects, engineers and drafters that enables the user to design buildings and even place small objects such as lighting or desks in those buildings.

"The AutoCAD program was first introduced to UTA in the College of Engineering," said architecture graduate student Bryan Hartline. "I went over there and took a course on the program. That's where I was introduced to it."

The College of Engineering has 27 computers with the software.

"The school didn't know about the program," Hartline said. "The only reason the three computers at the school have it is because a student downloaded it onto them."

He also said some computers in the

Software

continued from page 1

lower level of the University Center have the software.

Hartline, who graduated from the school last year, works for Arlington's Gaylen H. Laing Architecture firm. Laing, the firm's owner, said he wouldn't have hired Hartline if he hadn't known the program.

"The most important thing when I hired him was that he knew how to use it," Laing said. "If he wouldn't have known it, then I would have had to train him, which takes a lot of time ... that makes it extremely valuable to him as well as me."

Hartline said he knew how important the program was in getting a job, so he decided to learn it.

"Now, studios in the school are asking students to use it as opposed to doing the work by hand — like before," he said.

Hartline said that when he started in the school, computers were just beginning to be used for drafting and designing, but now the technology is improving.

"This kind of technology is really important in getting a job, so I encourage the school to start using it," he said.

DUSTIN EBERHART
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ARCHITECTURE

Students present concerns at forum

Students worry that UTA lacks technology compared to other universities.

BY PAT GILLESPIE
The Shorthorn staff

Architecture students voiced their concerns Friday about everything from the lack of technology in the school to the firing of Martha LaGess as dean during an open forum with Provost George Wright.

Architecture junior Levi Swinney said he has visited other campuses such as Texas A&M's College of Architecture, and UTA pales in comparison.

"None of that's here," he said of computer technology. "That's something they need to implement soon."

The school here has about 20 computers in its lab, with only three of them including a program called AutoCAD 2000, which is used for drafting, said computer lab assistant Nghia Nguyen.

Swinney said that's just not enough.

"I think we're the red-headed stepchild of the system," he said. "I think we're getting the shaft."

Some students have tried to get in to the civil and environmental engineering computer labs, which are reserved for students taking those classes, said Lewis Crow, the department's computer support specialist. He said the department has 27 computers with access to the AutoCAD 2000 program.

Before architecture graduate student Mary Orozco transferred from civil engineering to architecture, she said people in civil engineering said her $1,000 drafting table would be useless in her new major, so she got rid

FORUM continues on page 5

Forum

continued from page 1

of it. When she started taking architecture classes, she learned she would use a table more than the software.

"It's very appalling to come from that rich environment to this," Orozco said. She said there are so few drafting tables, too, that students have to claim them by putting their name on them at the beginning of the semester. "Some people do have to drop — it's sad."

Dr. Wright agreed the school needs more supplies.

"No question about it — we need more funding," he said. "We've got to do more."

Architecture graduate student Phillip Andrade said he's concerned that when he graduates, his degree will be worth less than those from other universities.

"Our degree program has not been changed to accommodate technology," he said. "Students are getting out of here, and they're not prepared."

Architecture senior Jeffrey Pierce said he's more concerned about the lack of leadership in the school. The school has had three different deans in the past three years.

"We need a firm head in the School of Architecture and not someone who's going to come in for a year," he said. "I have yet to see any kind of leadership."

Wright fired former dean Martha LaGess days before the fall semester started. LaGess, in a press conference held last week, said she may sue the university for gender discrimination. LaGess is a professor here this fall.

Wright said it was difficult for him to stick with someone in whom he didn't feel confident. He said that a couple of weeks before school started, 10 classes still didn't have professors assigned to them.

"I was concerned that the train wasn't running on time," Wright said. "I gradually saw that some things weren't there. From my point of view, she didn't have the right instincts."

Wright said he and university President Robert Witt will meet with students again at noon Monday in 204 Architecture Building to discuss the school's future.

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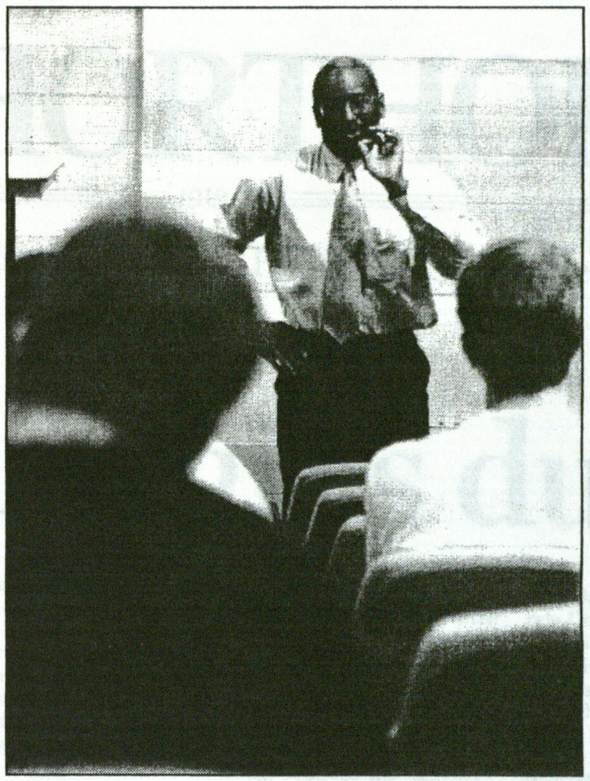

The Shorthorn: Mark Roberts

Provost George Wright speaks to architecture students at an open forum Friday in the Architecture Building. He explained his thoughts and actions regarding the firing of former Dean Martha LaGess as well as the need for better technology in the Architecture computer lab.

THE UNIVERSITY OF TEXAS AT ARLINGTON

THE SHORTHORN

Since 1919

Thursday
September 5, 2002

Scene: Diverse displays celebrate Hispanic Heritage Month. **Page 8**

ARCHITECTURE

Interim dean begins duties

Richard Dodge will bring credibility and experience to the school, officials say.

BY DUSTIN EBERHART
Contributor to The Shorthorn

Richard Dodge likes to build things.

In fact, the newly appointed architecture interim dean was sweating outside while building a new veranda when Provost George Wright called to offer him the job. Dodge will serve a one-year term after the termination of former Dean Martha LaGess in August.

Architecture presented itself early for Dodge, 66, when he took an aptitude test at age 12 that determined the field was his niche.

"I didn't pay much attention to it at the time," he said.

Four years later, he revisited the idea of architecture as a career. His father was a contractor, so Dodge stayed in touch with building and did some contract work in the summers during his teens.

"I grew up around building my whole life," he said.

Dodge, who lives about 30 miles east of Austin, will commute to UTA about every three days and stay at a hotel when he is here.

He is a father of two — Aina, 38, and Michael, 34. He and his wife of 41 years, Kirsten, live on 50 acres of land.

Dodge received his bachelor's degree in architecture from the University of California, Berkeley. In 1967, he received his master's degree in architecture at Yale University.

"When I got to Berkeley, I had to fill in a major, so I just went ahead and filled in architecture," he said. "People thought I was crazy."

The long-time professor and associate dean at UT-Austin retired in the spring after 35 years

DODGE continues on page 3

Dodge

continued from page 1

"I retired because I was old, and I was tired," he said. "I wanted to play like I was 12 again."

Tuesday, his first day on the job, Dodge spent most of the day getting to know the school. In the morning, he met with the staff, followed by the student organizations and faculty.

"He clearly brings experience to the table, which partly means having knowledge and interacting with accreditation," Dr. Wright said.

Wright said Dodge was one person who participated in the School of Architecture's development in the early 1980s, when he read the original proposal for the school.

"When we were at breakfast the other morning, one thing that he said that I like was that he felt like it was not his job to come in and radically change the School of Architecture," Wright said. "He also brings credibility."

Compared to his former position, Dodge said the enrollment in UT-Austin's school was about the same as UTA's. But getting accepted to UT-Austin's architecture program is more difficult, he said.

"When we were at breakfast the other morning, one thing that he said that I like was that he felt like it was not his job to come in and radically change the School of Architecture."

George Wright,
provost said of Richard Dodge, the new interim architecture dean

"There are only about 60 freshmen a year admitted into the school in Austin compared to a very large entry level here," he said. Dodge said he isn't opposed to having more of an open admission for freshmen — it is just different.

Dodge, who said he never attended a football game in his years at Austin, said his goals here are to work with the faculty and be available when needed.

"I want to settle things down with the faculty and get things back on the right track for the school," he said.

He said he is formulating a plan for the year. When asked about taking LaGess' place, Dodge had no opinion. He said he told the provost he didn't want to know anything about it.

"Knowing the situation doesn't change the situation and doesn't effect what needs to get done here," he said.

DUSTIN EBERHART
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Richard Dodge, interim dean of the School of Architecture, will commute to UTA from Austin weekly.

THE SHORTHORN
Since 1919
Wednesday
September 4, 2002

Sports: Former basketball player takes position as assistant coach. **Page 8**

LETTERS

Articles about LaGess irresponsible; unreliable coverage is unacceptable

I am concerned at the direction of the university's newspaper. Slanderous, inappropriate, incorrect facts and errors have surfaced this week concerning the articles attacking former Dean Martha LaGess and Michael McNamara.

First of all, Martha LaGess was demoted to professor, not fired. She still remains within the School of Architecture teaching a graduate studio.

Second, LaGess and McNamara don't have doctorates in architecture, therefore they shouldn't be addressed as doctor but rather the distinction of professor.

Third, some of the student's opinions, such as my friend Brian Paletz, were taken out of context, making it seem as though he was slandering the dean, but that wasn't his intention.

Finally, putting the dean's picture in the article (which by the way looked like a dirty mug shot) so someone could point her out in a crowd was just immature.

Did *The Shorthorn* even bother to find out why Michael McNamara got fired? Was it simply because he defended his wife? You be the judge. *The Shorthorn* should reconsider their hiring practices, or rather their editing practices, before publishing articles with embellished falsities rather than report truth. Articles that cause drama should be reported in the *National Enquirer*, not *The Shorthorn*.

Thanks.

— Alan Kong, architecture graduate student and teaching assistant

Photo of Provost Wright portrays character in LaGess decisions badly

I have been following *The Shorthorn*'s coverage of the university's decision concerning Dean LaGess. I have done my best to listen to all facts from both sides to decide what I believe on the issue. However, I feel this is not possible in Friday's issue.

Photographs for this story were very poorly chosen. In an issue concerning a possible litigation between a fired dean and administrators, your paper has chosen to put a photo of Dr. Wright smiling jovially along with a photo of Martha LaGess looking worn down in despair. That is not an accurate description of this situation. Wright has been more cooperative than he has to be with this issue. He's given large amounts of time to students who come to him — without appointments — wanting answers for this question of LaGess' exit.

Wright has been very cooperative with the media and other students who want to understand this decision. Not only in this situation but in others, Wright has repeatedly gone out of his way, beyond his job description, to help students and other faculty members since he has begun at the university. In none of his comments has he said he is happy about what is happening. Portraying him with the selected photograph next to beaten down LaGess displays him as unconcerned with her issues. The contrast makes a statement about who is at fault in this situation.

You should have had more discretion about which photograph of Wright you might have chosen. Wright is a fine administrator and a genuine friend to anyone seeking his friendship. Your choice of photograph has represented him in a way that he has not deserved. I realize that you have file photos of individuals who are commonly in *The Shorthorn* and that the photo used of Wright is a file photo. However, I feel that as a newspaper, you should be conscious of the message that photographs portray. I believe that you should

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Posted on Fri, Aug. 30, 2002 Star-Telegram

Former dean says she didn't get fair chance

By JAN JARVIS
Star-Telegram Staff Writer

ARLINGTON - The first female dean of the UT-Arlington architecture school said Thursday that she sees the administration's decision not to renew her contract as a fairness issue.

"What I needed was the opportunity to be treated fairly, to be given a fair chance and enough time to do the job I came home to Texas to do, and to be held to the same standards and expectations regardless of gender," said Martha Ellen LaGess, who also is the school's first tenured female faculty member.

Richard Dodge, a retired architecture professor from the University of Texas, was named interim architecture dean early this week for the fall and spring semesters.

Dodge, 66, was an architecture professor for 35 years and an associate dean for UT-Austin's architecture school for 14 years.

About 25 students, mostly from the School of Architecture, attended a news conference by LaGess at the Wyndham Arlington hotel in support of the former dean.

Provost George Wright said he was unaware of the news conference and that if the fact that LaGess is a woman was ever an issue, it would have been raised when she was hired. LaGess was hired after an extensive search and had the support of faculty, students and administrators, he said.

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"The problems now have nothing to do with gender," Wright said.

Wright said LaGess' contract was not renewed because he had lost confidence in her ability to lead the architecture school.

LaGess said she has retained legal counsel.

Students at the news conference said more of them would have attended, but they only heard about the gathering minutes before it started.

Phillip Andrade, who graduated from the architecture school this summer but is still taking classes, said students want to show their support for LaGess, "but they're afraid to speak out" because their professors might retaliate.

Last year, 796 students were enrolled in the architecture school.

Architecture student Kenneth Lorang said LaGess was trying to bring technology to the school but met with opposition from professors.

LaGess said she was shocked by the admnistration's sudden action and had been told a few weeks ago that she was to be given the standard merit raise.

Her annual salary as dean would have been $118,450 for the 2002-03 year, university officials said.

LaGess, who is a tenured professor, said she is teaching a graduate architecture class this semester and will not let the administration's actions interfere with her job performance.

"I plan to do the job as professor to the best of my ability," she said. "It is a completely separate issue."

Her nine-month salary as a professor is $88,838.

In a statement, LaGess accused the university of threatening her family by withdrawing an employment offer made to her husband, an adjunct architecture professor, last week. Michael McNamara had taught a first-year architect course in the spring and was offered the same position for the fall, she said.

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Wright said he has no hostility toward LaGess.

"While making a decision like that, even a difficult one, that doesn't mean it has to get personal or hostile," he said.

Jan Jarvis, (817) 548-5423 jjarvis@star-telegram.com

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Local News: Arlington

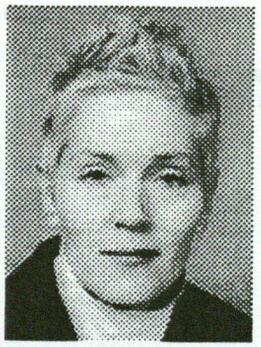
Ousted UTA dean LaGess returns fire

08/30/2002

By DAVID DILLON / The Dallas Morning News

ARLINGTON – A visibly tense Martha LaGess, fired last week as architecture dean at the University of Texas at Arlington, shot back at her critics Thursday in a news conference at the Wyndham Hotel overlooking Six Flags.

"I am truly shocked by the sudden action of the university administration," she said. "... [It] has not undertaken any formal review ... of my work nor indicated that my overall performance was unsatisfactory. To the contrary, I was told I was to be given the standard merit raise and only a few weeks ago, the provost told me that I was 'truly the one' to lead the School of Architecture."



Martha LaGess

Ms. LaGess went on to say that provost George C. Wright had not discussed the "substance of alleged faculty complaints" with her or revealed the extent of the support she had received from students, faculty, staff and alumni. She said the provost had also withdrawn a job offer made to her husband, Michael McNamara.

Dr. Wright agreed that no formal review had occurred but noted that he had repeatedly "given Dean LaGess very specific comments about what she was doing and not doing." He denied telling her that she was "truly the one" to lead the School of Architecture. He wouldn't comment on discussions with Mr. McNamara.

Ms. LaGess, 48, was hired last August to succeed Edward Baum, who had served as dean for the previous 12 years. She arrived with an ambitious agenda for turning the school into a regional design center grounded in research and computer technology and committed to integrating architecture and urban design.

As she indicated Thursday, the transition had been rocky. While some faculty enthusiastically backed her agenda, others balked, saying that she was arrogant, insensitive and a lax administrator. She was also the only tenured

arrogant, insensitive and a lax administrator. She was also the only tenured woman on a faculty of 18 men.

"What I needed was to be treated fairly, to be given enough time to do the job I came home to Texas to do and to be held to the same standards and expectations regardless of gender," she said.

Ms. LaGess would not comment on whether she planned to sue the university. "I have retained legal counsel to advise me on those matters," she said.

Her lawyer, Ted Anderson, said, "We have to conduct a review to make sure the university acted fairly and with due process, and acted in the interest of the university and not a narrow-minded few who might hamper the progress of the university."

Though no longer dean, Ms. LaGess is still a tenured professor and will teach a graduate studio this semester. The provost has appointed Martin Dodge, formerly associate dean at the University of Texas at Austin School of Architecture, as interim dean. The search for a permanent replacement will begin later this year.

Staff critic Scott Cantrell contributed to this report.

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THE UNIVERSITY OF TEXAS AT ARLINGTON

THE SHORTHORN

Since 1919

Wednesday
August 28, 2002

Volume 84, No. 3
www.theshorthorn.com

News: College of Engineering seeks diversity in programs. Page 5

ARCHITECTURE

Interim dean begins Sept. 3

Richard Dodge, 66, will serve for one academic year as he replaces Martha LaGess.

BY DUSTIN EBERHART
Contributor to The Shorthorn

Richard Dodge, former associate dean of the UT-Austin School of Architecture, will be interim dean of the School of Architecture here for the 2002-2003 school year, university Provost George Wright said.

Dodge replaces Martha LaGess, who served as dean of the school for one year and whose contract will not be renewed after Dr. Wright said he was losing confidence in her leadership abilities. Dodge will begin his appointment as dean Sept. 3.

"I'm glad that we now have one [a dean] so we can start making progress in the school," said Michael Terranova, president of the Joint Constituency Council for Architecture.

Dodge, 66, who met with Wright last Friday, served at UT-Austin from 1967 to 2002. Dodge acted as the associate dean for 14 years, during which he renovated two architecture buildings, the latest one finished last year. He also refined the technology in the architectural department before retiring last spring semester.

"My goal is to get the faculty and students here to express to me what their needs are," Dodge said.

He said his job at UTA is to fulfill all the needs of the faculty and students.

"I'm pleased it happened so quickly," Terranova commented.

Dodge is a graduate of the University of California, where he received his bachelor's degree in architecture, and Yale University, where he received his master's degree in architecture.

His specialties include graduate design, technical communications and computerized design. He also works well with accreditation, Wright said.

"There are certain tasks a dean has to attend to, and accreditation is familiar ground to me," Dodge said.

Architecture senior Casey Carlton said he wanted a new dean who would put his and his fellow students' minds at ease about accreditation, which is a very big deal to Carlton.

"If someone can come in and start off and continue where LaGess left off, then I will be satisfied," Carlton said.

"He (Dodge) is very knowledgeable about accreditation issues, which are a very important thing to us," Wright said.

Dodge said coming from another UT System school will help with the accreditation of the School of Architecture because he is familiar with it.

In 1984, Dodge played a large role in bringing Charles Moore, a well-known architect, to UT-Austin.

ARCHITECTURE

LaGess talks about firing

Former architecture dean calls press conference, says she is thinking about suing UTA for gender discrimination.

BY PAT GILLESPIE
The Shorthorn staff

Architecture Professor Martha LaGess is contemplating litigation against the university for what she contends is gender discrimination after being fired last week from the dean's position, she announced in a press conference Thursday afternoon.

"It's a fair-opportunity question," she said. "What I needed was the opportunity to be treated fairly, to be given a fair chance and enough time to do the job I came home to Texas to do and to be held to the same standards and expectations regardless of gender."

George Wright, university provost, says charges of gender discrimination are unfounded.

Provost George Wright responded Thursday by saying that the university has promoted many women and minorities into leadership roles, so LaGess' argument isn't valid.

"We have promoted a lot of women into powerful positions," Dr. Wright said.

Wright said that when LaGess was hired in spring 2001, faculty members supported her. But since last fall, when she started, her support has dwindled.

"If you consider a year and a half ago the same people supported her — all of those people supported her strongly," he said. "There is no basis for saying that someone was discriminated against because of gender."

Wright said his own support of her dwindled mainly because of her lack of leadership qualities and her inability to energize faculty. He said she struggled in many administrative areas of the job, which he questioned her about while meeting with her throughout the year.

"In the administrative area, I had concerns," he said. "I lost confidence with a lot of issues."

LaGess, who noted she was asked to resign, said she was surprised she wasn't given a formal review before being fired from the position.

"I am truly shocked by the sudden action of the university administration," she said. "The administration has not undertaken any formal review process to evaluate my work, nor had it indicated that my overall performance was unsatisfactory."

Wright said that deans typically don't receive a formal review until they're here for four to five years. He said that he was "very formal" in his meetings with her throughout the past year.

LaGess has hired trial lawyer Ted Anderson from Kilgore and Kilgore PLLC out of Dallas to represent her.

Anderson said she is exploring the possibility of suing based on gender discrimination or defamation, but he's not sure when a decision will be made.

"I just don't know at this point," he said. "We're reviewing everything."

He said it's not LaGess' first priority to sue, though.

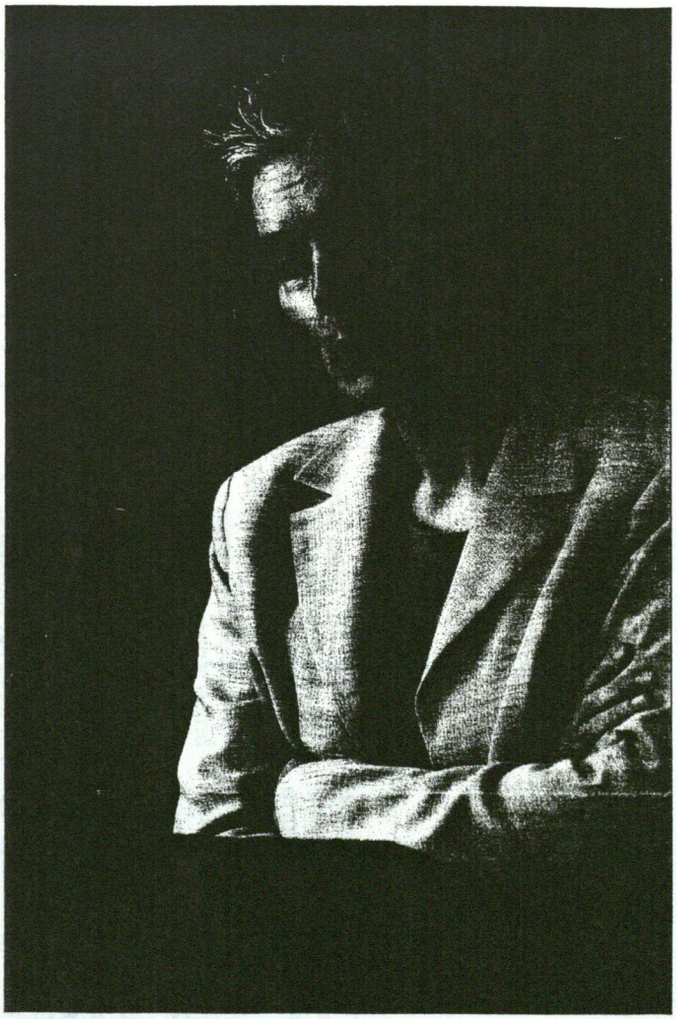
"There's no rush to do it," Anderson said. "She doesn't want to do it if she doesn't have to."

LaGess, a tenured professor, will continue

LAGESS continues on page 7

"I really can't comment on whether I will or won't litigate. I plan to do my job as professor to the best of my ability. It's really a separate issue."

Martha LaGess, Architecture professor



The Shorthorn: Bob Booth

Martha LaGess ponders a question during a press conference at the Wyndham Hotel near the Ballpark in Arlington on Thursday afternoon. Her attorney and about 20 architecture students attended the conference with her.

LaGess

continued from page 1

teaching in the school. She is teaching an advanced design studio three days a week, but she doesn't foresee problems.

"I really can't comment on whether I will or won't litigate," she said. "I plan to do my job as professor to the best of my ability. It's really a separate issue."

She was also disturbed, she said, that her husband, Michael McNamara, was offered a job to teach this fall and when she refused to resign, the offer was taken back. He taught here last spring.

Wright said he had no comment about that accusation.

About 20 students attended the press conference, which was held at Arlington's Wyndham Hotel.

Architecture senior Kenneth Lorang said he believes LaGess' goal of integrating computer technology into the school was one of the biggest points of friction between her and other faculty.

"They're all pretty much the same age group and the same mentality," Lorang said of architecture faculty.

Lorang, who served as the undergraduate representative on the search committee that hired LaGess, said most faculty are more concerned with teaching students about drawing via pencil rather than via computer. He said that both are important, but students should know about computer technology in architecture as well.

Nancy Greene, the American Institute of Architecture Students campus chapter president, said LaGess' vision of technology was the right one.

"We're very worried," the architecture junior said. "She was trying to move forward. We have to know computers to get a job."

PAT GILLESPIE
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Students concerned with accreditation

Problems arise from lack of funding, leadership in the school, officials say.

BY DUSTIN EBERHART
Contributor to The Shorthorn

Since the recent firing of Martha LaGess from the dean's position, Architecture students are now worried about the school's accreditation due to lack of a consistency in the school, those interviewed said.

"Accreditation is the biggest concern of mostly all of the students," said Michael Terranova, Joint Constituency Council for Architecture president.

When the school was under review last year, it did not receive full accreditation. Instead, it met guidelines for provisional accreditation, which lasts three years.

To receive full accreditation, which is valid for five years, a college or school under review must meet certain conditions set by National Architectural Accrediting Board.

Terranova said that when the school was under review last year, the accreditation team found one of its weaknesses to be insufficient funding. The school was receiving 25 percent less funding than the Nursing School and 22 percent less than the School of Social Work.

"The team found that we were very strong in design, drawings and models," Terranova said. "But they found we were under par in funding and lack of permanent leadership, like a dean."

There have been three different deans in the last three years. Richard Dodge, former associate dean of the UT-Austin School of Architecture, will be interim dean of the School of Architecture here for the 2002-2003 school year.

Last year's review team, which comprised five representatives from six organizations and looks at 37 criteria, said it found that the school's faculty didn't reflect the diversity of the architecture student body. It also recognized the restrictions of budget and tenure on the ability to diversify the faculty.

Ralph Hawkins, the school's team representative, said the

ACCREDIT continues on page 7

Accredit

continued from page 1

team found that the school received 25 percent less funding per student than the School of Nursing and ranked last for architecture student funding in Texas.

The team also said the school will benefit from having the leadership of a permanent dean.

The team said some of the school's strengths include student diversity and student and faculty interaction.

"Now our school is a joke," said architecture senior Kenneth Lorang. "If we don't get accredited, our degrees are worth nothing."

Lorang served as the undergraduate representative on the search committee that hired LaGess.

University Provost George Wright said Wednesday that interim dean Dodge is familiar with accreditation procedures and guidelines.

"If we do not get accredited, then we don't get our license," Terranova said. "Then if we don't have our license, we can't call ourselves architects," he added.

DUSTIN EBERHART
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THE UNIVERSITY OF TEXAS AT ARLINGTON

THE SHORTHORN

Since 1919

Thursday
August 29, 2002

Scene: MTV's Music Video Awards become a tradition on campus. Page 3

ARCHITECTURE

Fired dean's husband won't return

Michael McNamara's dismissal comes soon after his wife's, and provost has no comment.

BY DUSTIN EBERHART
Contributor to The Shorthorn

Provost George Wright confirmed Wednesday that Michael McNamara will no longer work for the School of Architecture.

Dr. McNamara, the husband of former Architecture Dean Martha LaGess, did not wish to comment Wednesday but said he will comment in the future. LaGess was dismissed as dean last week after administrators said they were losing confidence in her leadership abilities.

Dr. Wright declined comment on McNamara's dismissal.

McNamara taught "Urban Architecture in the Age of Networked Computing" here in the spring. He is a practicing architect involved with projects worldwide. He was a Watkin Fellow at Rice University, where he got his education. He also led design studios at the Architectural Association and Portsmouth University before coming to UTA.

McNamara has lectured on his projects and urban plans in Europe, Asia and the United States. His recent works focus on London projects and building processes brought about by the electronic age. His older works, drawings and texts have been published.

Interior design alumna Stacy Metz said she frequently saw McNamara in the computer lab, where he worked to update the school's Web site.

"He was a really nice, friendly guy," she said. "He did a really good job interacting with his students, just like his wife."

DUSTIN EBERHART
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THE UNIVERSITY OF TEXAS AT ARLINGTON

THE SHORTHORN

Since 1919

Tuesday
August 27, 2002

Scene: Students discuss ways to avoid the 'freshman 15.' **Page 3**

Volume 84, No. 2
www.theshorthorn.com

ARCHITECTURE

Students question LaGess' dismissal

Provost Wright refused to reconsider the dean's renewal and said the decision was right, says Michael Terranova, constituency council president.

BY DUSTIN EBERHART
Contributor to The Shorthorn

Dana Dunn, vice president for academic affairs, will run the School of Architecture until a interim dean is appointed.

University Provost George Wright announced last week that Dean Martha LaGess' contract would not be renewed this fall, leaving several architecture students in dismay. Dr. LaGess was not available for comment.

Students interviewed said they felt the dean was taking positive steps with technology and was laying a good path for the school as a whole.

"She gave us hope that the dark ages were over," architecture graduate student Josh Moody said about LaGess bringing in new architecture technology.

Architecture junior Nellie Ghannadpour said LaGess was always looking to the future and encouraging students because LaGess knew students were unhappy about a lack of recognition.

"She had so many plans — it seemed as if she was going to be here for years," she said. "She was one of the most intelligent people in the department."

The dean helped teach an introductory class last semester in which Ghannadpour was enrolled. She said it was obvious LaGess knew more because of her teaching style.

"She taught with more of an artistic approach as opposed to a mathematical one," she said.

Michael Terranova, president of the Joint Constituency Council for Architecture, found out from LaGess that some faculty members weren't confident in her.

Terranova said he then met with Dr. Wright and asked him to reconsider the non-renewal. Wright refused, Terranova said, saying that he had thought hard about the call and concluded

LAGESS continues on page 7

LaGess

continued from page 1

that the right decision was made.

Terranova said the hard thing was how quickly LaGess was dismissed.

"The timing of the whole thing right before school started was the thing that was really shocking to us," he said.

Architecture senior Casey Carlton said he is worried about the school's reputation.

"I don't think my dean getting fired helps when looking for jobs. She really has been able to start the wheels turning as far as the technical part of the architecture school," he said.

Architecture junior Ashley Roberson said LaGess did well as the dean but not as a professor.

"Her teaching skills weren't that good," he said. He said that if LaGess could have stayed longer, the school's technology would have been top notch.

Although most of the students enjoyed the dean, some, such as Brian Paletz, thought her dismissal would be for the best.

"If Provost Wright thought that the School of Architecture wasn't going in the right direction, I think that the right thing to do is get to the problem quick and solve it, and that's what he did," Paletz said.

DUSTIN EBERHART
news-editor.shorthorn@uta.edu

Posted on Fri, Aug. 23, 2002

Star-Telegram

UTA dean will not be rehired

By JAN JARVIS
Star-Telegram Staff Writer

ARLINGTON - A year after she was named dean of the University of Texas at Arlington's School of Architecture, Martha Ellen LaGess' contract has not been renewed.

Her contract ran from Sept. 1, 2001, through Aug. 31. Because all administrators serve at the discretion of the university president, their contracts may or may not be renewed, UT-Arlington Provost George Wright said.

Wright would not comment on specifics, but he said that when he met with architecture faculty members this week he told them he had given much thought to the decision.

"Over a period of time, after doing a great deal of thinking about this and working with Dean LaGess, it was clear to me that I had lost confidence in her ability to lead the School of Architecture successfully," Wright said.

LaGess did not return Star-Telegram telephone messages Thursday seeking comment.

Before coming to UT-Arlington, LaGess was an architect for 16 years and operated an architecture firm in London. She also was an instructor at a school operated by the Architectural Association, a society founded in 1847, and was recognized as one of the best in the world.

When she was hired after a year-long search, she was considered outstanding, said Kenneth Lorang, a senior architecture student who served on the search committee that recommended LaGess.

"Martha LaGess by far and away was the best candidate," he said. "She has charisma and strength of character. She's honest and open and also very progressive."

Wright said that when the search for a new dean was conducted, LaGess had a lot of support.

"Faculty, students, staff, alumni and administration were all united in the view that this was the right person," he said.

Wright said he hopes to name an interim dean soon, after which a new search process will be considered. The position should be filled by someone experienced in college administration, knowledgeable in the field and prepared to deal with the concerns of a large number of students, he said.

ONLINE: For more about UT-Arlington architecture, go to www.uta.edu/architecture/

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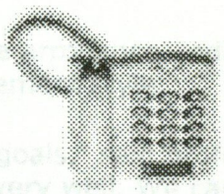
UTA dean fired after year term

Provost 'gradually lost confidence' in leader of architecture school

08/23/2002

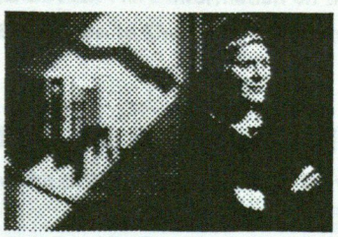
By DAVID DILLON / The Dallas Morning News



Less than a year ago, Martha LaGess arrived as dean of the University of Texas at Arlington School of Architecture with a flourish, vowing to create the Columbia or MIT of the Southwest.

This week, she was fired.

"My concerns about her performance go back months," said provost George C. Wright, who dismissed her Tuesday after a faculty meeting. "I gradually lost confidence in her ability to lead the school, and when a dean doesn't have the confidence of the provost, changes have to be made."



Martha LaGess

Dr. Wright said that a number of faculty members had complained to him about the way Ms. LaGess was running the school. But other faculty and students have sent letters and e-mails in support of the dean and her program.

The ousted dean declined comment. "It would be inappropriate for me to say anything at this time," she said Thursday. "The issues are very complex. I will be able to talk more freely next week."

Ms. LaGess, 48, was hired last year to succeed Edward Baum, who had served as dean for 12 years. She'd previously worked for the leading architectural firm Kohn Pedersen Fox and taught at the Architectural Association in London. She arrived with an ambitious agenda for turning the school into a regional design center grounded

in research and computer technology, and committed to the broadest possible integration of architecture and urban design.

"We haven't really taken the broad urban approach here," she said in February. "We tend to think of individual projects rather than the larger context. We should be thinking of architecture and urban design as the same thing."

From the beginning, Ms. LaGess' appointment sparked both enthusiasm and controversy. Her supporters insist that a shake-up of the architecture school was long overdue and that her focus on computer technology and regional development issues is right for the place and the time.

"The profession has changed, and UTA has not changed with it," said former longtime dean George Wright, who is no relation to the provost. "She may have made some mistakes, but she also presented an opportunity to bring the school into the 21st century. God knows, it's time."

Among those mistakes, say her critics, are arrogance, indifference to faculty prerogatives and a chaotic management style.

"While many of us agree with her overall goals," said professor Richard Ferrier, "the school isn't running very well. We can't seem to take care of anything in a timely manner. We can't seem to get records together or budgets together. It's been a nightmare."

With classes about to begin, Dr. Wright is scrambling to find an interim replacement for Ms. LaGess. The search for a new dean will begin later this fall. It will be the school's third such search in the last two years.

E-mail ddillon@dallasnews.com

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This site is best viewed with Internet Explorer 5.0 or higher.

Jessica J Jeffreys

From: Donna A Darovich [DAROVICH@UTA.EDU]
Sent: Tuesday, August 06, 2002 5:07 PM
To: UTATODAY@LISTSERV.UTA.EDU
Subject: UTA TODAY, Aug. 7

UTA Today is a daily, electronic communication of important information about the University community. It is distributed each weekday by the Office Of Public Affairs. Subscriptions are free and may be placed by following the instructions at the end. If you have received this message from UTATODAY@LISTSERV.UTA.EDU, then you are already subscribed.

<><><>

Subj: **RE: Bonham State Park**
Date: 7/17/02 9:21:32 AM Central Daylight Time
From: dhopman@MESADESIGNGROUP.com
To: Dkzpdt@aol.com
Sent from the Internet (Details)

Pat,

I heard the radio show Monday night at 9:30 sponsored by Texas Architect regarding Bonham State Park. It was a good introduction to a subject that the public is woefully uninformed about. Congratulations on getting an architecture organization to take an interest in a Texas historic Landscape!

David Hopman, ASLA

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THE CELA forum ON EDUCATION

A PUBLICATION OF THE COUNCIL OF EDUCATORS IN LANDSCAPE ARCHITECTURE

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President's Message

Dear CELA Members:

CELA is changing. We are becoming more responsive, more inclusive and more productive. We are in the process of bringing a new Executive Director and a new *Landscape Journal* editor on board. We are working toward completion of the last three sets of proceedings. We are continuing to work on the strategic planning efforts begun at Guelph on 2000. And we have an exciting new initiative with the Presidents Council.

Recently the ExCom met to select an Executive Director.. We are still in negotiations, but hope to introduce our new Executive Director at the annual meeting in Syracuse. This person will allow us to provide new services to our members, and deliver our current services in a more timely manner.. Volunteer organizations are always dependent on the hard work and good humor of its officers. We think we can be more responsive and CELA can be a more productive organization now that we will have paid staff.

An announcement and a job description have gone to each program, inviting applications for a new editor of *Landscape Journal.* Kenneth Helphand and Rene Kane, of University of Oregon have done a wonderful job, but it's time for us to select a new editor. If you are interested, and willing to devote the time and effort to this important task, please submit an application following the guidelines sent your department. If you need another copy of the announcement, please contact Marsha Ainscough (ainscoughm@hass.usu.edu). The announcement says that CELA will begin to review applications on June 1st. We will accept applications beyond that date, but plan to make a selection by the first of August. Please send the application to me: Karen Hanna, LAEP, UMC 4005, Utah State University, Logan, UT 84322-4005.

The proceedings for the Annual Meeting at University of Texas at Arlington have been published in the *Landscape Journal,* and the proceedings from the Boston meeting will be out shortly. At this writing, the proceedings from University of Guelph have gone to the printer, and the proceedings from the Cal Poly, San Luis Obispo have finished their blind, peer review. It is my sincere hope that all three of these proceedings will be complete and distributed by September. In an effort to give these papers the same circulation they would have had in *Landscape Journal,* CELA is sending copies of the two stand-alone proceedings (Guelph and Cal Poly) to each university library that is also a subscriber to *Landscape Journal.*

A meeting is planned at the upcoming SUNY conference that will continue our strategic planning efforts. Several ad hoc committees have been working to propose initiatives that will address the issues identified at Guelph. We will review those initiatives and decide on our next steps. It is likely that we will ask for volunteers to participate on a committee to draft a strategic plan and/or action committees to implement some of the initiatives. Please be thinking about ways you can help in this effort. This would be great way for new faculty to acquaint themselves with CELA issues and personalities and to be introduced to the members.

Finally, April 20th and 21st, CELA met with its sister organizations in our biannual Presidents Council meeting, in Atlanta. Also in attendance were representatives from ASLA, CLARB, and LAAB. CELA hosted the event this year and I assembled the agenda. ASLA President, Rodney Swink had asked for an agenda item to consider the "education question". A very lively discussion filled most of Saturday, and continued during the PAL (Partnership for the Advancement of Licensure) meeting on Sunday. The following items summarize the discussion.

1. Universities are not producing enough landscape architecture graduates in order to

(continued page 2)

UTA STUDENTS WIN COMPETITIONS

Three students from the MLA program at The University of Texas at Arlington have been notified of successful entries in design and research competitions. John B. St. Clair, 2000 graduate of the program, received a commendation from the American Society of Landscape Architects (ASLA) in the Individual Research Category for his thesis entitled, "Evaluation Paradigms and the Value of Landscape in Commercial Real Estate." The award was particularly meaningful to St. Clair, who holds the bachelor's degree in marketing from UTAustin. "It verifies that a different methodology can be used to approach landscape architecture research," he noted. "Developers are aware of the value of landscape architectural amenities, even if they're forced by ordinances to include them. Design helps developers sell their products. It's that simple," he added. The ASLA jury noted, "With clear, well-articulated, and conclusive research, the project lends insight into how landscape architecture and real estate interact and what role geography plays in their relationship."

St. Clair, who is employed by Landpatterns, Inc., of Dallas, becomes the fourteenth UTArlington recipient in eleven years to win an Individual Research Award. The award reinforces the program's approach of encouraging students from different backgrounds to merge prior interests with newly acquired landscape architecture skills. "MLA graduates like John are changing the profession through their dual professional experiences," said landscape architecture faculty member, Dr. Pat D. Taylor, who chaired the thesis committee. Also serving on the committee were landscape architecture professor Gary O. Robinette, and Dr. Richard Buttimer, Gould/Mayfield Professor in Real Estate at UTArlington.

Word also has been received that MLA students Jeff Hsaio and Hsing Ho have earned an Honorable Mention in the Texas A&M University Bonfire Memorial Competition. The Hsaio/Ho team was one of six entrants to the competition receiving an award, and was the only student team to win. Nearly 200 entries were received, from 45 states and four international sites. The competition was an outgrowth of the bonfire tragedy that took the lives of a dozen TAMU students on November 18, 1999. Twenty-seven others were injured in the collapse.

"Jeff and Hsing have an unusual ability to convert abstract thought into visionary design solutions," said Taylor. "Their work also shows the value of cross-cultural experiences in design." Both students are from Taiwan. "I think their backgrounds gave them insight into A&M experiences that those outside the TAMU family seldom understand. This insight obviously came through in their design.," he added.."

The UTArlington students faced stiff competition. Other winning designs were submitted by Overland Partners, Inc., of San Antonio; HKS, Inc., of Dallas; David Heymann Architects of Austin; Corgan Associates of Dallas; and Buchanan Dunn Architects of Dallas. Winning entries can be viewed at http://bonfirememorial.tamu.edu/finalistI.html

Contacts:

John St. Clair	214.219.3993
Jeff Hsiao	713.871.1414
Hsing Ho	817.801.9329
Pat D. Taylor	817.272.2801
Gary O. Robinette	817.272.2801

THE UNIVERSITY OF TEXAS AT ARLINGTON

SCHOOL OF ARCHITECTURE

March 29, 2002

Dr. Pat Taylor
Associate Professor
UTA School of Architecture

Subject: Student ASLA Chapter Annual Awards Banquet

Dear Dr. Taylor:

UTA's SASLA Chapter is pleased to invite you to its annual Awards Banquet. The banquet will be held on Friday evening, April 19 in the Gallery/Exhibit Hall on the second floor of UTA's Architecture building.

Dr. Arthur N. Glick, of Texas Tech University is our featured speaker. His presentation is entitled "The Pursuit of Excellence in Landscape Architecture." Dr. Glick has promised to share his varied experiences in both verbal and graphic form.

An extensive exhibit of landscape architecture students' work will also be featured in the Gallery.

The anticipated agenda for the evening is as follows:

Social Hour	5:00 pm – 6:00 pm (cash bar available)
Address by Dr. Arthur Glick	6:00 pm – 7:00 pm
Dinner	7:00 pm – Awards to follow
Closing	8:30 pm

The menu choices are Chicken Marsala or Penne Pasta (vegetarian). Please indicate your menu preference(s) on the enclosed card and return it with a check for $21 for each person attending. A reply envelope has been enclosed for your convenience; please return the card even if you will not be attending the banquet. We will need your response by Monday, April 16.

We hope to see you and your guests on April 19 for what promises to be an interesting and exciting evening.

Sincerely,

Amy A. Archambeau
SASLA President – UTA Chapter

BOX 19108 601 W. NEDDERMAN, RM. 203 ARLINGTON, TEXAS 76019-0108 T 817-272-2801 F 817-272-5098 http://www.uta.edu

March 13, 2002

Mr. Chad Davis, ASLA
Parkhill, Smith & Cooper, Inc
4222 85th Street
Lubbock TX 79423

Dear Mr. Davis:

On behalf of the faculty of the Program in Landscape Architecture, I am pleased to introduce MLA candidate, Mr. Bill LaSalle, as the 2002 winner from UTArlington of the Maurice Phillips Scholarship. Bill is in the last semester of his program, and is currently completing his thesis, entitled "Collaboration of Landscape Architecture and Allied Professions."

Bill has made tremendous sacrifices to return to school after completing his BS in Horticulture from Texas A&M twenty years ago. He reduced his business efforts to a minimum so that he could return to school full time. And, he has marched through the program boldly! In doing so, he has been a Graduate Teaching Assistant, and has volunteered many hours to aid his fellow students, the Student Chapter of ASLA, and his faculty. This is an outstanding student, person and future landscape architect.

On behalf of my colleague Prof. Gary O. Robinette, and other landscape architecture faculty, I am pleased to tell you that Bill LaSalle will uphold the quality of previous recipients of the Maurice Phillips Scholarship. I am also pleased to tell you how much we at UTArlington appreciate the continuous support of the Texas Chapter of ASLA for this scholarship and for our program. Please pass on our appreciation to the Executive Committee.

With every good wish,

Pat D. Taylor, PhD, ASLA
Associate Professor
Program in Landscape Architecture

Immediate Past President
CELA
Council of Educators in Landscape Architecture

Cc: Prof. Gary O. Robinette
Prof. Martha E. LaGess, Dean

February 4, 2002

Mr. Alton Z. Parks, President
Chrysalis Projects
2001 Kirby, Suite 702
Houston TX 77019

Dear Alton:

This brief message replaces my usual semester newsletter. I wanted to bring you up-to-date on developments in the Program of Landscape Architecture as we prepare for our next accreditation visit later this fall.

First, we admitted a very strong class of fourteen this past fall semester, with the usual diversity you've come to expect, with backgrounds ranging from MBA's to bull riding (no kidding.) These students have proven themselves all ready to be dedicated to landscape architecture, and they promise to supplement the many accomplishments of their older schoolmates.

It is these most recent accomplishments I wanted to tell you about. First, I'm sure you've heard of the Texas A&M University Memorial Bonfire Competition, aimed at honoring those who died in the tragic events on that campus in 1999. This was a grand competition with nearly 200 submissions, from 46 U.S. states and four international venues. Six teams had winning entries, including the team of Chao-Yuan (Jeff) Hsiao and Hsing-Yeh (Emily) Ho, both MLA candidates from UTArlington who won one of two Honorable Mentions. Jeff and Emily comprised the only landscape architecture team, and theirs was the only student team selected. The remaining five winning teams were from architecture firms, including Buchanan-Dunn, Heyman Architects, Corgan Associates, Overland Partners and HKS. I might add that Jeff and Emily were the only winners who did not have a former student of Texas A&M on their team, suggesting that they were successful in coming to understand Aggie traditions and reflecting them in their design.

Second, our MLA graduates continue to distinguish themselves as knowledge generators in landscape architecture. Alumnus John St. Clair was named the single winner in last year's ASLA graduate research category, marking the fourteenth consecutive winner from UTArlington. John's thesis was entitled "Evaluation Paradigms and the Value of Landscape in Commercial Real Estate." Prof. Gary Robinette, who served on John's thesis committee, and we both think there are a couple of additional winners awaiting this year's competition.

Finally, in case you were not aware, I have stepped down after nine and one half years as Director of the Program, and have returned to full time teaching and research. All of our successes during the past decade are the result of an outstanding team of landscape architecture constituents, and among the most important is the Advisory Council. Please accept my deepest appreciation for your counsel and support, and I hope it will continue as the Program enters the next phase its relatively young existence.

With every good wish,

Pat D. Taylor, PhD, ASLA
Associate Professor
Program in Landscape Architecture

January 22, 2002

Pat D. Taylor, ASLA
Director
Department of Landscape Architecture
University of Texas at Arlington
P.O. Box 19108
Arlington, TX 76019-0108

Dear Pat,

It is a great pleasure this year to be chairing the 2002 Texas Chapter ASLA Awards Program and I am pleased to write you concerning the Maurice Phillips Scholarship Program.

The Texas Chapter has supported the Maurice Phillips Scholarship Program for over 10 years now and we are once again honored to be offering $1000 scholarships to a student chosen from each of the landscape architecture programs in the state. These funds are made possible each year through volunteers of the Texas Chapter who work to raise money for these scholarships alone through various activities planned at section levels.

In addition, over the last three years the Chapter has begun an aggressive plan to supplement this fundraising by endowing the Maurice Phillips Scholarship Program in perpetuity. To date, we have raised approximately $37,000 that is dedicated and invested with the hope that someday soon the Chapter will award the annual scholarships with interest earned on the endowment. The Texas Chapter is proud of the Texas programs in landscape architecture and is dedicated to continuing and growing our support of the mission and purpose of each through these scholarships.

Enclosed is the information on the scholarship nominations and we ask that you take a close look at the required information for the award of the scholarship to a student in your program. The Chapter is hosting the annual meeting this year in San Antonio March 14th and 15th and we always prefer to recognize each student recipient in person at the annual awards banquet. Please forward the completed information to me by February 28th so we can plan to recognize each recipient accordingly.

Once again I want to thank you for your continued service to the profession and students alike. I look forward to hearing from you soon and I trust you will contact me if you have any questions or requests.

Sincerely,

Michael Chad Davis, ASLA
Texas Chapter Annual Awards Co-Chair

3407 39th Street
Lubbock, TX 79413-2633
Cdavis@team-psc.com
806-473-2200 (Office)
806-796-2790 (Home)

cc: Scott Weaver , President, Texas Chapter ASLA
Noel Averon, Past President, Texas Chapter ASLA
Brandi Reaves, President Elect, Texas Chapter ASLA
Ann McGinnes, Chapter Historian. Texas Chapter ASLA

ASLA

THE MAURICE PHILLIPS SCHOLARSHIP PROGRAM

Sponsored by the Texas Chapter, American Society of Landscape Architects

BACKGROUND

1. Each scholarship given by the Texas Chapter, American Society of Landscape Architects for the fiscal year shall be in the amount of One Thousand Dollars ($1,000.00).

2. The number of scholarships given each year shall be determined by the funds available and approved by the Executive Committee of the Texas Chapter, American Society of Landscape Architects.

3. Students enrolled in a degree curriculum of Landscape Architecture approved by the Texas Chapter, American Society of Landscape Architects, are eligible to apply for a scholarship.

4. As of 1995, the three universities within the geographical area of the Texas Chapter, American Society of Landscape Architects that are eligible to participate in the Maurice Phillips Scholarship Program are:

   Texas A&M University, College Station
   Texas Tech University, Lubbock
   The University of Texas at Arlington, Arlington

5. A minimum of five hundred dollars ($500) shall be retained in a special Chapter savings account to be earning interest in sustaining the scholarship program.

ELIGIBILITY REQUIREMENTS

1. Applicant is to be a sophomore or above and enrolled in an accredited curriculum of Landscape Architecture at one of the eligible universities.

2. Applicant to be approved and recommended to the Texas Chapter, American Society of Landscape Architects by a committee of no less that three faculty members, one of whom shall be the Chair or Department Head of the Landscape Architecture program.

3. Applicant to have earned a cumulative "B" average (3.0 on a 4.0 scale) and must be in need of financial aid, as determined by the faculty committee.

Above and Beyond

In 1989 when the first accrediting team came to UTA to review the Landscape Architectural graduate program one of the representatives from the University of Illinois noted that the quality of the design thesis work which was then required was not of the quality which would warrant accreditation. Therefore, one of the reasons the UTA program did not receive accreditation from the American Society of Landscape Architects was that it was not producing high enough quality graduate research. The suggestion was made to employ a landscape architect who might also have a PhD in some other field since there were few PhD landscape architectural programs. At that time there were only two landscape architects with doctorates in the D/FW metropolitan area. One of them was Dr. Pat Taylor, who was in private practice but who had previously taught at Texas Tech, Texas A.&M. and at Michigan State. He was asked to join the Landscape Architectural faculty as an adjunct professor to teach a Research Methods course and to upgrade the quality of research done by the graduates to such a level that the program could become accredited.

The very next year after Dr. Taylor joined the faculty, Rosanna Brown entered her thesis in the Student Awards program sponsored by the American Society of Landscape Architects each spring. She won the only national research award given that year by the Society. Since that time students of Dr. Taylor have won 13 awards in the last 11 years. This is unprecedented since no other school in the last 102 years has ever been able to equal that feat, not even the University of Illinois, who made the original suggestion. While graduate landscape architectural programs are offered at Harvard, Berkeley, the University of Michigan, Pennsylvania, Georgia, Syracuse and many other very prestigious educational institutions no other school and no other professor has ever had this kind of success. With over 8,000 students in professional educational programs in North America, the students from UTA, under the direction of Dr. Taylor, have continued to produce higher quality graduate research than any other school offering instruction in this field.

In 1992, Dr. Taylor was named the Director of the Landscape Architectural Program and in 1999 he was named President of the Council of Educators in Landscape Architecture, which is a world-wide organization of educators and schools of landscape architecture. This past semester he resigned as Director of the program UTA, but he has a number of students he is still advising whom he feels may well have a chance at further national awards. His success at generating research winners has attracted a number of students to the university.

He was originally employed with one task, to improve the quality of landscape architectural research and he has certainly done above and beyond all that was requested of him in doing that at UTA.

For more information contact:

Edward M. Baum - former Dean
Lee Wright - former Interim Dean
Gary Robinette - Landscape Architecture faculty member - all at 2801

Moving On

Noel Aveton - Texas Chapter President

Gratitude ~ Understanding how the American Society of Landscape Architects operates has been a challenging and enlightening experience. As I close out an eventful and fruitful year as President of the Texas Chapter, I would like to take this opportunity to thank all the volunteers I have had the pleasure of working with. Sincere Thanks go out to David Retzsch, Chad Davis, Scott Weaver, Suzanne Sweek, Brandi Reaves, Dave Robbins, Robin Frye, Margaret Chinois, Paul Weathers, Brent Baker, Heather Venhaus, Paul Barwick, Cullen Coltrane, Meg Coffee, Cleve Turner, Diane Steinbrueck, Jamie Beckman and Ann McGinnes, to name a few. Without the persistent dedication of these volunteers as well as numerous others, the Texas Chapter would not have enjoyed such a successful year. I am grateful to have had the privilege to work with each of you.

Accomplishment ~ Our focus for the fiscal year 2001 was to continue to proactively approach necessary organization endeavors. Momentous strides were made in the form of a revitalized state newsletter, establishing a web presence as well as a public relations piece designed to inform the legislators and the general public on the substance of our profession. Another successful Annual Conference and Awards Banquet hosted by the Austin Section proved that the planning of a small group can benefit hundreds, providing an arena for recognition and continuing education. Most importantly, we have seen a renaissance in overall growth and participation within the Chapter. Through a dedicated and committed team effort, we have accomplished all that we set out to do this year – as well as maintaining our successful legislative partnership with TALA.

Future ~ The previous years dues increase combined with a profitable Annual Conference, has empowered the executive committee to facilitate new programs that will prove beneficial to all Landscape Architects and Landscape Architect Interns across the state. Two initiatives targeted for fiscal year 2002 are the Texas Chapter L.A.R.E. Review and the Texas Chapter Leadership Development Workshop. Although only currently in the planning stages, these programs are stirring excitement. Regarding the L.A.R.E. Review, the goal is two-fold. Current members will experience a direct benefit from ASLA membership though a form of continuing education and non-members will have successful contact with the society -- as well as leave with a feeling that they will benefit professionally through affiliation. The Leadership Development Workshops will help sustain and nurture the volunteer involvement as well as the overall quality of volunteers. Building solid sound leadership skills in Landscape Architects provides them with the tools for supporting responsible development. This will enable them to take the lead in practices that protect the environment and promote quality of life on planet Earth.

Impetus ~ Keeping the momentum that has been generated is so vitally important to the future success of the Texas Chapter ASLA. I personally will remain a resource for the society, seeking participation and promoting leadership I urge each of you to get involved, stay involved and make a difference.

CHAPTER BUDGET, SERVICES INCREASE

A record budget of $95,100 for the coming year will allow the chapter to initiate new member services and strengthen existing programs. The budget reflects income and spending increases of 20 percent over the 2000-01 budget, made possible by last year's dues increase and the record profits of the 2001 annual meeting in Austin.

Although administrative costs (travel, meeting expense, postage, accounting services, etc.) will grow, direct services to members and the profession will see a greater boost. New projects are expected to include a L.A.R.E. review and leadership seminars. Professional assistance to update and improve the chapter web site has been budgeted, and the quarterly newsletter will continue. The 2002 annual meeting, scheduled for San Antonio, is expected to provide plenty of opportunities to earn C.E.U.s.

The scholarship account swelled significantly over the last two years and now totals about $22,500, most of which is in a bank certificate of deposit. Annual contributions from golf tournaments and interest keep this fund growing. The Chapter Executive Committee has set a goal to fully endow the annual scholarships and increase the amount and/or number of awards.

Suzanne C. Sweek, ASLA
Chapter Treasurer 1999-2001

Newsletter Staff

Paul Freeland
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Advertising Manager

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Copy Editor

3M
Jamie Beckman

Leaves
Alan Franz

College Liason
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Calendar of Events Coordinators
Kristina Jones /
Lu Zhou

The newsletter staff would like to thank all those who contributed their time in preparing articles and sharing their work with the chapter community. This publication will grow through the membership's continued support. We invite your articles, section updates, and comments. Please direct all correspondence through the appropriate staff at MESA Design Group or contact Jamie Beckman at jbeckman@mesadesigngroup.com or 214.871.0568.

Lecture Series

Women in Landscape Architecture

Fall Semester 2001

University of Texas Arlington

Women are having an increasing impact in the profession of landscape architecture with the President and Executive Director of the American Society of Landscape Architects being a women for the first time in history. More than half of the students in schools of landscape architecture and many Department and Program Directors are women. Nearly a third of the membership of ASLA are now women and more women owned offices are being formed each year. This is in a profession, which had very few women either in school, or in public, private or academic practice only forty to fifty years ago. For the female student in graduate school there are very few visible role models to guide or lead the way into the profession. In order to correct that deficiency, the UTA Landscape Architecture Program has initiated a lecture series for the Fall Semester of 2001.

The aim of this lecture series is to bring into the academic setting representative women practitioners from the Dallas/Fort Worth area to show what can be and what these women in this profession have done. The speakers in the series are as follows.

September 13, Dean Martha LaGess-School of Architecture

September 20, Linda Tycher-Linda Tycher and Associates

September 27, Carolyn Hayward, Kings Creek Gardens

October 4, Sharon Fuller, North Haven Gardens

October 11, Carol Feldman, Carol Feldman & Associates

October 18, Luanne Malnory, Luanne Malnory & Associates

October 25, Brandi Reaves, Steven M. Rahn, Inc Texas Chapter President Elect

November 1, Suzanne Sweek, Schrickel-Rollins and Associates

November 8, Tricia Quaid, Tricia Quaid Landscape Design

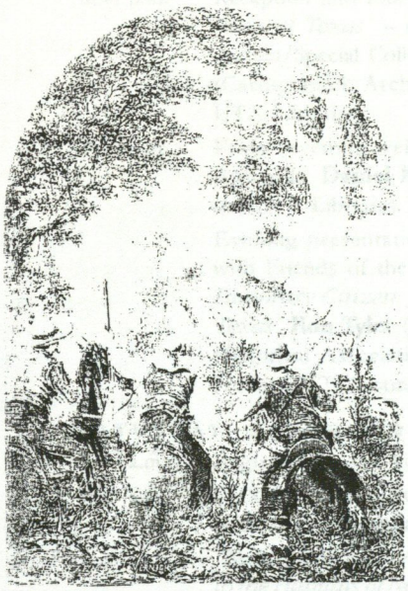
November 15, Rosa Finsley, King Creek Gardens

November 22, Sarah Adams, The SWA Group

November 29, Diane H. Collier, Landscape Forms

The lectures will be held in Room 204 in the Architecture Building, at 601 W. Nedderman Drive, Arlington, Texas at 5:30 p.m. each Thursday evening during the fall semester. The public, students, faculty or alumni are all invited to participate.

YOUR INVITATION TO...



Detail from "A Deer Drive in the Texas Cross Timber," 1874

NATURAL ENCOUNTERS:

Understanding Habitat and Society in North Texas

A Symposium, October 26-28, 2001

YOU ARE INVITED to "Natural Encounters" – a three-day conference exploring Texas's unique natural habitats and Texans' enduring relationship to them. The conference celebrates the rich and varied habitats of one part of Texas in particular – the sweeping prairies, dense Cross Timbers oak forests, and lush wetlands of north Texas. These environments are not only a vital part of our natural heritage; they also helped shape our history and are part of our rich cultural heritage. Through illustrated presentations, exhibits, and tours to natural areas in north Texas, those attending the conference will learn about the environments of Texas and better appreciate how the growth of communities in places like the Dallas-Fort Worth Metroplex is affecting those habitats.

The "Natural Encounters" conference is jointly sponsored by The University of Texas at Arlington, the Botanical Research Institute of Texas (BRIT) in Fort Worth, the Texas Master Naturalists (Cross Timbers Chapter), and the Texas Parks & Wildlife Department. It is funded in part by a grant from the Texas Council for the Humanities and private sponsors.

PROGRAM

Note: All events held in the Parlor and Atrium, Sixth Floor of UTA Central Library, unless otherwise noted.

FRIDAY, OCTOBER 26th

8:30 a.m.	Registration and continental breakfast
9:10 a.m.	Welcome and Introduction to conference **Gerald Saxon** (Associate Director of Libraries, UTA)
9:20 a.m.	Morning session on *"Understanding Natural Texas"* – Introduction to session and speakers by **David Finfrock** (Chief Meteorologist, KXAS TV)
9:25 a.m.	*"Envisioning Natural Texas – A Geographical and Historical Overview"* **Richard Francaviglia** (Center Director, and Professor of History and Geography, UTA)
10:15 a.m.	Break
10:30 a.m.	*"Discovering North Texas's Natural Habitats – The Prairies, Forests, and Wetlands"* **Wayne Clark** (Director, Fort Worth Nature Center) and **Suzanne Tuttle** (Natural Resource Manager, Fort Worth Nature Center)
11:30 a.m.	*"A Biologist's Reflections on the Changing Habitats of North Texas"* **Bob Neill** (Associate Professor of Biology, UTA)
Noon-1:00	Lunch (provided)
1:00 p.m.	Understanding the Early Habitats of Texas – Introduction to session and speakers by **Margaret Dwyer** (UTA Libraries)
	"Texas Environments Before the Arrival of Humankind" **C. Reid Ferring** (Professor of Geography, UNT)
	"Early Native Americans' Relationship to Texas Habitats" **Dan Potter** (Texas Historical Commission)
2:30 p.m.	Break
2:45 p.m.	Appreciating the Modern Habitats of Texas – Introduction to session and speakers by **Doug Harman** (President and CEO, Fort Worth Convention and Visitor's Bureau)
	"A Landscape Architect's Encounters with Natural Texas" **Pat Taylor** (Chair, Landscape Architecture program, UTA)
	"Bringing People Together to Appreciate Texas Habitats" **Kathryn Nichols** (National Park Service, Austin)
	"Private Landowners: Crucial Players in Protecting Texas' Natural Environments" **Mike Bales** (Cross Timbers Chapter, Texas Master Naturalists)

Friday's program (continued)

4:15 p.m. Day's events conclude until evening

6:30 p.m. Reception and tour of exhibit – *"Images of Natural Texas"* – in the UTA Central Library Atrium/Special Collections with **Kit Goodwin** (Cartographic Archivist, Special Collections, UTA Libraries)

7:30 p.m. Friday evening welcome in the Library Atrium by **Daniel Kauth**, President, Friends of the UTA Libraries.

Evening presentation, held in conjunction with Friends of the UTA Libraries: *"An Honorary Citizen: John James Audubon and Texas"* **Ron Tyler** (Director, Texas State Historical Association and Professor of History, UT Austin)

SATURDAY, OCTOBER 27th

9:00 a.m. Registration and continental breakfast

9:15 a.m. Welcome and Introductions
Richard Francaviglia (UTA)

9:30 a.m. *"Nature's Mosaic: An Illustrated Introduction to the Habitats of North Texas"* **George Diggs** (BRIT and Austin College)

10:15 a.m. Break

10:30 a.m. Discovering Texas Naturalists
"The Life and Times of Dr. Gideon Lincecum" **Jerry Bryan Lincecum** (Shoap Professor of English, Austin College) and **Peggy Redshaw** (Professor of Biology, Austin College)
"George Engelmann, Frontier Scientist: Exploring Texas and the West" **Paula Rebert** (Independent Scholar, DeKalb, Illinois)

Noon-1:30 Lunch (provided in Central Library Atrium)
Luncheon speaker, **Robert Trammel** (Wordspace, Dallas)
"The Flowering of Natural History in the Mid Nineteenth-Century"

1:30 p.m. Afternoon Session on Nature and Native American Texas – An Environmental Appreciation. Introduction to session and presenters by **Marc Harrison** (Director, Urban Inter-Tribal Center of Texas, Dallas)
"Natural Texas in Art and Poetry: A Comanche Perspective" **Juanita Pahdopony** (Comanche Tribal Member and Adjunct Professor, the University of Science and Arts, Chickasha, Oklahoma)
"Native People and Natural Habitats: Restoring the Spirit of Place" **Linda Pelon** (UTA, and Honorary Ambassador to the Comanche Nation)

3:00 p.m. Break

3:15 p.m. *"The Role of Imagination in Encountering Texas' Natural Habitats"* **Dr. Gail Thomas** (Director, the Center for the City, The Dallas Institute of Humanities and Culture, Dallas)

4:00 p.m. Panel discussion on the continuing theme of "Imagining Texas Habitats – Pathways to Reconciling Conservation and Development" asks questions about how science and the humanities can help us better understand and appreciate the importance of our natural habitats. Moderator: **John Davis**, Urban Biologist, Texas Parks and Wildlife Department, with input from all the presenters, including **Gail Thomas** representing the humanities and **George Diggs** representing the sciences)

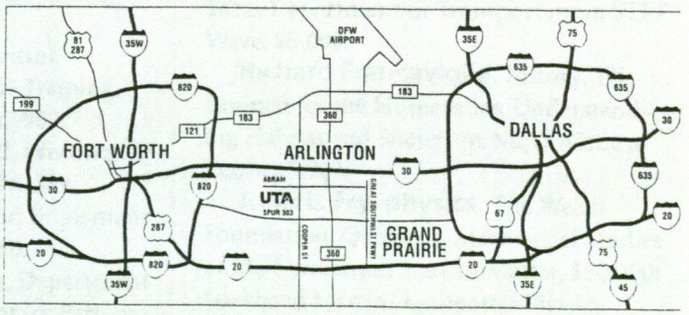
5:15 p.m. Leave UTA to travel to BRIT in Fort Worth

6:30 to 8:30 Reception/tour/presentation at BRIT
Evening presentation: *"Connecting People with Plants"* **Barney Lipscomb** (Dorothea L. Leonhardt Chair of Texas Botany, BRIT)

SUNDAY, OCTOBER 28th

On Sunday afternoon (1 to 4 p.m.), there will be guided tours of two significant natural areas: 1) the Fort Worth Nature Center (northwestern Tarrant County) to experience Cross Timbers, prairie, and wetland habitats. 2) the Lower White Rock Creek section of the Trinity River Valley, which was recently acquired as parkland by the City of Dallas, and features a variety of habitats on terraces along the Trinity River – including red oak forests, native pecan and walnut groves, prairie grass meadows, creeks, and springs. Both field trip locations are also rich in sites revealing the history and prehistory of north Texas.

Note: Travel is on-your-own to both of the natural areas, and guides will meet attendees at a pre-arranged location; maps will be provided.



nium: Emerging Issues and Trends" in *Marketing Intelligence and Planning*, 19(4), 2001, 216-235.

Dr. Josie Lu O'Quinn, assistant dean, nursing, published "Health-Related Lifestyle Behaviors of Rural Health Care Providers" in the *Texas Journal of Rural Health, Volume XIX, Number 3, 2001* in August.

Dr. Mark Peterson, Dr. Judy A. Wagner, marketing, and Charles W. Lamb, co-published "The Role of Advising in Non-Returning Students' Perceptions of their University" in the *Journal of Marketing for Higher Education*, Vol. 10(3), 45-59.

Dr. Susan (Chappell) Rugari, nursing, published the article: "Toward a Theory of Life After a Liver Transplantation" in the *Journal of Theory Construction & Testing*, 5(1), 12-14.

Dr. G. Shanmugam, geology, published "50 Years of the Turbidite Paradigm (1950s-1990s) :Deep-Water Processes and Facies Models-A Critical Perspective" in *Marine and Petroleum Geology*, vol. 17(2), pp. 285-342 (2000). This is the third most downloaded article during the survey period of October 2000-June 2001 (Source: Elsevier Web Page).

Dr. Diane Snow, nursing, was the guest editor for the special issue 12: 3 and 4, *Journal of Addictions Nursing* on Neurobiology of Addictions and wrote the following articles for the journal issue: "Editorial: Neurobiology of Addictions the Time Has Come," "Neurobiology of Violence, Viewed as a Chronic Brain Disorder" and "Review of Research: Neurobiological Studies of Impulsive Disorders."

Pat D. Taylor, landscape architecture, was an interviewed contributor for the article, "Landscape Architecture: On a Slippery Slope," which was published in the August 2001 issue of the magazine *Landscape Architecture*.

Dr. Mary Vaccaro, art and art history, published "Dutiful Widows: Female Patronage and Two Marian Altarpieces by Parmigianino" in *Beyond Isabella: Secular Women Patrons of Art in Renaissance Italy*, eds. S. Reiss and D. Wilkins, Sixteenth Century Essays & Studies, vol. LIV, Kirksville, Mo, 2000.

Tommie Wingfield, libraries, published "TexShare Databases" in *Texas Library Journal*, October, 2001.

Dr. Paul Witt, communication, and co-author Lawrence R. Wheeless, published the article "An Experimental Study of Teachers' Verbal and Nonverbal Immediacy and Students' Affective and Cognitive Learning" in the journal, *Communication Education*, Vol. 50, No. 4, October 2001, pp. 327-342.

Dr. Beth S. Wright, art and art history, published "'The Site of Sentiment': Eighteenth-Century French Cultural Studies and Art History" in a special issue of EMF: Studies in Early Modern France, the first of three presenting the proceedings of the symposium "French Cultural Studies and the Crisis in the Humanities" at the University of Notre Dame.

Research Grants

David Adams, high energy physics, FERMILAB, Professional Services for Guest Scientist, $32,800.

Russ Aikman, ARRI, Product Support Services, ISO 9000:2000 Quality System Development and Implementation, $10,595.

John Bacon, biology, Texas Parks and Wildlife Department, Minority Internship Program with Texas Parks and Wildlife, $3,746.

Tom Beard, ARRI, Polyguard Products, Inc., Software Selection, $2,500.

Khosrow Behbehani, biomedical engineering, American Heart Association, Detection of Sleep Disordered Breathing in Congestive Heart Failure Patients Using Extended ECG, $61,960.

Bruce Bishop, ARRI, Printing Research, Inc., Lean Enterprise Training and Value Stream Mapping, $7,900.

Randy Bohannon, ARRI, Windwalker Corporation, Inc., Lean 101 On-Site, $1,096.79, Sunwest, Design and Implement a Management System, $14,950.

Andrew Brandt, physics, Department of Energy, Research in Elementary Particle Physics, $25,000; Department of Energy, Research in Elementary Particle Physics, $39,000.

Elise Bright, SUPA, University of New Orleans, Managing Growth for Central City Revitalization, $22,500.

Richard Buttimer, finance and real estate, University of Kentucky Research Foundation, GSE Impact on Rural Mortgage Markets, $18,995.

Sharma Chakravarthy, CSE, The U.S. of America Air Force Research Laboratory, Services for Intelligent Sharing of Information Over Distributed Heterogeneous Network Centric Environments, $49,900.

Norman H. Cobb, social work, Arlington Independent School District, Sponsored Clinical Project Agreement, $38,000.

Diane J. Cook, CSE, National Science Foundation, MRI: Instrumentation for Intelligent Agent and Wireless Computing Research, $426,284; National Aeronautics and Space Administration, Mining of Structural Data to Discover Prababilistic Substructures $22,000.

Joe Crosswell, ARRI, Trinity Forge, Inc., Phase II Manufacturing Software Selection, $4,160; Trinity Forge, Inc., Manufacturing Software Selection, $5,500.

Rasika Dias, chemistry and biochemistry, The Welch Foundation, Fluorinated Poly(pyrazolyl)borates, $50,000.

Ronald L. Elsenbaumer, chemistry and biochemistry, The Welch Foundation, Designed Intermolecular Orbital Overlap in Supramolecular Architectures Derived from Linear Conjugated Molecules Self-assembled by Metal Ion Complexation, $50,000.

Susan English, student activities, City of Arlington, Dallas Children's Theatre, "Best Friends" or "The Three Sillies", $1,500.

James Ferguson, Police Department Texas Department of Transportation, STEP Wave, $8,000.

Richard Francaviglia, history, TX Council for the Humanities, Understanding Habitat and Society in North-Central Texas, $5,907.

John L. Fry, physics, The Welch Foundation, Quantum Mechanical Studies of the Condensed State of Matter, $50,000; Lockheed Martin, Antimatter Physics, $5,402.

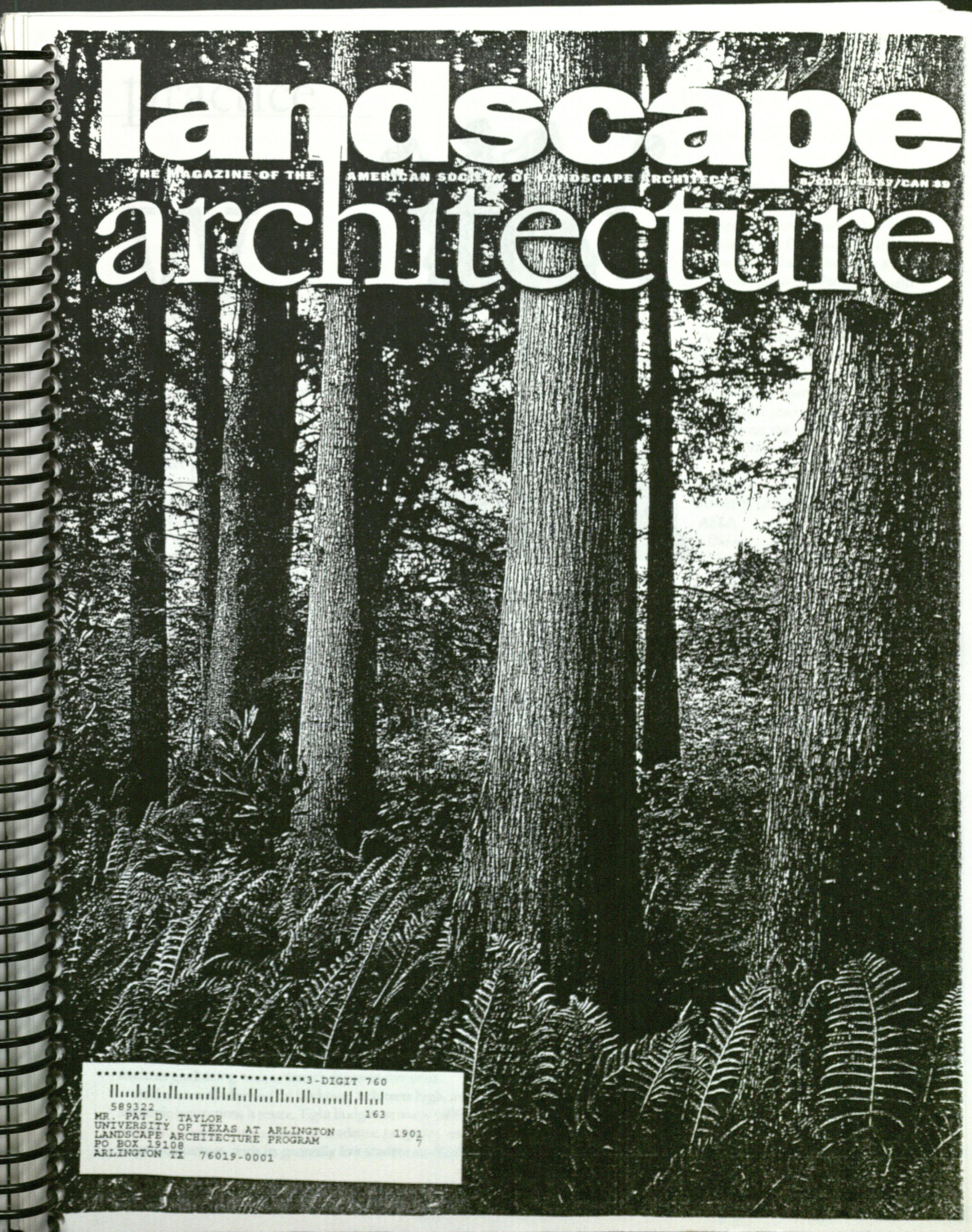
Manuel Garcia y Griego, political science, Southern Methodist University Immigrants, Rights, and Incorporation in a Suburban Metropolis, $79,241.

Thomas Gluick, chemistry and biochemistry, The Welch Foundation, Thermodynamics of Folding RNA in Cosolvents, $50,000.

landscape architecture

THE MAGAZINE OF THE AMERICAN SOCIETY OF LANDSCAPE ARCHITECTS

$7.00/$8.50/CAN $9



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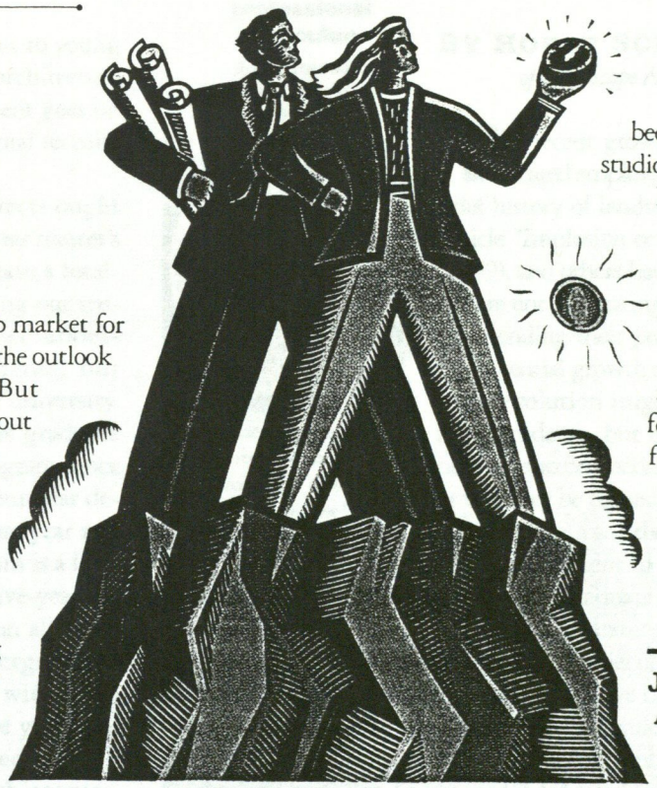
PO BOX 19108
ARLINGTON TX 76019-0001



Landscape Architecture: On a Slippery Slope?

With an anticipated decline in practicing landscape architects and shifts in academic programs potentially luring students away, is the landscape architecture profession in trouble?

BY LISA SPECKHARDT

With a boom job market for landscape architecture graduates, the outlook for the profession seems rosy. But what happens if the positions are out there, but there aren't enough landscape architects to fill the demand? We may be poised to find out.

In July 1999, the late Jot Carpenter presented data that showed a decline in practicing landscape architects from 1997 projected through 2019 ("Implosion or Recession?" *LAM*). The numbers took into account workforce attrition through retirement, offsetting the numbers of new graduates. "While the nation's population is projected to grow by 20 million, the number of landscape architects available to address demands for new development and increased environmental management will diminish, even with a steady-state enrollment," Carpenter predicted. (For some recent statistics on enrollment in landscape architecture programs, see Horst Schach's article, opposite.)

Other factors may exacerbate this situation. On October 14, 2000, the National Architectural Accreditation Board (NAAB) approved a motion not to accept any applications for the candidacy and accreditation of new bachelor of architecture programs, and further stated their intention to consider re-accrediting only master of architecture programs after 2010. The decision will be made in late summer 2001. Especially at universities where architecture and landscape architecture are housed under the same roof, there is concern that four- and five-year BLA programs will have a hard time competing for students with an M-Arch program that would have students graduating with a master's degree in five years.

And even with demand for landscape architects high, money at academic institutions is scarce. Tight budgets at many colleges and universities are putting a strain on academic programs, and landscape architecture, with its generally low student-to-faculty ratio because of the institution of the design studio, is feeling the pinch.

Perspectives on the situation vary widely, but Carpenter's call for concern is being heeded. ASLA former president Janice Cervelli Schach has formed a task force to examine the issue and to make recommendations to grow the profession. Below are commentaries from some members of that task force along with other academicians and practitioners with their views on the state of landscape architecture.

JOHN F. (JACK) CROWLEY, ASLA
University of Georgia
School of Environmental Design

Earth Day fomented a tremendous interest in 1970—a new enthusiasm for design came into the environmental professional boom. That cohort is moving toward retirement. That's happening in the teaching profession as well; if you have a prosperous real estate [market] out there demanding design practitioners, you have a hard time finding professors. Our profession is largely impacted by the fact that our role in doing environmental design has broadened.

DAN W. DONELIN, FASLA
Kansas State University
Department of Landscape Architecture and Planning
ASLA Vice President, Education (incoming)
Past President, CELA

I think Jot's right on with the need for increased graduates in landscape architecture because we are coming into a baby boomer retirement period. We've had no problem placing our students; in fact the job offers have been exceptionally good this year. We've increased our program from 30 to 45 students coming in, [an increase of] 50 percent. The only problem schools will have is, as we increase the number of students, we have to somehow meet that number with faculty. That's going to be a tough sell with most universities having budget cutbacks. I think that a lot will

STEPHANIE CARTER/THE STOCK ILLUSTRATION SOURCE

be done with partnering with private practitioners to have them help us as adjunct faculty.

We have to get the word out to young people as to what landscape architecture is all about. Internal recruitment goes on (at college), but we need external recruitment in high schools.

I feel that landscape architects ought to be talking about [the five-year master's degree in architecture]. We have a totally different system of educating our students as compared to other undergraduate liberal arts students; our students spend all day at the university. We really are teaching at the graduate level in our undergraduate program, since most bachelor's degrees are four-year degrees and you can do one more year and get a master's, and our program is a five-year BLA. If they do go to a five-year M-Arch, it will have an effect on all those landscape architecture undergraduate programs that are associated with a college of architecture. If in five years you can get a master's in architecture or a bachelor's in landscape architecture, which do you think your parents will want you to do?

An important thing to keep in mind is, when most offices employ somebody, they do not say, well, this person has a master's or this person has a BLA, they look at the work and the capabilities of the individual. It's the quality of the person and their work, not so much that they've got a certain degree.

DENNIS L. LAW, FASLA
Kansas State University
College of Architecture, Planning & Design

What Jot did was a comparison of the number of people who are leaving the profession for a variety of reasons, mostly retirement. A lot of them were educated in the 1960s [including myself]. We're going to be retiring at an alarming rate when the number of students graduating has plateaued out. There's going to be a large gap in the number of landscape architects available. I'm not convinced I know all the potential impacts.

I certainly do [think landscape architecture will be threatened by the five-year M-Arch]. I'm the dean of an architecture school. NAAB is *(Continued on Page 56)*

Student Enrollment: Fact and Fiction

BY HORST SCHACH, FASLA *Chair, Department of Landscape Architecture, University of Kentucky*

The recent growth and prosperity of our profession has created employment opportunities unprecedented in the brief history of landscape architecture. Jot Carpenter, in his article "Implosion or Recession" *(Landscape Architecture,* July 1999), and others have raised the issue of the possibility that we are not graduating enough landscape architects to replace those ending their professional careers, much less addressing the potential growth of our field. One simple solution might be to recruit more students, but can the existing programs accommodate more students or will they be turned away for lack of faculty, space, and other resources?

I prepared a brief survey that was sent to each accredited undergraduate and first professional graduate degree program in the United States, as well as to the extension program at UCLA, to obtain information on the number of spaces presently available in our schools and if, in fact, we can increase our numbers with existing resources. The results of the survey (with a 100 percent response rate) were combined with data obtained from Ron Leighton, ASLA Accreditation Manager, to produce the following results.

How many students want to study landscape architecture? (See Figures 1 and 2.) In 1998, total enrollment for all landscape architecture students in first professional programs was 5,471.

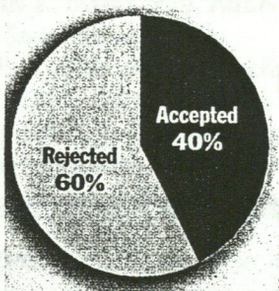
While this number is about the same in 2000, the question is how many additional spaces are actually available? (See Figures 3 and 4.) According to the survey, 29 out of 47 undergraduate programs could not accept additional students, and 12 out of 28 graduate programs could not accept additional students.

At the same time, 32 out of 47 undergraduate programs turned away no qualified students; 14 out of 47 undergraduate programs turned away qualified students; 10 out of 28 graduate programs turned away no qualified students; and 10 out of 28 graduate programs turned away qualified students.

But numbers represent only part of the issue. Quality of students is also a major concern. How well are schools doing to assess the qualifications of their applicants? It is important to remember that many schools are unable to exercise selective admissions, while others have very specific criteria for entry into their programs. (See Figures 5 and 6.)

How will students entering landscape architecture programs in 2000 fare in the long run? (See Figure 7.) Currently, the graduation rate for NCAA Division I institutions is 58 percent *(Chronicle of Higher Education)*. Therefore, we are *(Continued on Page 57.)*

[Figure 1]
Undergraduate students seeking entry into professional curriculum

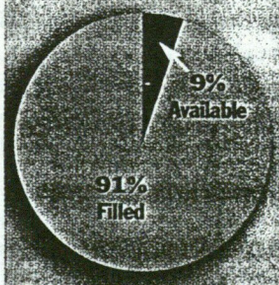


Students enrolled in preprofessional work in schools with two-tiered systems are included.

[Figure 2]
Graduate students seeking entry into first professional degree curriculum

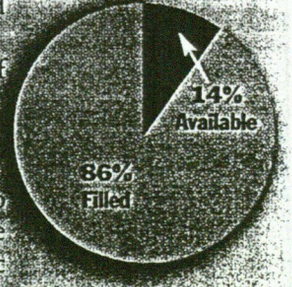
Second degree graduate students not included since they already have professional landscape architecture degree.

[Figure 3]
Undergraduate program student capacity in 2000



With existing resources, there are 1,538 spaces available each year in undergraduate programs; 133 remaining spaces are available this year.

[Figure 4]
First professional graduate program student capacity in 2000



With existing resources, there are 533 spaces available each year in first professional graduate programs; 77 remaining spaces are available this year.

STEPHANIE CARTER/THE STOCK ILLUSTRATION SOURCE

(Continued from Page 55) basically dictating what happens in the academy. I don't see a groundswell of schools that are running toward this trend. We're very proud of our five-year bachelor's program, but if architecture does that we'll have to change. A freshman who's making a choice will have to think, if I go into architecture, in four more years I'll have a master's degree. Alumni are enraged. They feel like this is rendering their degree obsolete.

JOHN L. MOTLOCH, ASLA
Ball State University

The number of people entering the profession appears to be stable or dropping, while demand for our professional services is growing. It appears that the people who hire planning and design professionals know the value of the professional services that we provide while young people generally do not know about the profession as a viable and exciting career choice. Yet when freshmen in the common first year entry process of Ball State's College of Architecture and Planning are introduced to the three professions—landscape architecture, architecture, and urban planning—a significant number of students who

The Academic Landscape Architecture Program: Traditional or Evolving?

BY KAREN HANNA, ASLA
Professor and head of Landscape Architecture and Environmental Planning, Utah State University; President Elect, CELA

If ever there was a traditional educational model, it is landscape architecture. The studio culture demands on-campus residency, with at least four or five years of intense, focused learning from a handful of highly educated instructors. Landscape architecture students take general education courses and electives, but for their major, they are truly wedded to their desks and workstations, preferably in a studio with their peers. This model is the antithesis of the current trend of a dispersed education that includes online courses and increased matriculation at community and corporate colleges. Landscape architecture is also a very expensive education to deliver due to the low student-to-faculty ratio suggested for accreditation, and our high space demands.

About 65 institutions in the United States offer accredited programs in landscape architecture, while 300 offer architecture degrees. The accrediting body for architecture programs, the NAAB, is currently looking at a five-year master's as the national model. Should landscape architecture programs follow architecture and offer five-year master's degrees?

If landscape architecture is to mature as a profession, if we are to collaborate with scientists and statisticians, and if landscape architects are to achieve ranks such as college deans of architecture, design or the arts, principal research investigators, and directors of organizations that actively promote landscape issues, we need our share of PhDs. We need both the knowledge and the status that come with the advanced degree.

However, neither the five-year master's degree nor the PhD will solve the supply issue for landscape architecture. We are short on practicing landscape architects, and we are facing a shortage of landscape architectural faculty. The five-year master's program can only be decided on a case-by-case basis. Where landscape architecture programs exist within schools of architecture, and where two or more programs must compete for students from a common pool, the five-year master's may be the only option for survival. PhD programs are expensive and usually require major gifts to establish endowments sufficient to support additional faculty, assistantships, and overhead. The five-year MLA and the PhD are important to the health of the profession, but they are only pieces of the educational mix.

I see an assortment of solutions, from which each institution may make selections. The unifying element will be accreditation, and explicit standards will be critical to success. The task of developing flexible accreditation standards will be time-consuming and require soul-searching, but a consensus on the critical components of a sound professional education is critical. LAAB is currently undertaking the development of the "body of knowledge" for landscape architecture. This exercise will set the stage for broadening the standards to include nontraditional approaches. Traditional programs can then focus their attention on those courses that must be delivered in-house in departments of landscape architecture, while shifting the more generic coursework to other venues.

The point is that more institutions and more programs are sharing public resources. The existing accredited programs are unlikely to grow in number or size, even in this very strong economy. New buildings and new programs are the result of years of effort by dynamic champions, especially those with political connections, or they are financed from private or corporate sources. New faculty positions are often promised and seldom materialize. It is naive to expect that landscape architecture programs that ask for additional resources from their state legislators will receive them. The production of more landscape architecture graduates will come from private and corporate-sponsored endowments and from the creative use of existing and evolving educational structures.

Many academics see measures of economy as a form of capitulation, counter to the notion of quality in education. Standards of quality must be maintained, but we are being overtaken by events. Community colleges are already offering landscape design programs, experiential ecology courses, and design technology courses. We can ignore these programs as unrelated to our mission, or we can embrace them as auxiliary to our own programs, using transfer-of-credit agreements and portfolio reviews to enforce quality. We can continue to spend our allotments on a full range of courses, taxing our faculty even more, or let other providers assume some of that burden.

In the past decade the profession of landscape architecture has made great strides in improving our visibility and our perceived value in society. However, our numbers are still small by comparison to the other design disciplines, and to most disciplines with whom we compete for educational funding. We must accurately assess the environment in which we are working and educating students. We must further put our creativity to work in order to fill the demands of the future by providing an adequate and competent supply of practicing professionals and professors.

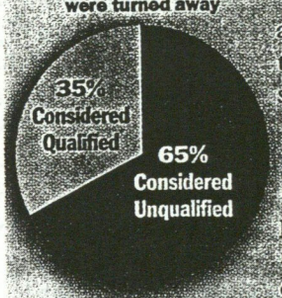
entered the college with an intent to become architects decide on the landscape architecture career choice at the completion of their first academic year. When presented an awareness of the three disciplines, the relative number of students who decide to enter the profession of landscape architecture increases significantly.

It appears that three things could help us satisfy our need to increase the number of people entering the landscape architecture profession. The first is to raise the level of awareness among high school students about landscape architecture as an urgently needed and exciting career path. This awareness-building should begin with an increased awareness of interconnectedness (systems thinking) in the middle-school years. The second is to increase the number of seats available in universities for the increased number of students of landscape architecture that would result from this increased awareness. The third is to prevent the ongoing changes in architecture curriculum to the five-year M-Arch degree (a change that will most likely decrease the number of people entering the architectural profession) from reducing the number of people entering the profession of landscape architecture. This can easily happen due to the dynamics that accompany a move to a single nomenclature. This problem is discussed in the report of the ASLA academic chair's task force on the five-year M-Arch issue. (Available on the ASLA web site at *www.asla.org/nonmembers/lam.cfm.*)

PETER M. POLLACK, FASLA
Pollack Design Associates

What I'm not clear about, and what I'm hopeful that the task force is going to address, is what we're going to do about it. It relates directly to university budgets and how we grow a profession. We need to highlight the value of the profession. We're not going to compete with others for their money. We're not going to take money away from medicine or engineering or business; we will wind up getting money because of the validity of our profession for our own sake. We have to compete in the arena with our strengths. We have been successful in part in the past. It has more to do with providing an understanding of what it is that we do. It's such a wide subject, it has to do with the breadth and depth *(Continued on Page 94)*

[Figure 5]
Undergraduate students turned away by professional programs in 2000

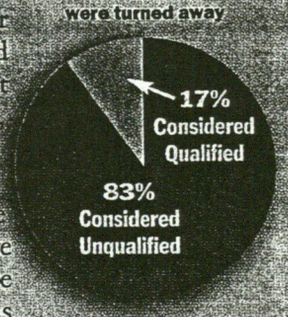


(Continued from Page 55) above the average, which is not bad when considering the fact that many of our programs require a five-year commitment versus the typical four-year college degree program. These graduation rates are based on 1998 statistics and suggest an attrition rate of 38 percent for undergraduate and 44.5 percent for graduate students. (See Figure 8.)

Respondents were also asked to add comments to their answers. The growth-limiting factor most often identified was the number of faculty members, with physical space the second most common concern.

At present, 15 undergraduate programs could accommodate an average of nine more students, and 14 graduate programs could accommodate five to six more students, while all others are at capacity.

[Figure 6]
Graduate students turned away by first professional degree programs in 2000



If we accept the recommended ratio of one faculty member per 15 students, one begins to realize the resources that would be required to bring about a substantial increase in student numbers. One can assume that for every increase of 15 students, the university would have to commit at least an additional $100,000 annually. At a time of diminishing resources at universities, increasing student numbers will require significant promotion and justification. Design programs are generally seen as very costly compared to most classroom-type programs requiring extensive facilities and infrastructure. As universities are shifting to ever-increasing research emphasis, landscape architecture is not very competitive when compared to the "hard" sciences. We have to find a way to support the effort to increase student enrollment. Only a handful of schools reported that an increase in student enrollment would automatically cause additional support to be forthcoming from their university administrations.

[Figure 7]
Estimate of graduation rate for students starting undergraduate program in 2000

A question that needs to be answered is, what is our attrition rate? That's what Jot Carpenter was speculating on. We don't really have a clear idea how many landscape architects are out there, and how many are leaving the profession, which would be valuable data.

Several states do not have landscape architecture programs right now; one of the philosophical questions is, do we open new programs or expand the existing programs? The answer is open for debate. We don't want to sacrifice educational quality in favor of giant factories of education churning out students.

If the present job market keeps up, things may resolve themselves. One promising thing that's been happening in the past three years is that offices are stepping up to the plate and doing some of the education themselves. In the past, when students graduated they had a hard time finding a job, and they were sometimes unprepared. Many landscape architecture offices now are doing very well-organized internships; they're speaking and recruiting at schools. Their attitude is, just get the students fairly well prepared, and we'll take it from there. That could be helpful while we continue to search for solutions.

[Figure 8]
Estimate of graduation rate for students starting first professional program in 2000

Landscape Architecture: On a Slippery Slope?

(Continued from Page 57) of the profession, which is why it is really hard to talk with people about what it is. There's an enormous diversity.

As the universities head toward more interdisciplinary and cross-disciplinary work, landscape architecture should be in the foreground. We can bring our clear mindset to those other departments. It's more likely that we're going to get additional departments [at universities that don't currently have them] than that we're going to grow existing ones.

PAT D. TAYLOR, ASLA
University of Texas at Arlington
Landscape Architecture Program
President of CELA

I wish I had some magic answers on this thing, as we all do. What we don't know is—on a societal basis or an economic basis—the true value of landscape architecture. If we had some numbers as to the contribution landscape architects make, we could really assess whether Jot's predictions are on track and whether they can be affected.

It's embarrassing for schools not to be able to provide [enough] graduates. What I'm more afraid of is, if we don't respond to what clearly is a growing demand for our services, somebody else is going to take it over. We could very easily cede over our talents to another profession.

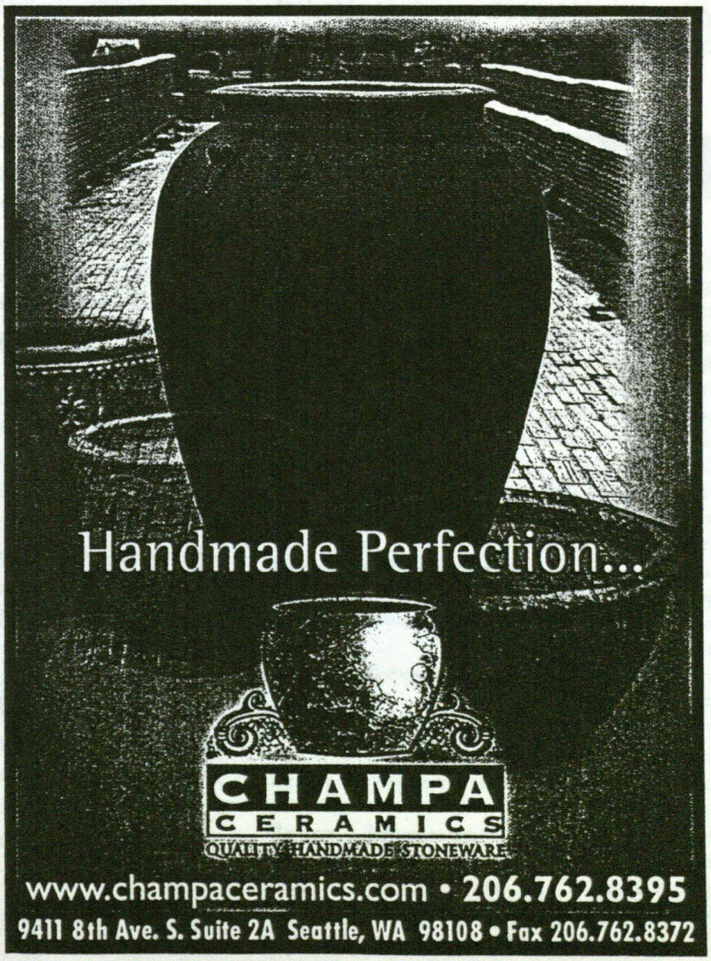
That's why I think we have to be more powerful about expressing the value of our profession in an economic sense. Landscape architecture programs typically are not huge in enrollment. That doesn't mean a lot of revenue generation at the university level. One hundred percent of our alumni who want to work in the field are working in the field. These are figures that nobody predicted a few years ago. The body of knowledge is just incredible. It's not going to decrease, either. We're an MLA-only program here and we're in a major metropolitan area; if our experience is typical, we're bringing people into this profession who come from a variety of professions: lawyers, teachers, language [specialists].... We can expand our knowledge base with these kinds of people at the helm.

We hardly talk about [the five-year master's in architecture degree] anymore. I don't think it's going to affect us really. There are a lot of people who think the future of the landscape architecture profession is at the graduate level. I'm probably one of those, but there's no way that the graduate programs can supply this demand. We clearly have to grow undergraduate numbers.

There are clearly some universities in this country and in North America in general that are well-positioned in terms of their curriculum or in terms of their location to grow landscape architecture programs.

The prognosis is positive because this is the kind of challenge that people like. If the opposite were true, if we didn't have the demand for our services, that wouldn't be a fun situation to deal with. You're going to see practitioners and others who love this field really pulling together to solve this thing. **LA**

CIRCLE 415 ON READER SERVICE CARD



CIRCLE 327 ON READER SERVICE CARD

President's Message: Action Items for CELA - Pat D. Taylor U. of Texas - Arlington

Dozens of you are helping CELA draw to a close our SWOT (Strengths, Weaknesses, Opportunities and Threats) Analysis. Others of you are presenting yourselves for elected service on the Board of Directors or Executive Committee of CELA. Countless more are contributing at your schools, through participation in other organizations, or through vigorous dialogue in many venues about the future of landscape architecture education and practice. With that in mind, I would like to expand on some of the items your Board is hearing about, or thinking about or is undertaking.

First, thanks to Past President Joanne Westphal, we have a slate of candidates for the 2001-02 election currently underway. New candidates and former candidates make up the slate. The new Board will be installed at the annual conference in San Luis Obispo, August 9-11.

Speaking of the 2001 CELA Annual Conference, Chair Walt Bremer of California Polytechnic State University reports that over 125 abstracts have been received, and that no power shortage is expected. Access the conference schedule and other information at: http://landarch.calpoly.edu/cela2001 or it may also be accessed through the CELA website, and the ASLA website. Please note the CELA Board of Directors meeting precedes the conference, on Wednesday, August 8. The CELA Board of Directors includes the ExCom (the officers of CELA) and the 8 Regional Directors.

It is anticipated that preliminary findings from the SWOT Analysis will be presented to you at the Annual Conference. Also at the conference, the results of the 2001 CELA Awards will be announced, resulting from a thorough review of high-quality nominees by the Awards Committee, chaired by Jean Kavanaugh, Texas Tech University.

CELA is participating in several cross-organizational activities with ASLA, CLARB, LAAB, and LAF, most of which are initiatives stemming from the President's Council, comprised of Presidents of each organization. Included are a study on licensure, a study on the body of knowledge in landscape architecture, and a study of ways to "grow" the profession at the academic level. The CELA Board also is continuing to review the organization's service to its members, by securing future venues for annual conferences, by focusing on the efficacy of the *Landscape Journal* and other publication outlets, and by examining the organization's efficacy regarding scholarship, innovations, structure and function, and finances. Recommendations and actions are to follow completion of the SWOT Analysis, but some are occurring now.

One action that is being initiated is a Request for Proposals to engage professional executive management services for CELA. The CELA Board, reinforced by early suggestions from SWOT data, is moving to determine the feasibility of contracting such services, aware that the organization is now more complex than an all volunteer organization can be and still provide adequate service to its professional membership. The call is going out to individuals, professional groups, associations, organizations, and institutions interested in considering an arrangement with CELA. Crucial to the call is the recognition that revenue generation is a primary goal, and those respondents demonstrate a willingness to grow with CELA, in both finances and member services.

Finally, I'd like to acknowledge the individuals who are making the SWOT Analysis possible. When you see these folks, please thank them for their hard work on behalf of CELA. **Committee on External Affairs:** Dan Donelin and Forster Ndubisi, co-chairs, Richard Hawks, Baldev Lamda, Mark Hoversten, Richard Rome. **Committee on Innovations (Innovativeness)** Joanne Westphal, chair, Eric Bernard, Francis Chamberlin, Lynn Miller, Toru Otawa, Matt Powers, Judith Wasserman.

(cont. page 2)

THE CELA forum ON EDUCATION

A PUBLICATION OF THE COUNCIL OF EDUCATORS IN LANDSCAPE ARCHITECTURE

June 2001 VOL. 10 NO. 4

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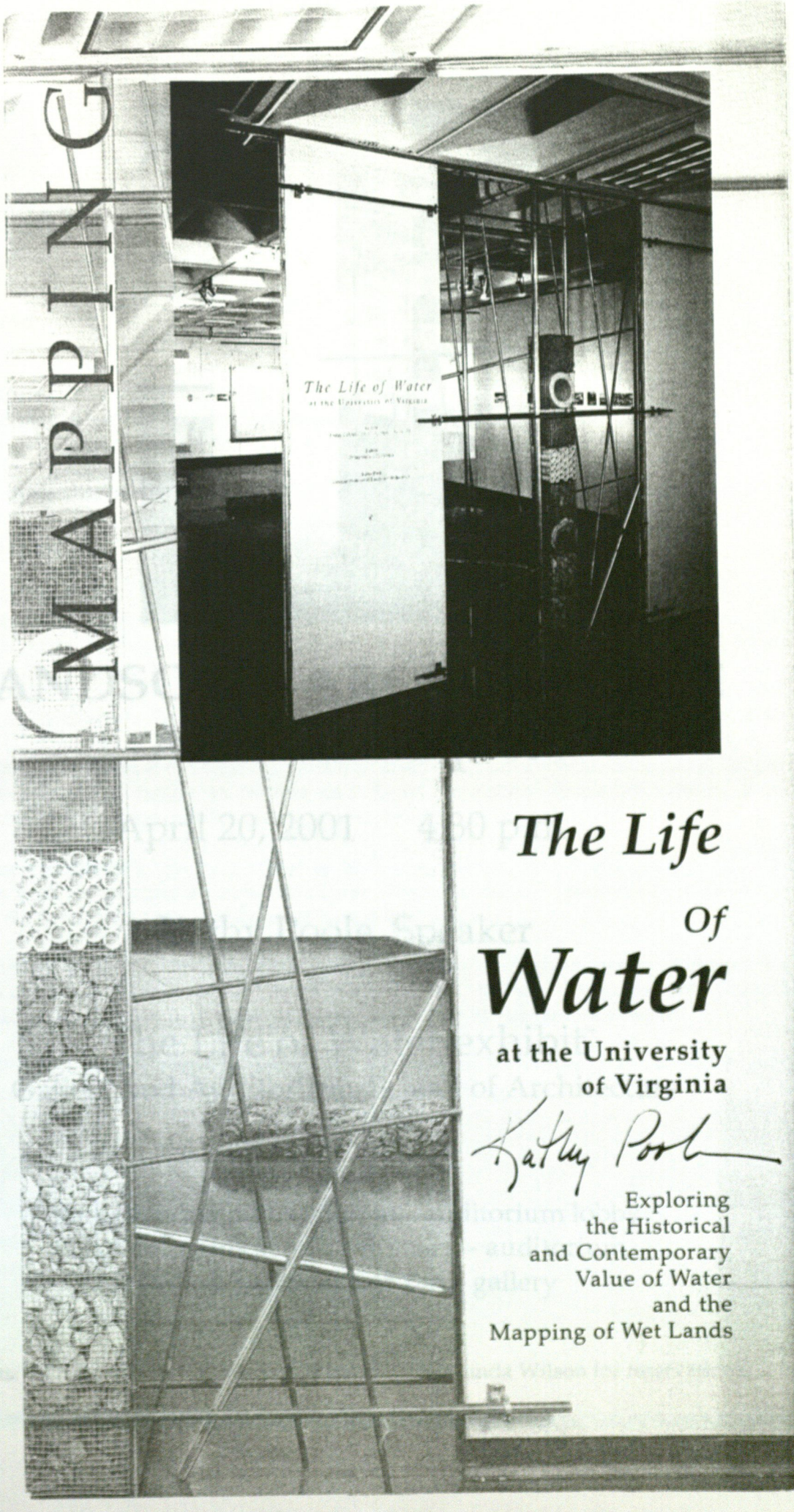
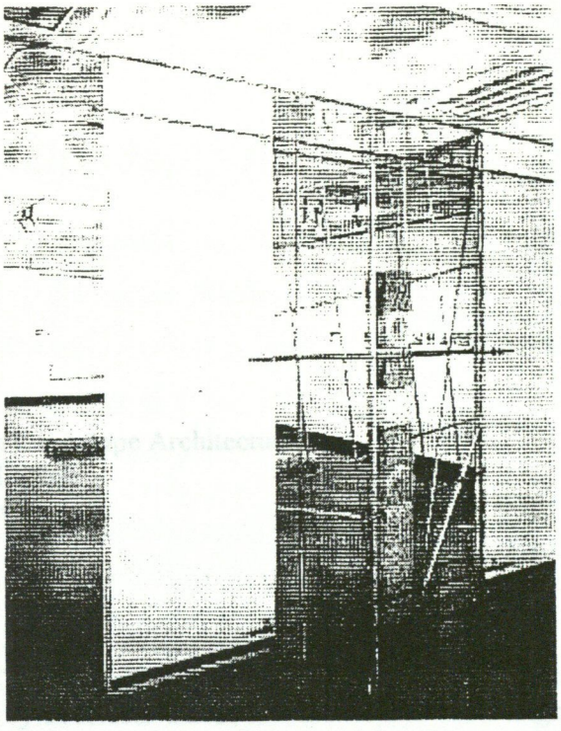


The Life Of Water

at the University of Virginia

Kathy Poole

Exploring the Historical and Contemporary Value of Water and the Mapping of Wet Lands



LANDSCAPE ARCHITECTURE
Awards Banquet

April 20, 2001 4:30 p.m.

Kathy Poole, Speaker

The Life of Water exhibit
Gallery and Auditorium, School of Architecture

Reception begins at 4:30 pm – auditorium lobby
Lecture begins at 5:30 pm sharp – auditorium
Dinner begins at 6:45 pm – gallery

Tickets: $21 per person for dinner and lecture. See Linda Wilson for reservations.

McKINNEY

March 8, 2001

Dr. Pat Taylor
Director of the Program in Landscape Architecture
University of Texas at Arlington
601 West Nedderman Drive
Arlington, Texas 76019

Dear Dr. Taylor:

The Park Board for the City of McKinney, Texas extends its appreciation for the Erwin Park site plan concepts completed by Professor Lance Dickinson and his Design Studio III students: John Billingsley, Noelle Flocke, De'Onna Garner, Susan Higgins, Hsing-yeh Ho, Michele Jacobs, Chhay Khera, Lara Moffat, Leeta Mohanty, Patrick O'Donnell, Kelly Pugh and Anna Shine

The City of McKinney's Erwin Park has been selected as a potential Olympics venue site for mountain bike cycling in 2012. Professor Dickinson's studio completed conceptual designs to accommodate the thousands of spectators, news media and contestants anticipated to utilize the site. The sensitivity of the designs to existing land forms, vegetation, circulation patterns, event accommodations and mountain bike challenges is impressive.

Compliments on the work have been voiced by McKinney citizens, Park Board members and City staff. The work has provided an initial insight into the constraints and opportunities presented by the site in the development of a world class mountain bike course.

The University of Texas at Arlington landscape architectural students' work represents the successful completion of the first phase in an extended effort to prove to the United States Olympic Committee that the Erwin Park mountain bike course is worthy of serious consideration.

The graphics and written programs provided by the students are inspiring, stimulating support within the City for the project. Thank you for a quality job, well done.

Sincerely,

Herb Yoehle

Herb Yoehle, Chairman
City of McKinney Parks Board

SB:HY:sl

cc: Mr. Ronald Dumke, Director of Parks and Recreation
Ms. Kristen Roberts, Director of Community Services
Mr. Larry Offerdahl, Director of Resource Development

THE CELA forum ON EDUCATION

A PUBLICATION OF THE COUNCIL OF EDUCATORS IN LANDSCAPE ARCHITECTURE

March 2001 VOL. 10 NO. 3

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YOU WOULD BE PLEASED

Thanks to many CELA volunteers and the Board of Directors, the SWOT —Strengths, Weaknesses, Opportunities and Threats— analysis is well underway. You may remember that the SWOT process was introduced to CELA last year by Dr. Mark Waldron at the 2000 Annual Conference in Guelph. Ad hoc committees— comprising over three dozen CELA volunteers—are exchanging a wealth of ideas about CELA's future through e-mail, conference calls and one-on-one interaction. Preliminary goals and objectives, emerging as themes from these interactions, are to be summarized later this spring, and will be presented to the general membership at the 2001 Annual Conference in San Luis Obispo.

Among the topics arising from these committees are: CELA revenues; the value of executive management services; the support of scholarship, and ways of mentoring faculty, both junior and senior; CELA's interactions with related organizations; the roles of officers, directors and regions; the promotion of innovative thinking and knowledge in landscape architecture; CELA publications and other membership services; and, many others too numerous to list. If you would like to add to the deliberations of any of these committees as they conclude their work, feel free to e-mail me at *pdt@uta.edu* and I will put you in touch with the appropriate individuals.

The CELA Board of Directors met at the host site on February 23-25, and as you might guess, ad hoc committee reports dominated the agenda. But, a number of other items were reviewed or acted upon, including a review of the schedule, plenary sessions and tours for the August Conference in San Luis Obispo. Prof. Walt Bremer and his colleagues are preparing an excellent conference, so please make early plans to attend.

In the next issue of the Forum, I will be more specific about naming individuals who are contributing to the SWOT Analysis of CELA. It is possible that a preliminary summary of findings will be completed by then.

But, meanwhile, I wanted you to know that a great many are contributing a great deal to improving the scope and service of your organization. If you know of someone who is participating, please take time to thank them.

Pat D. Taylor
CELA PRESIDENT
University of Texas-Arlington

THE 2000-01 CELA BOARD OF DIRECTORS

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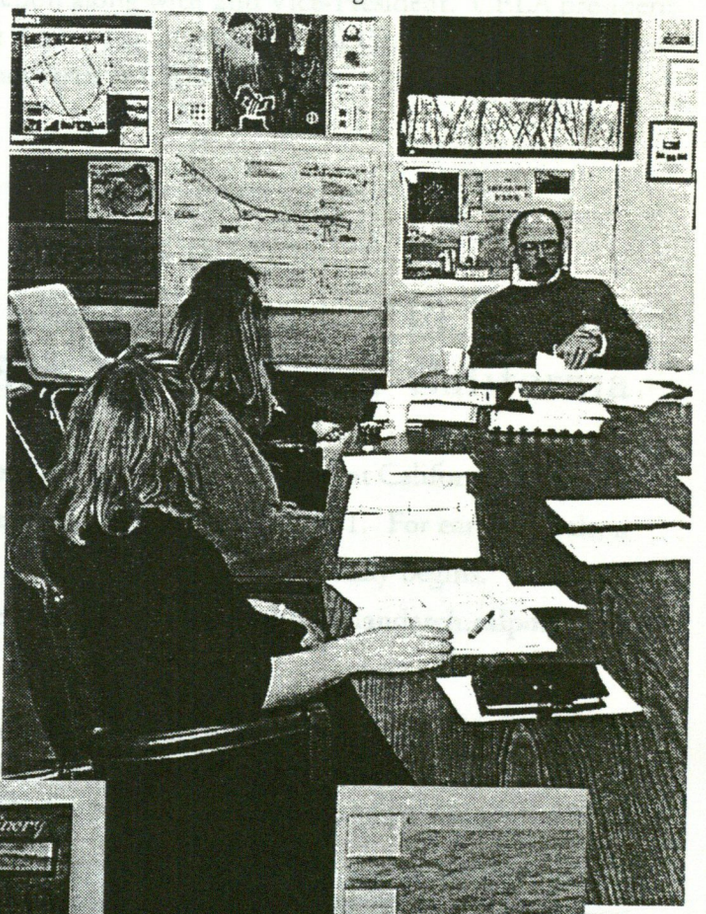
CELA EXECUTIVE COMMITTEE MEETS:

The CELA Executive Committe met February 23 - 25 for its mid-year meeting at the 2001 CELA conference site at Cal Poly, San Luis Obispo, California. The weekend in not so sunny California provided the Excom with an idea of the facilities and other activities that the faculty, staff and students at Cal Poly are planning for the summer conference. Walt Bremer, chair of the conference did guarantee the weather would be sunny and warm August 9 -11 when the conference will be held. University dorm rooms will be available for conference attendees. Walt did recommend the selection of dorm facilities for attendees as local motels and hotels tend to be filled and costly during this part of the summer.

The Executive committee met all day Saturday discussing a wide range of topics —reports of meetings with the President's Council, ASLA, LAAB,

below: coffee and treats for the Excom provided by Walt and Dale. President -Elect Karen Hanna at left.

below: Pat D. Taylor, CELA President, presents a report during the CELA mid-year meeting.



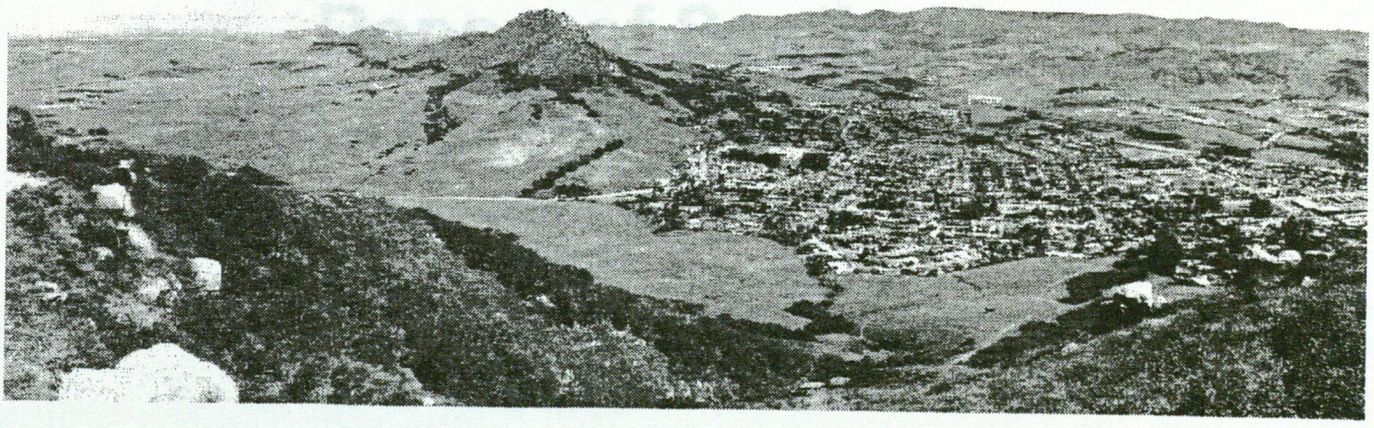
above: Malcolm Cairns, CELA Treasurer comments during the meeting.

CLARB, LAF, CELA budget, strategic planning progress with comments from the Ad Hoc Committees, Landscape Journal, revison of the Constitution and Bylaws and CELA Conference Bylaws and Guidelines, CELA awards to be given out at the conference in August— and to develop a list of people as nominees for the CELA elections to take place within the next couple of months. Others interested in being considered for positions on the CELA Excom or a Regional Director contact Past CELA President Joane Westphal at Michigan State University. Regional directors for regions 1, 4, and 7 are due for re-election along with 2nd Vice-President. CELA president Pat Taylor has nominated Bill Grundmann to serve another term as CELA secretary.

Meeting at the Edge: Curriculum and Learning – CELA 2001 August 9-11, 2001 - Cal Poly, San Luis Obispo, California

This year's CELA conference will be hosted by the Landscape Architecture Department at California Polytechnic State University, San Luis Obispo, California. The dates are **August 9 – 11**, 2001. For early arrivals, a social is being planned on Wednesday evening (August 8) before the conference officially begins. There are also several special workshops currently in the planning stage. Watch the web site (http://**landarch.calpoly.edu/cela2001**) for additional information to be posted.

San Luis Obispo is located on the beautiful Central Coast of California, an ideal place for the whole family in August. Plan to make the conference part of a California summer vacation. Information about CELA 2001 and links to Central Coast accommodations and activities can be found at http://**landarch.calpoly.edu/cela2001**.



The 2001 CELA Conference will focus on the topic of "**curriculum and learning**" in all aspects of landscape architecture education, with a particular emphasis on how curriculum provides the framework for teaching and learning. Plenary speakers will address curriculum issues as well as providing a look at the central coast environment.

The conference will be California casual so don't bring a tie, bring a surfboard instead (if you don't have a surfboard, we can find one for you). Keep watching the website for more details.

International Commission of Agricultural Engineering

CIGR

2000

Report of Section I: "Land and Water Engineering"

Luis Santos Pereira
Chairman of Section I

Antonio Brasa Ramos
Secretary of Section I

Fax: (817) 272-2625
Email: Cohen@uta.edu
http://www.uta.edu/english/cohen/

also asked proposals to replace the former member Dr. Fulajtar, a soil management specialist from Slovakia by a new member with similar specialisation.

Prof. H. van Lier proposed to accept Ing. Agr. MSc. Daniel Somma, National Director of Conservation of Protected Natural Areas in Argentina, as a new Board member, and to replace Prof. F. Steiner with Prof. Dr. P. D. Taylor. The proposals have been unanimously approved.

The Chairman informed that the initiative of our Section to incorporate "Liaison members" representing relevant associations and organisations in to the Section Board was soundly appreciated by the CIGR Technical Board.

Prof. Dr. Ted L. Loudon was proposed to join the Section Board representing the US based National Wastewater Recycling Association (NOWRA). Its goal is to achieve credibility on onsite wastewater treatment as a permanent wastewater solution for sustainable development by protecting human health and environmental quality (http://www.nowra.org/). Prof. van Lier proposed to include Dr. C. F. Jaarsma representing the World Road Association (PIARC). This association deals with road infrastructure planning, design, construction, maintenance and operation. It was founded in 1909 and nowadays PIARC has 97 national or federal government members, 2,000 collective or individual members in 129 countries, and over 750 experts in 20 standing Technical Committees (http://www.piarc.lcpc.fr/).

President Bill Stout turned up at this moment reporting on subjects related to the next Congress in Chicago and the electronic journal.

Item 4: CIGR-Section I Mission statement, Objectives, Scope and Activities.

The Board approved the "CIGR-Section I Mission statement, Objectives, Scope and Activities", which is enclosed as Annex to these Minutes.

Item 5: Report on the Technical Board Meeting of CIGR Chairs.

The Chairman informed that our Mission Statement was highly appreciated by the Technical Board of CIGR Chairs. The following proposals presented by the Chairman of Section I were positively considered:

1. Better clarification of relationships between Congress organising and scientific committees and the CIGR-Section Boards for more effectively achieving common objectives and improving the quality of Congress papers and publications.

   It was accepted that our Section could propose to the ASAE Organising Committee several members to be included in the Scientific Committee of the XV CIGR Congress in Chicago, 2002. These members are the following:

   - Luis Santos Pereira
   - André Musy
   - Antonio Brasa
   - Hubert van Lier
   - Yohei Sato
   - Mauro Greppi
   - Jose M. Tarjuelo
   - C. F. Jaarsma
   - Pat Taylor

2. Re-examining the contributions of CIGR Sections to the e-journal of CIGR, probably considering specialised editorial boards relative to each Section domain, such as for the Transactions of ASAE.

   It was accepted that Section I could set up a specific editorial board. The Chairman shall make the necessary arrangements with the Editor-in-chief.

Pereira and Antonio Brasa are in the scientific committee. The Chairman asked the Secretary to contact Ragab Ragab for further information.

* Conference on "Land Use and Cover Change", University of Tokyo, Japan, November 2001. The main convenor is Yohei Sato. He is requested to provide further details to the Section members.

* Workshop on "Land-use Planning and Management in Densely Populated Areas", Washington State University, United States, June 2002. The main convenor is Hubert van Lier. He is requested to provide further details to the Section members.

b) Special Session in the 2002 CIGR Congress.

The Section I is preparing a Special Session on Decision and Expert Systems for Land and Water Management and Engineering, with the following main themes:

A) Land use change, land use planning and the environment.

- A.1. Causes and effects of land use changes.
- A.2. Land use planning options to direct future desired land uses.
- A.3. Multifunctional rural roads engineering.

B) Water and soil recuperation.

- B.1. Water reuses.
- B.2. Soil protection.
- B.3. Risk hazards of floods and droughts.

C) Decision and expert systems to improve the performance of water use in agriculture.

- C.1. Use of target performances in systems design
- C.2. Use of environmental and socio-economic performance in decision processes

D) Decision and expert systems for environmental upgrading of irrigation and drainage systems.

- D.1. Tools for decision-making in rehabilitation and modernisation.
- D.2. Tools for improved management of infiltration and drainage systems.
- D.3. Tools for improved irrigation methods and scheduling.

Item 11: CIGR e-journal.

It was agreed that the Chairman should contact CIGR President and the Editor-in-Chief, Rosana Moreira, to discuss how to implement a specific editorial board for Land and Water Engineering.

We have to make clear that this Specialised Editorial Board will be in fully co-operation with the Editor-in-Chief and will follow the editing policy of the Journal under the orientations of Rosana Moreira.

Members proposed for the Editorial Board are:

- Dr. Luis S. Pereira
- Dr. André Musy
- Dr. Antonio Brasa
- Dr. Hubert van Lier
- Dr. Yohei Sato
- Dr. Pat Taylor
- Dr. C. F. Jaarsma
- Dr. Mauro Greppi

The following colleagues are proposed to be additional reviewers:

- Dr. Frantisek Dolezal, (soil water, agricultural hydrology, drainage)
- Dr. Saeed Nairizi (irrigation, unconventional water reuse)
- Dr. Antonio A. Soares (irrigation engineering and management)
- Dr. José M. Tarjuelo (irrigation engineering and management)
- Dr. Ragab Ragab (irrigation and drainage, irrigation water requirements, water quality hydrology and remote sensing applications)
- Dr. Danielle de Wrachien (groundwater)

The Secretary will ask through the CIGR-FAO Global E-mail Network, CIGR-FAO-LanWat-L, colleagues who are willing to be reviewers. The Secretary will also ask for papers for the electronic Journal through CIGR-FAO-LanWat-L, and will set permanent information on the web page where the Journal shows up (as a link).

Item 12: Other subjects to be proposed by the members.

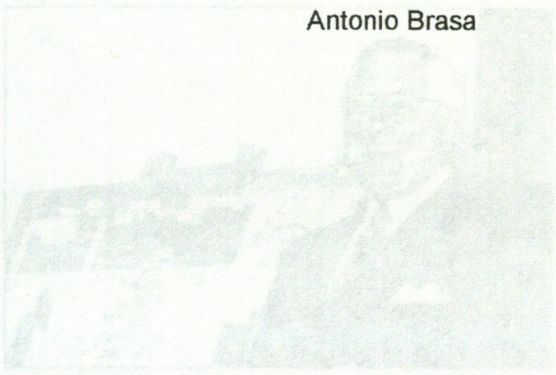
The Secretary will seek for people to be members of the two Working Groups on "Sustainable Land Use and Landscape Planning" and "Water Management and Information Systems", through the CIGR-FAO Network.

Closing

Tsukuba, Japan, November 28, 2000

The Secretary

Antonio Brasa



PROFILE

Janice H. Levin

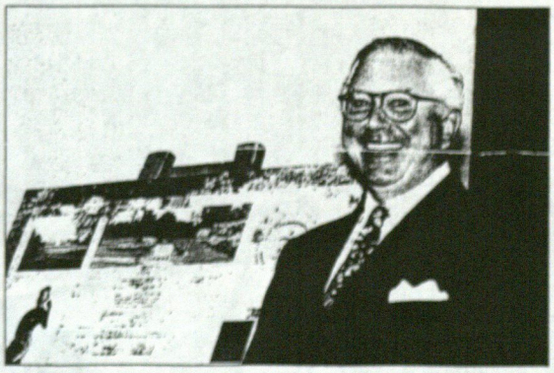
Janice H. Levin, Chairman of FAPE'S London Benefactors Committee, received an Honorary Degree in Humane Letters from Rutgers University in 1984. Mrs. Levin's main philanthropic efforts include: New York University Medical School; Rutgers University; the School of American Ballet; the Philip and Janice Levin Music Center for Youth in Tel Aviv/Jaffa; the Metropolitan Museum of Art; Channel 13; the Friends of the Philharmonic; the Metropolitan Opera; the International Center of Photography and the American Israel Cultural Foundation. Mrs. Levin donated to the City of New York the James Michael Levin Toddler Playground located in Central Park. Mrs. Levin has a major collection of French Impressionist paintings, some of which are on loan to various museums. J. Carter Brown, Director Emeritus of Washington's National Gallery of Art, says, "Janice Levin is a remarkable human being with an extraordinary eye for painting."

From left to right, John Herring, Elisabeth Scharlatt, Janice H. Levin, Paul Gottlieb, and Riva Castleman at the FAPE dinner at Spencer House in London.

PROFILE

Morgan Wheelock

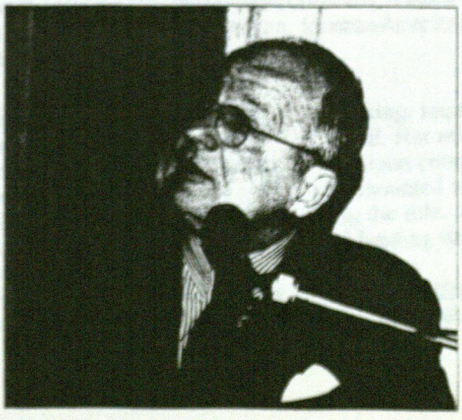
American landscape architect Morgan Wheelock has had a distinguished career both in the U.S. and abroad. A graduate of Harvard University's Graduate School of Design, he is President and founder of Morgan Wheelock Incorporated with offices in Boston, Massachusetts and Palm Beach, Florida. Since 1978, he has directed the firms' growth and increasing reputation in master planning and design. Clients in the U.S. include the U.S. Botanical Garden, Washington, DC; Moshe Safdie & Associates, Inc. Boston, MA; Massachusetts Bay Transportation Authority, Boston, MA; Harvard Business School, Boston, MA. Mr. Wheelock's international clients are Cromwell Road Development; Albany Street Development; Royal Enclosure at Ascot; Barton Lodge at Woburn Park; Crowholt in Woburn Town; Ismaili Center Thurlough; Gardens at Woburn; and Park House at Woburn Park.



Morgan Wheelock, the landscape architect who designed the Janice H. Levin sculpture garden, at the FAPE Millennium Committee meeting in London.

FAPE'S GIFT TO THE NATION

FAPE'S GIFT TO THE NATION is a unique legacy of donations and purchases of as many as 200 American paintings, sculpture, works on paper, photography, decorative objects, crafts, and folk art to be placed in permanent locations in U.S. embassies and Ambassadors' residences around the world. To commemorate FAPE'S GIFT TO THE NATION a museum-quality catalogue will be published.



The new Co-Chairman of FAPE'S Millennium GIFT TO THE NATION Committee, Douglas S. Cramer.

CAMPUS ART

Capturing Cultures

■ Architecture junior awarded $3,700 and spot in the Central Library to display of her mural, which won in a three-year-long contest.

BY KEISHA CUMMINGS
Contributor to The Shorthorn

For Mary Orozco, the best way to bring together minorities is through her artwork.

The architecture junior won the three-year-long "A Mural of Expression" contest for the Minority Cultures Collection.

She said her mother taking her to art classes when she was young influenced her.

"I just can't seem to help but do the art," she said. "Maybe because it was so much a part of our lives."

The mural will be hung on the central back wall of the Central Library's second floor. The entries for the contest had to include images of Native American, Mexican American, Asian American and African-American culture in the Southwest during the 20th century. Orozco's mural depicted four people, one from each culture, sitting around a table talking.

The contest stemmed from a student survey conducted three years ago, the results of which suggested students wanted more visibility.

English professor Kenneth Roemer said Orozco's mural fit the theme's criteria well.

"The judges were attracted to Mary's proposal because she had a good idea and put work into it and did what they asked," Roemer said. "It is very difficult to visualize four diverse groups. You don't want to stereotype a group," he said.

Orozco will receive a total of $3,700 as her prize. Pending Arlington Mayor Elzie Odom's schedule, a reception and dedication will be planned in November. In addition, an exhibit is planned in The Gallery in the University Center.

A lack of entries during the first year of the contest prompted officials to increase the prize to $3,700 to attract attention. Asel Art Supply of Arlington, the Provost Office, the Africa Program, Friends of the Library, Center for Mexican American Studies, and individuals Allan Saxe and Roemer contributed to the funding.

Orozco found out about the contest through a flier in the Financial Aid Office. When she saw the flier, she only had a week until the deadline. The requirements included a 16 inch by 26 inch scale rendition of the mural, a brief description of the mural and a biographical statement.

She said her decision to enter the contest was based on the amount of the award and that she knew a lot of people would be too busy to enter.

The collection's librarian Dwayne Schrag said the mural is vivid and should catch attention.

"I think she did quite well on the mural," he said. "It's large so people will see it, and the bright colors catch the eye."

Orozco said she let ideas come to her before she began to work on the entry. She incorporated an octagonal shape into each culture.

"I tried to look for universal things that every culture that is in the painting used," she said.

She made the painting from the view of looking down on the people so certain cultures don't appear inferior to one another.

"Because if you look at them directly ... you don't want it to seem like one culture is given importance over another," she said. "And also I wanted to symbolize that more people could be there so I left space around the people and in between people."

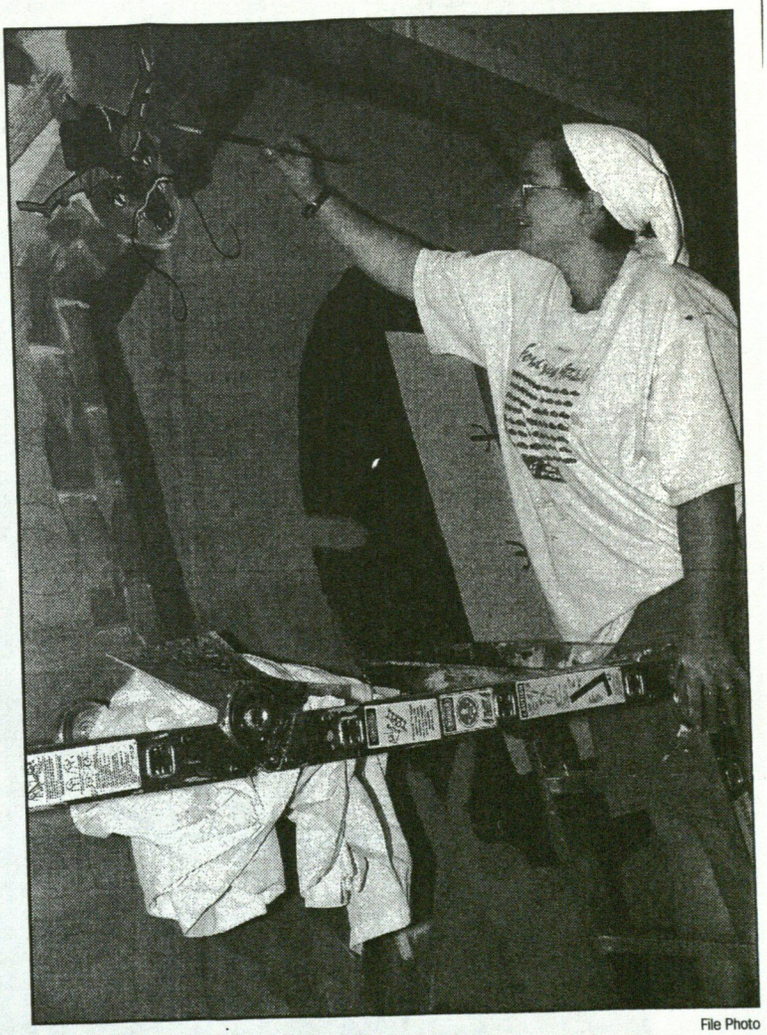
A friend advised Orozco in the technical aspects like how to put the frame together and how to keep it from falling apart. Orozco said she needed the help because the center is expected to grow and it wanted a portable mural.

"We wanted something portable just in case the wall is knocked down due to expansion," Schrag said.

Orozco planned on being done before fall classes began but is still working, improving and adding detail. Her new deadline is Oct. 2.

Upon completion, a plaque will be mounted with the mural indicating the title, artist and the sources of funding for the prize.

KEISHA CUMMINGS
news-editor.shorthorn@uta.edu



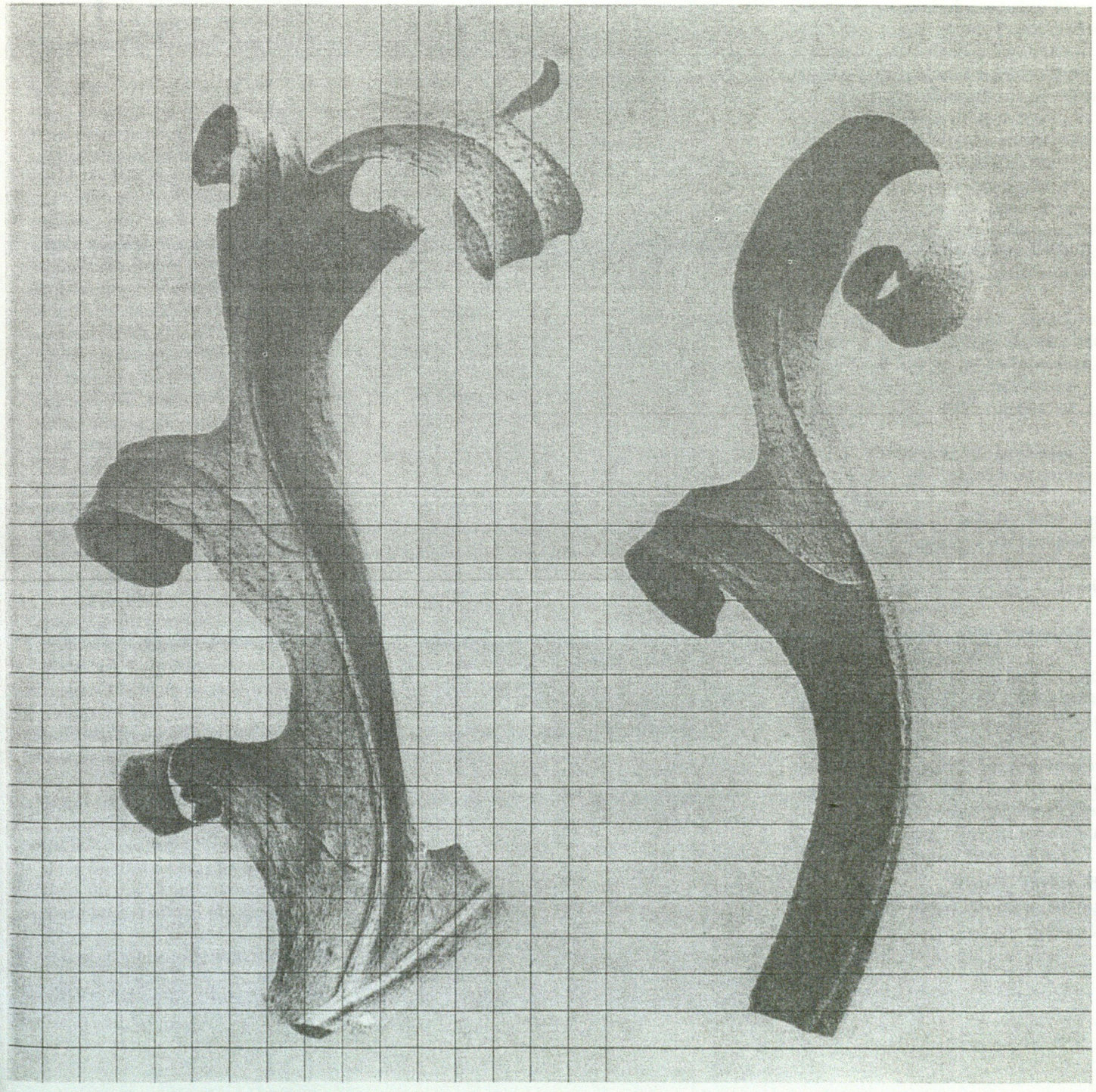
File Photo

Architecture junior Mary Orozco works on her mural Aug. 24 on the second-floor wall of the Central Library. "Designed in Committee" was chosen in May as the winning mural in the Minority Cultures Collection "A Mural of Expression" contest. The mural depicts Native American, Mexican-American, Asian-American and African-American cultures.

1998 CELA Conference Proceedings

October 22–27, 1998

The University of Texas at Arlington



"Cartesian order and biologic order," from an original Blossfeldt photograph; Private collection.

RE: SEARCH: The Generation of Knowledge in Landscape Architecture

The idea of Re: Search as the theme for the 1998 CELA/ISOMUL Conference at The University of Texas at Arlington was born from the mission of the University's graduate-only program. It had become clear to us that one of the distinguishing traits of graduate education in landscape architecture is the willingness of academics to assume more and more of the traditional mantle of scholarship, moving beyond the limits of the master's degree as a research-based terminal degree in the field. The discussion generated within our own School of Architecture was vigorous, and it goes on, focusing on the widely held perception that doing research or traditional scholarship somehow automatically comes at the expense of design. The outstanding researchers and designers who participated in the 1998 CELA/ISOMUL Conference, and whose works appear in this special edition of the Landscape Journal, prove otherwise.

The idea of Research as a theme gained momentum when, in 1996, the prospect of co-hosting the 1998 CELA conference arose with colleagues in the International Study Group for the Multiple Use of Land (ISOMUL). Meeting at the ISOMUL headquarters at the Wageningen Agricultural University in the Netherlands, it was decided that the University of Texas at Arlington and ISOMUL would propose their second merged conference, focusing this time on the experiences of designers and planners from abroad where there is a rich history of applying research rigor to real world design and planning problems, largely in the countryside. The leadership and initiative of Prof. Dr. Hubert N. van Lier, co-founder of ISOMUL, made co-sponsorship possible. And, the proposal received an additional boost when then-President of CELA Cynthia Girling noted, "It's time for CELA to revisit Research as a conference theme."

The papers chosen for presentation at the 1998 CELA/ISOMUL Conference reflect the friendly nature with which the practitioners of landscape architecture view research. The work of the authors verifies that landscape architects move comfortably from the abstract to the practical, and vice versa. Perhaps it is in the nature of the profession, or it may be the way landscape architecture is taught. Perhaps it is something in our dual heritage (agriculture and architecture) and the perpetual tension inherent in that heritage. Whatever the reason, contributors to the conference and to this special edition of *Landscape Journal* have demonstrated that they understand and practice the logic and process that go with research-based problem solving. As a group, they practice what we at the University of Texas at Arlington refer to as "thinking theoretically and acting practically."

The 1998 conference, along with this document, reminds us of the contributions of those who literally have changed the field as they have shown us how to generate knowledge in landscape architecture. Participants included many of those who over a quarter century ago began to apply methods and techniques from other fields to landscape architecture. In addition, researchers from the past two decades were joined by the newest academics who promise to continue changing the field. What we learned from this interaction is that the future for generating knowledge in landscape architecture continues to look bright.

The conference also allowed us to pose some critical questions about research in landscape architecture:

Is landscape architecture a "hard" science, "soft" science, or both?

Is the Master of Landscape Architecture the appropriate terminal degree?

If research expands, what happens to the coupling with practice?

What research methods and techniques are appropriate to landscape architecture?

And, finally, what is research in landscape architecture?

Our thanks go out to the Landscape Journal staff, the CELA Board, the Students, faculty, and administration of The University of Texas at Arlington, each individual who contributed to the 1998 Conference and to this new edition of *Landscape Journal* which reflects the format for all future CELA Conference Proceedings.

Pat D. Taylor, PhD.
The University of Texas at Arlington
Spring 2000

1999 CELA PROPOSAL REVIEWERS

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Greensboro, NC

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Las Vegas, NV

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Auburn, AL

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[illegible] CO

[illegible] HALL, ASLA, CELA
[illegible] University

[illegible] MANN, ASLA, CELA
[illegible] Georgia

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THOMAS WOODFIN, ASLA, CELA
Texas A & M University
Bryan, TX

ANNUAL MEETING PROGRAM COMMITTEE

Date Established: 1989
Established By: Executive Committee
Chair Appointed By: President-Elect
Length of Appointment: Three Years
Members Appointed By: President-Elect
Number of Members: President-Elect's Discretion *(usually 12-15 people, including the President and a Host Chapter Representative)*

CURRENT MEMBERS AND ORGANIZATIONAL CHARACTERISTICS

The Annual Meeting Program Committee chair is appointed by the president-elect before assuming the presidency to enable the chair to become familiar with annual meeting procedures at the previous meeting and to start working with the president and staff on the program well in advance. Committee should be in place 18 months prior to meeting.

Annual Meeting Program Committee	FY2000 Appt	3-Yr Term
Co-Chairs	Tony Barnes	FY00-01
	Kathy Fox	↓
Ex Officio: President	Jan Schach	FY00
Annual Meeting Administration Committee Chair	Ann Milovsoroff	↓
Immediate Past Program Committee C-Chairs	Cameron Man	FY98-00
	Marion Pressley	↓
Members: Immediate Past Host Chapter Representatives	Lynn Wolff	
	J. P. Shadley	
Current Host Chapter Representative	Austin Tao	FY99-01
Upcoming Host Chapter Representative	Peter Jacobs	FY00-02
At Large	Perry Howard	↓
At Large	Mary Ann Lasch	
At Large	Mary Hughes	
At Large	J. A. (Rusty) Saunders	
At Large	Pat Taylor	
At Large	Stephen Carter	FY98-00
At Large	David Fasser	↓
At Large	Jim Sipes	
Staff Liaison, Education & Public Affairs Director *Staff Liaison, Education Program Manager* *ExComm Liaison, VP Education*	*Jim Tolliver* *Diane Scheu* *Patrick Miller*	

Break

continued from page 1

busy. It's just a great sort of climax that emerges from back in August. You have a chance here to catch up a little bit and make sure the last half of the semester gets done with the kind of fervor that it needs to."

Some students, such as Student Congress President Sharon Smith, said they will stay home to study.

Smith, a marketing senior, said she has four tests the week after the break.

"For most of us, rather than getting to go party and have a fun Spring Break, we'll be using it as a dead week and studying our butts off," she said.

SC Treasurer Chris Featherstone said he's going with some friends to Destin, on the coast of Florida's Panhandle, but that's rare for him.

"I'm ready to relax and be away from school for a week and do my own thing," the finance sophomore said, adding that many of his friends travel during the break.

"I'm one of the few who has elected to stay at home during Spring Break and work, but this time I'm getting away, so I'm excited."

Lisa Nagy, Recreational Sports assistant director, said she doesn't mind working during Spring Break because the campus will be pretty quiet.

"It'll be slow for us," she said. "It will be operations as usual."

She said the Activities Building will be open from 7 a.m. to 6:30 p.m. Monday through Friday but closed Saturday and Sunday.

Kinesiology sophomore Lisa Robb said she's going to Orlando to visit a friend who works at Walt Disney World. She's leaving Sunday, so classes won't really affect her plans.

"I don't really want to go to school tomorrow," she said. "But I will."

PAT GILLESPIE
pmg8902@exchange.uta.edu

"... rather than getting to go party and have a fun Spring Break, we'll be using it as a dead week and studying our butts off."

Sharon Smith
marketing senior

FOR HERE OR TO GO?

Spring Break may bring thoughts of relaxing beaches, but many are opting to study or work.

BY PAT GILLESPIE
The Shorthorn staff

Pat Taylor is looking forward to reading thesis proposals next week.

Really.

The president of the Council of Educators in Landscape Architecture said he's been away so much lately that he's ready for a vacation from traveling.

"I'm gone and gone and gone, and now I'm ready to sit at home and read thesis proposals," the landscape architecture director said, laughing. "How's that for sick?"

While some students and employees will go to vacation hot spots for Spring Break such as South Padre Island or Cancun, Mexico, many will stay home.

Many faculty will have the whole week to relax, but most staff have to work until Wednesday and will get the end of the week off.

Dr. Taylor, who is a landscape architecture associate professor, said he journeys across the United States, Canada and other parts of the world because the council is a national organization that represents more than 75 landscape architecture schools.

He said most faculty use the break as a chance to settle down before the semester stretch starts.

"I think it's a chance for professors to catch their breath," he said. "For a lot of us the spring is so

BREAK continues on page 5

UTA

THE UNIVERSITY OF TEXAS AT ARLINGTON

November 1, 2001

Pat Taylor
3913 Knob Hill
Plano, Texas 75023

Dear Pat,

By all accounts, our Natural Encounters" conference was a real success. About 100 people attended, and most were very pleased with presentations and the field trips. I believe our conference served its purpose of bringing together people in the sciences and the humanities.

I wanted to personally thank you for making a delightful presentation on "A Landscape Architect's Encounters with Natural Texas." Again, let me say that your using an anecdotal or personal approach made your presentation all the more memorable.

In regards to your honoraria, all the paperwork is completed and you should be receiving that check in the next few weeks. On another issue – our reimbursing you for expenses – please be sure that you send all original receipts to Ann Jennings and she will ensure that you are reimbursed in a timely manner. Please be sure you make a copy of your receipts before sending them to us in the event that they might get lost in the mail.

In closing, let me again say that we enjoyed your being part of this conference.

Sincerely,

RIVF

Richard Francaviglia
Director

CENTER FOR GREATER SOUTHWESTERN STUDIES AND THE HISTORY OF CARTOGRAPHY
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THE UNIVERSITY OF TEXAS AT ARLINGTON

SCHOOL OF ARCHITECTURE

To: Staff Award Nomination Committee
From: Pat D. Taylor, Director
Program in Landscape Architecture
Re: Nomination of Linda Wilson
Date: 3-06-01

Please accept this letter as a nomination of Ms. Linda Wilson, of the School of Architecture, for a 2001 Staff Award, based on her extraordinary service to the program, the University and to students. Without hesitation I can say that Linda's contributions and sense of professionalism are the kind that all employees—administrators, staff and faculty—would do well to emulate.

Linda models the trait which local units within the University can best portray in order to recruit and retain students, and that trait is service. It is her belief that if a prospective student is treated with respect, dignity and promptness, the odds increase dramatically that the prospect will soon be a UTArlington student. The statistics suggest she is right, because not only have enrollments in landscape architecture increased during the past two years, I estimate that no fewer five of these new students are here because of the way their applications and interests were handled by Linda Wilson.

Linda is the individual we turn to when more needs to be done, because we know that she can and will do it. In the normal course of things, this is unfair to her because we have so few ways to reward such contributions that go beyond her normal job duties. Right now, for instance, she not only continues to perform her work as my assistant in landscape architecture, she also is taking-on bookkeeping duties for the School of Architecture, while the current bookkeeper is away on sick leave. In a few short weeks, Linda has learned her new job and has continued to perform her regular duties with barely a hitch.

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The Past President of the Student Chapter of the American Society of Landscape Architects (ASLA) has attested to the extra service Linda provides to our students and their organizations:

> Linda has devoted many hours one-on-one in helping me understand my Program of Work and to assure that it was correct for each semester. When the new online system was implemented, She carefully explained the procedures to each of us (in the program) following with a hard copy of instructions and urging us to contact her with our problems. She even complied address and email lists for our ASLA chapter without which I could have never conducted organizational business. She has attended student-staff get togethers and brought her wonderful family. Through all all of this, Linda has displayed a thoughtful, warm personality that brightens up even the worst day. She deserves any appropriate award for her help-fullness, professionalism and warmth.

This testimony underscores the multiple roles Linda plays in the Program and School. Other students have reminded me of after-hour calls and emails to international applicants, assuring that information between the University and them moves expeditiously. Others have recalled reminders from Linda of important dates and deadlines, of the necessity to update portfolios and resumes, and of being the source of reliable information regarding faculty schedules, Program policies and procedures, upcoming classes and special events, and general data about the Program and the profession.

Room does not allow me to fully explain Linda's worth and performance. But, I can tell you that during a time of reduced faculty, increased duties and responsibilities, and the transition to a "digital" world of higher education, Linda not only has helped us survive, but thrive. Simply stated, we cannot do without her, and we must do all we can to reward her.

Sincerely,

Pat D Taylor

Pat D. Taylor, PhD
Director
Program in Landscape Architecture

STAFF AWARD NOMINATION

Nominations will be accepted from any person
wishing to recognize an exemplary UTA staff member

Name of Award Candidate: Linda Wilson

Candidate's Department: Landscape Architecture

Your Name: Pat D. Taylor

Check One: Staff_____ Student_____ Faculty ✓ Other_____

Telephone number where you may be contacted: 2801

What contribution(s), **BEYOND ORDINARY EXPECTATIONS**, has this person made to the University that made it a better place? **Please cite specific examples. Do not include any contributions that are considered part of the person's normal job duties.**

1. Creation of on-going trust among clientele including students, co-workers and administration.
2. Constant pursuit of better ways for the Program and School to perform basic tasks.
3. An unusual ability to make students believe the University wants them to succeed.

What actions, qualities, or characteristics distinguish this nominee? **Please give specifics.**

1. A developed sense of empathy with clientele, particlary students.
2. An ability to look ahead to outcome several steps beyond current actions.
3. An unusual pursuit of quality in all her work.

Use additional pages as needed.

Fold, staple, and return to address printed on back
by March 9, 2001

The University of New Mexico

School of Architecture & Planning
2414 Central SE
Albuquerque, NM 87131-1226
Telephone (505) 277-2903
FAX (505) 277-0076

Gary O. Robinette, FASLA
School of Architecture
The University of Texas at Arlington
Box 19108
Arlington Texas 76019-0108

Dear Gary,

Thank you so much for spending Saturday with the students from the Landscape Architecture Program at the University of New Mexico. The field trip was a huge success because of your involvement. The instructor, Edith Katz, very excited about the outcome, and was also extremely impressed with your vast knowledge of the area.

Edith also mentioned that you had talked about the idea of a joint studio with our two schools. I would love to pursue this! This year we are running only graduate studios 1 and 2, and next year we will be bringing on studios 3 and 4 as well. Studio 2, which I will be teaching in the spring semester, is designed to build on the basic design principles that were covered in studio 1, now in progress. We will do three or four projects during the semester, and the pedagogical approach is based on typology. The projects will comprise different landscape types, culturally defined, and the range of issues and attributes associated with each type. If you think that we could put something together in such a short time, I would be very willing to try it for next semester. Otherwise, we could discuss opportunities for 2002-03.

As an expression of my appreciation of your participation in the field trip, I have enclosed a copy of *The Myth of Santa Fe*, a wonderful work by Chris Wilson who is a member of the LA faculty.

In closing, Gary, thank you again, and I hope that we can discuss the studio idea further.

Sincerely

Alf Simon, Director
Landscape Architecture Program
School of Architecture and Planning
University of New Mexico

505 277 4120
505 277 0076 fax

asimon@unm.edu

✓cc.Pat Taylor

UTA
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THE UNIVERSITY OF TEXAS AT ARLINGTON

24 October 2001

Memo

To: Pat Taylor, PhD.
Director, Landscape Architecture

From: Gary O. Robinette, Associate Professor
Landscape Architecture

Subject: Final itinerary for the University of New Mexico field trip

The following is the guide for the sites we visited with the University of New Mexico contemporary history of landscape architectural students on Saturday, October 20, 2001. They liked North Park Mall the best, because of the shopping and as one of the men stated, "the best looking women in North America". We ate lunch there and discussed the artwork at some length while they photographed nearly everything in the two cities. On Saturday night, they stayed at the Marriott in Solana and then spent the day on Sunday re-visiting the projects they liked best but did not fully photograph.

They did suggest that UTA and the UNM program develop a series of projects in Studio and then hold joint juries in both locations at some time in the future, I told them that I would bring it to your attention as a possible project for both schools.

SCHOOL OF ARCHITECTURE
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Possible Landscape Architectural and Environmental Art Projects to be visited in the Dallas/Fort Worth Metroplex

Central Dallas

Fountain Place - Dan Kiley/I.M. Pei
Dallas Museum of Art Sculpture Garden - Dan Kiley
Nasher Sculpture Garden - Renzo Piano/Peter Walker
Dallas Arts District - Sasaki Associates
Meyerson Symphony Center - I.M. Pei
Betty Marcus Park - Sasaki Associates
American Airlines Center - Athena Tacha/The SWA Group
Woodall Rogers Underpass - EDAW/Cork Markeski
International Square/Centex Complex - The SWA Group
Dallas West End - The SWA Group
Thanksgiving Square - Phillip Johnson
Dallas Farmers Market - The SWA Group
Lubin Plaza - Linnea Glatt
DART/RE-Union Station
Heritage Plaza - Slaney/Santana Group
Pegasus Plaza - Slaney/Santana Group- Brad Goldberg
Portal Park - Robert Irwin/TheSWA Group

North Dallas

Freedman's Cemetery - David Newton
North Park Center - Lawrence Halprin
Nasher Residence - Lawrence Halprin
Bath House Cultural Center environmental art program(under construction)
Dallas Arboretum and Botanic Garden - Jones and Jones
Dallas Arboretum and Botanic Garden Perennial Garden - Brad Goldberg
Addison Town Center - Michael Van Valkenburg/ Mel Chin

Mid-Cities

Williams Square, Las Colinas - The SWA Group

Fort Worth

Heritage Park/Fort Worth - Lawrence Halprin
The Water Gardens/FortWorth - Phillip Johnson
Burnett Park/Fort Worth - Peter Walker
1st National Bank Plaza - Isamu Noguchi
Amon Carter Museum - Phillip Johnson
The Kimball Museum/Fort Worth - Louis Kahn
Kimball Museum Sculpture Garden - Isamu Noguchi
Modern Art Museum of Fort Worth - Tadao Ando (under construction)

Optional

Fair Park Lagoon
Patricia Johanson
Dallas Garden Center
Southlake Town Center
Alliance Airport
Legacy Town Center
Plano Town Center
Solana
EDS/FritoLay/JCP

ASLA

memorandum

to: mr. pat taylor
university of texas at arlington
school of architecture

fax: 817 272 5098

from: brian adams
smr landscape architects
214 871 0083

re: asla student design competition

pat: I would like to commend your students on a job well done in the design competitions. It is good to know the design curriculum is still strong. please post this in studio and notify the students. the majority of them had the schools phone number down for notification. congratulations to everyone!
hope to see you this weekend.

sincerely,

brian adams, v.p.
smr landscape architects

Pat. Taylor

Lets also include work by D. Jones + K. Sloan re: "Link" to downtown and keep that (link) idea under consideration —

THE UNIVERSITY OF TEXAS AT ARLINGTON

SCHOOL OF ARCHITECTURE

MEMORANDUM

TO: Dr. Anne Witt, Special Events Office, 413 Davis Hall

FROM: Dr. Pat D. Taylor, Director, Program in Landscape Architecture PDT

DATE: June 1, 2000

SUBJECT: Campus Landscaping

also — ALAN SAKE WANTS US to design a "gate" for North side of campus. we can talk about this

lee

Dear Anne:

Just a note to follow-up on the conversation you, Diane, Lee and I had late last fall, regarding the Davis Hall/Texas Hall area. Sorry to be so late in briefing you, but with my duties ever increasing and with my faculty down fifty percent...well, I'm sure you understand.

First, congratulations on having the planter boxes relocated in front of Texas Hall. Just that one adjustment alone does much to redefine that area. 'Tis almost dramatic.

Second, Kevin Sloan--one of our adjunct professors last year--used part of the Davis Hall area as an abstract study site for a landscape architecture studio last fall. As I understand it, you and he may have exchanged phone messages a time or two regarding pin-ups and juries on the project. I had wanted very much for you to be able to review the work of his class, even though the outcomes were extremely theoretical. I think that the exercise would have been good for anyone interested in that part of the campus, particularly in coming to understand the spatial implications of campus/off-campus relations. But, for Kevin's pedagogic purposes, the site was much more useful as an abstraction than as an applied project. The "deliverables" of this studio, however, were so well done that several students have submitted them for competition this summer. I will keep you posted on any developments.

For the upcoming year, I am hoping that we can again use all or part of the administrative core of the campus for a studio. Since we don't even know who is teaching all our classes yet, I can't give you any more detail. But, as we move into fall semester, I will let you know where we are and what is happening. Meanwhile, thank you for your continued interest, and let's hope that more insight and talent can be brought to bear on the functionality of this critical campus space.

PDT:lw 00054

cc: Prof. C. Lee Wright, Interim Dean

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News of interest to friends of the ***Program in Landscape Architecture***
at **UT**Arlington

Fall 2000

Program Director:
Pat D. Taylor

Program Assistant:
Linda Wilson

Program Faculty:
Ogden "Bo" Bass
John M. Hunt
David L. Jones
Cliff MyCoskie
Gary O. Robinette
Mohammad Salam
Kevin Sloan

Advisory Council:
William "Tary" Arterburn
Rosanna S. Brown
Charles E. Cooke
Stuart O. Dawson
Bob Digneo
J. Leonard Ehrler, Jr.
Robert Evans, Jr.
Cantey Ferchill
Everett L. Fly
Robert L. Frazer
Kathy Gilson
Arthur N. Glick
G. Phillip Huey
John M. Hunt
H. Rowland Jackson
Klaas Kerkstra
Ellen Makowski
LuAnne M. Malnory
Roy R. Mann
Debra L. Mitchell
Cliff Mycoskie
David Northington
Alton Z. Parks
Robert A. Scarfo
Willy A. Schmid
Michael D. Smith
Craig A. Steffens
Suzanne C. Sweek
Linda Tycher
Karl von Bieberstein
Morgan Wheelock

Telephone: 817-272-2801
FAX: 817-272-5098

School of Architecture
Program in Landscape Architecture
601 W. Nedderman St, Box 19108
Arlington, TX 76019
linda.wilson@uta.edu

A Note from the Program Director

We are ending an extremely active and productive fall semester. Once again, the program has enrolled a top-notch class of prospective landscape architects, representing many diverse backgrounds. Early reports from the faculty suggest that, as in the past, these individuals are creative, dedicated and deeply in love with landscape architecture. We are looking for much from them. Students also have been extremely successful in design and research competitions, which you'll read about in the following pages. They are active in professional and service activities, too, setting the stage for exciting careers in public and private practice.

Pat D. Taylor
Director

DATE SET FOR 2001 AWARDS BANQUET

Mark your calendars for **Friday, April 20, 2001**, the date of this year's banquet. All students, faculty, families, alumni, advisory council members and friends of the Program in Landscape Architecture are invited. Ticket prices have not been set, but are expected to be in the $20 per person range. The many achievements of our students and faculty will be recognized that evening.

The banquet gives students and faculty the chance to be recognized for their outstanding work, and for family and friends to share the venue that occupies so much of a student's time while in graduate school. Last year's banquet was cancelled due to conflicts with Easter and Passover. Guest speakers and the format for the 2001 banquet will be determined early in the spring semester.

STUDENTS CONTINUE TO EXCEL IN COMPETITIONS

State Competition

In what can only be called a clean sweep of statewide competitions sponsored by the Texas Chapter of ASLA, nine UTArlington students captured all 14 design awards given by the chapter in the 2000 competition. Awards were given in the open competition category and in the prescribed design competition. Winners in the open category:

First Place:	**Susan Higgins**	Garden for Lewis Thomas
Second Place:	**De'Onna Garner**	Garden Transformation Frank Lloyd Wright
Third Place:	**Noelle Lea Flocke**	Garden Transformation Deconstructivism
Honorable Mention	**Michele Jacobs**	Garden for Rene Magrite
Honorable Mention	**De'Onna Garner**	UTA Myrick Courtyard
Honorable Mention	**Noelle Lea Flocke**	UTA Myrick Courtyard
Honorable Mention	**Susan Higgins**	UTA Myrick Courtyard

Winners of the student design competition:

First Place	**Hsiao-Yu Chang**
Second Place	**Chao-Yuan Hsiao**
Third Place	**Noelle Lea Flocke**
Third Place	**Terri L. West**
Honorable Mention	**Anna Shine**
Honorable Mention	**Johnny G. Patin**
Honorable Mention	**Michele Jacobs**

The Texas student entrees were judged by a team from the Georgia chapter of ASLA.

Golf Design Competition

In 1998, the Allister MacKenzie Society announced creation of the annual *Lido Golf Architecture Competition.* UTArlington landscape architecture **Todd Duguid** won the first international competition. This summer it was announced that MLA candidate **Lance Dickinson** had won the 1999 award, which honors **Allister Mackenzie,** the famous golf course designer of the early 20th century. Thus, for as long as the competition continues, the names of UTArlington landscape architecture students will forever be inscribed at the head of the class.

Research Competition

Also in keeping with UTArlington tradition, recent graduates **Sharon Fuller** and **David Hopman** were proclaimed winners of Individual Research Awards for 2000 from the American Society of Landscape Architects. The awards were the result of outstanding thesis research work completed by the two alums. Sharon's thesis was entitled "Cemeteries as Sacred Landscapes", and David's was entitled "Towards a Critical Regionalism for Rapidly Developing Areas of Texas". Both works were on display at the 2000 ASLA Annual Convention in St. Louis in October. Sharon is employed with North Haven Gardens in Dallas, and David is associated with Huitt-Zollar, Inc., also in Dallas.

Urban Design Competition

Collaborations between the Program in Landscape Architecture and the Program in Architecture continue through many means, not the least of which is the joint participation of graduate students through elective courses in both programs. This past summer architecture Prof. **Richard Ferrier**

encouraged the team of MArch student **Tim McClure** and MLA student **Emily Williams** to enter a design competition sponsored by the City of Dallas. The two students were enrolled in Professor Ferrier's summer design studio in architecture. Entries for the competition were judged by the City of Dallas Urban Design Advisory Committee. Emily's and Tim's entry won in the Dream Study Award category. Each student received an award certificate, and both were honored at a reception in November. Their award winning work can be seen on display in the Dallas City Hall.

ASLA Awards

Also, **Emily Williams** was announced as the 2000 winner of the ASLA Honor Award, and MLA candidate **Peter Danysh** was announced as winner of the ASLA Merit Award. Can you see why we're all so very proud of our students, our faculty and their products?

DESIGN STUDIO GOES ON LINE

MLA candidate **Lance Dickinson**, who is serving as Graduate Teaching Assistant in Studio III, has added a high tech twist to traditional landscape architecture education. All course projects, the course syllabus and other critical materials are available to students over the Internet. Lance, who is employed with Naud Burnett and Partners in Dallas, has found that working all day and teaching at night are better managed through the contemporary medium.

If you want to see the kinds of work students are doing in Studio III, log-on to http://members.tripod.com/utastudio3/

ATTENTION ALUMNI AND ADVISORY COUNCIL MEMBERS

In subsequent editions of the newsletter, we would like to feature brief updates on each of you. To do that, we need to know what new and interesting things are occurring in your lives. Please take a moment to email landscape architecture program assistant, **Linda Wilson** at linda.wilson@uta.edu

You also can update address and contact information this way as well. In a few months, we will be distributing random questionnaires to many of you in preparation for our next accreditation visit, scheduled for late 2002. It is critical that we be able to reach you, so please let us know each time there is a change in location, job, phone or email.

The bottom line is, "Let us hear from you!"

LANDSCAPE JOURNAL; UTArlington Edition

The latest issue of the Landscape Journal, the leading scholarly publication in landscape architecture, premiers a special annual edition. Referred to as the UTArlington Edition, the journal contains refereed papers from the 1998 Annual CELA Conference, held at The University of Texas at Arlington. In effect, subscribers now receive three issues, contained in the two regular annual editions of the journal. The inside title page of the current issue uses the same design found in the abstracts issued at the time of the 1998 conference. The design was contributed by former School of Architecture Dean, **Ed Baum.** A limited number of copies of this special edition is on hand at UTArlington, and can be obtained for $20 U.S., with a check made payable to UTA Landscape Architecture. Because the

journal is so important to the diffusion of knowledge from universities to practice, all landscape architects are encouraged to subscribe individually. Subscription rates are $29 U.S. annually, and can be sent to: Journal Division, University of Wisconsin Press, 2337 Daniels St., Madison WI 53718

Public Service: A UTA Tradition

by **Gary O. Robinette, FASLA**
Associate Professor of Landscape Architecture

What do an Arlington public school teacher and coach have in common with a nineteenth century Texas wedding chapel garden in McKinney? The answer is the University of Texas at Arlington!

Steve Robertson, who teaches in the Arlington Independent School District (AISD) is an MLA candidate in the graduate landscape architectural program at UT Arlington. In a class in Planting Design Steve became part of a team which prepared a conceptual master for the Chestnut Square project in McKinney. This is an area near the County Courthouse in the county seat of Collin County. In Chestnut Square the McKinney Heritage Guild has moved a number of historic structures near two nineteenth century homes just south of the City square.

There was no coherent landscape plan or program which tied together all of these divergent structures. **Neil Sperry**, horticulturalist, radio personality, writer, and McKinney resident, contacted the faculty of the Landscape Architectural Program at UTArlington to seek assistance in preparing an overall plan for Chestnut Square. In 1998, a Planting Design class under the direction of yours truly prepared an overall plan and program to tie all of the buildings together and to connect the site to the downtown business district. Steve Robertson, as one of the students in that class, suggested that the Guild consider including a wedding chapel garden, adjacent to the historic country church which had been moved to the site.

Steve's proposal and design were so well received that the leadership of the Guild raised the necessary money to construct the garden. They then contacted Steve to ask if he would have an interest in working with them on implementing his original idea and concept. He indicated that even though he had not yet completed his thesis, he would like to be involved.

In another class in the curriculum, Land Technology, Steve had completed construction drawings for the design of trellises and screens for use in the garden. These are now being used to guide construction of the project which will open early in the Spring of 2001 under Steve's direction. For a number of summers, while he taught in the A.I.S.D. system, Steve operated his own landscape contracting business. Now, he will have a completed design project while he frantically works on his thesis to complete his degree requirements.

Students from the UTArlington Landscape Architecture Program have routinely won local, state and national design awards in the past. Steve's design won another kind of honor, as his idea was so relevant that local volunteers were able to raise over $100,000 to build the first phase of the overall student concept plan. This is one of the highest compliments which can be paid to UTArlington and the quality of instruction which is provided at the University.

NEW STUDENTS BRING DIVERSE BACKGROUNDS

As always, I am most pleased to introduce you to this year's new students. The unique experiences and credentials they bring to the program and to landscape architecture in general continue a long tradition of diverse backgrounds among our talented MLA students.

Ms. Lisa Ballew (Fall 2000)
B.B.A. Management,
Texas A&M University
M.A.International Management. Studies,
University of Texas at Dallas

Ms. Dawn Becker (Fall 2000)
B.B.A. Economics,
University of North Texas

Ms. Reshma Bhalla (Fall 2000)
Bachelor degree in Architecture,
Nagpur University, India

Mr. John Davis (Fall 2000)
Bachelor of Science in Biology
M.S. Biology
University of Texas at Arlington

Mr. Josh Dunlap (Fall 2000)
Bachelor of Science in Biology,
Texas Tech University

Ms. Hsing-Yeh Ho (Fall 2000)
Bachelor of Landscape Architecture
Tunghai University, Taiwan

Mr. Bill LaSalle (Fall 2000)
Bachelor of Science, Horticulture
Texas A&M University

Mr. Kuo-Liang Liao (Fall 2000)
B.S. Agricultural Engineering
M.S. Agricultural Engineering
National Taiwan University

Ms. Lara Moffat (Fall 2000)
B.A. Psychology
B.A. Art
Centenary College of Louisiana

Ms. Leeta Mohanty (Fall 2000)
Bachelor degree in Architecture
Bangalore University, India

Ms. Kelly Pugh (Fall 2000)
Bachelor degree in Environmental Design (Landscape Planning)
University of Colorado at Boulder

Mr. Ryan Shackelford (Fall 2000)
B.F.A. Graphic Design
Texas Christian University

Mr. Robert Tiner (Fall 2000)
Bachelor of Science, Horticulture
Tarleton University

STUDENTS ATTEND ASLA 2000

Finally, UTArlington's student body was well represented at the annual ASLA Conference in St. Louis. MLA students **Brian Douce**, **Michael Pappas**, **Erica Simon** and **Emily Williams** attended and also served as program monitors throughout the conference. Erica also participated in the two-day meeting of the ASLA Board of Trustees, where she represents all landscape architecture students for 2000-2001.

Again, let us hear from you with updates on jobs, addresses, telephone, fax, e-mail and general news. You'll be hearing from us this spring about happenings and events in the Program in Landscape Architecture at UTArlington.

NEWSLETTER
ASLA STUDENT GROUP
UTA
9-28-2000

check the bulletin board for:

Trail Conservation Workshop
Tyler State Park
October 20th – 22nd
Registration due Sept. 30 ($35)

Research Center for Japanese Garden Art
Kyoto, Japan – October 2001
Now accepting applications

Longwood Gardens
Research fellowships in many areas
Applications due in November

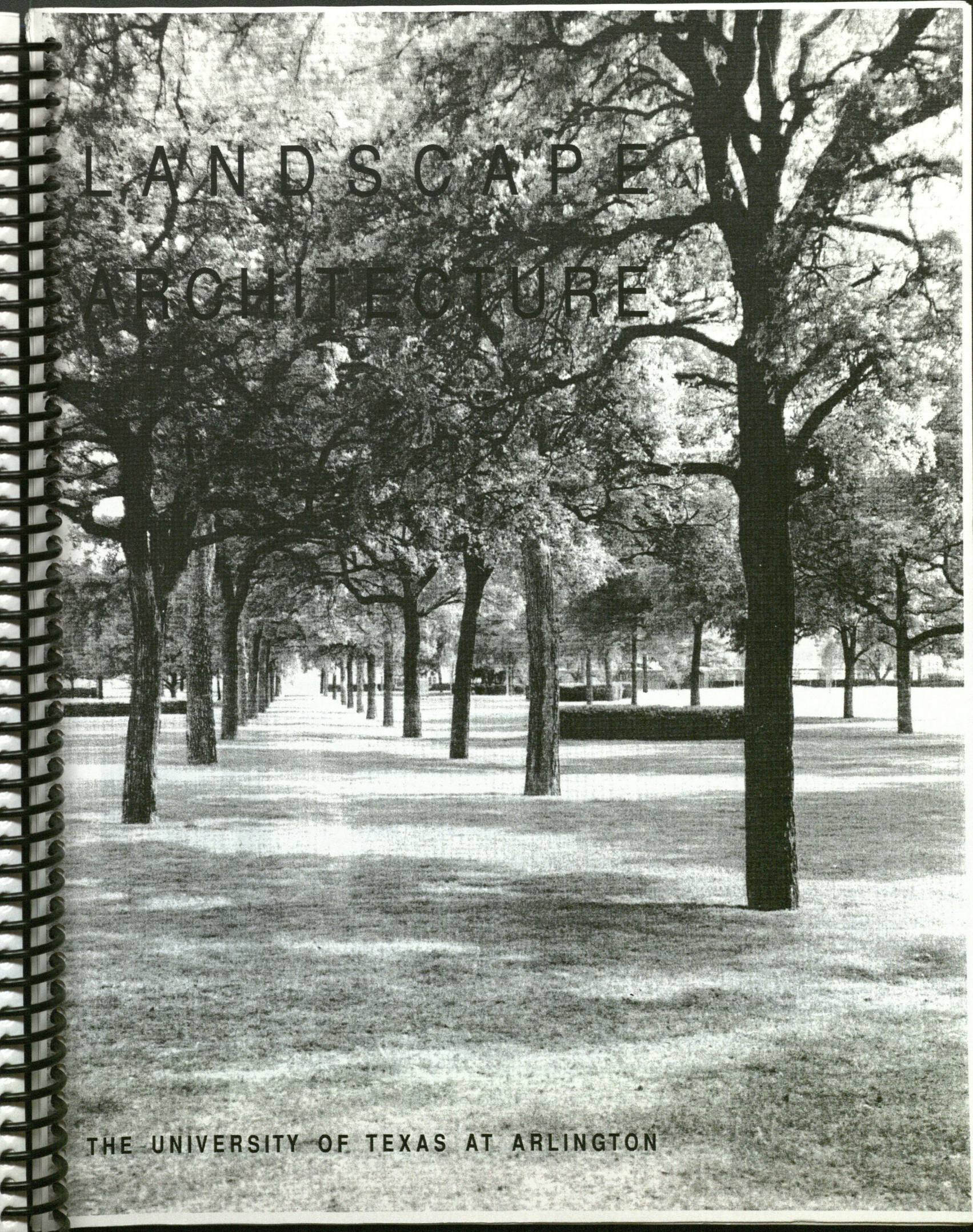
Jobs:
Greenberg Farrow Architecture, Engineering and Development
Peckerwood Garden Foundation
Land Plus

National Meeting: ASLA – St. Louis
October 27 through 31
Early registration due October 2 ($115 for students)
Earn extra money by serving as a session aid
Student assembly is lunch (free), Saturday, October 28th
Call for papers for next year (Montreal) – due Nov. 17th

Competitions:
Wayne Grace Memorial Student Design Competition
(landscape architecture and the quality of life)
due April, 2001 (see, you DO have time…)
Cooper Union/Trees New York
(street trees and bicycles)
rules at designentrees.com

JCCA activities (please go…you've paid for these with fees)
Burger Burn – this Friday, in the courtyard
Pizza and beer
Dean Search Committee Student Representative vote
This Friday, 1:00 pm, 2nd floor jury space
Will elect one graduate student, one undergrad
PLEASE vote…Emily has been nominated by the faculty
Portfolio Seminar with Professor Kuhner (architecture)
Friday, October 20, 5:00 pm, auditorium
Lots of advice on and examples of design and layout
Halloween Party
Friday, October 27, time $$, courtyard
Get your costume ready
May include art students, too (more on this later)

Thanksgiving break: Nov. 23-26, Finals: Dec. 11-15

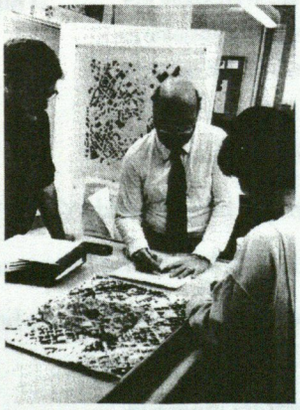

LANDSCAPE
ARCHITECTURE
THE UNIVERSITY OF TEXAS AT ARLINGTON

ABOUT THE PROGRAM

Landscape Architecture at The University of Texas at Arlington is an exclusively graduate program leading to the Master of Landscape Architecture (M.L.A.) degree. It is one of the larger M.L.A. programs in the country and one of the few based in the heart of a major urban area.

Landscape Architecture, along with Architecture and Interior Design, belongs to a family of design programs at the School of Architecture at UT-Arlington. A rich complement of faculty and resources in a multi-disciplinary setting makes Landscape Architecture at UT-Arlington an exciting platform from which to study the design and environmental issues of the next century.

The University of Texas at Arlington is located at the center of the Dallas/Fort Worth area, in a metropolitan population of nearly four million people. The surrounding region is a major national center for business, transportation, culture . . . . and professional activity. The direct and easy access to important firms with national and international practices provides up-to-date professional input and networking, access to the latest methods and technology, and availability of part-time and full-time work for graduate students—work which includes internships and research opportunities.



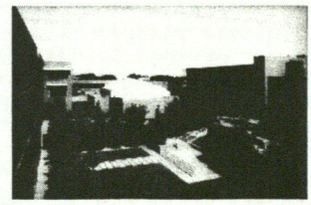
Integrating work in the studio

Landscape Architecture at UT-Arlington was established in 1977. It began as an important component in a multi-disciplinary approach to learning about the problems and prospects of the rapidly-expanding urban and suburban conditions in the Southwest and beyond. The Landscape Architecture Program, following the principle of interdisciplinary education, maintains academic ties to the School of Urban Planning and Administration (with graduate degrees in City and Regional Planning), the Center for Greater Southwestern Studies, the Automation and Robotics Research Institute, and the Environmental Science programs of UT-Arlington's Colleges of Engineering, Science, and Business.

Landscape Architecture shares the large, new Architecture Building—completed in 1986—with the other two disciplines, Architecture and Interior Design. In addition to studio, classroom, and office space for the three programs, the building also houses a library of over 40,000 volumes and 130 journals; a well-staffed computer laboratory; complete photographic facilities; a wood and metal workshop; and a large exhibition gallery. The Architecture Building and the neighboring Fine Arts Building enclose the Richard B. Myrick Courtyard—

Title page shows the allée in front of the Kimbell Art Museum, Fort Worth

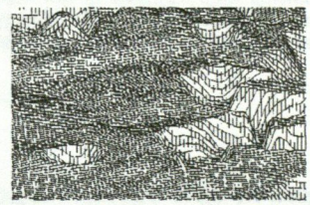
a multi-level space designed to bring people and ideas together—named for the pioneer landscape architect and founder of UT-Arlington's Landscape Architecture Program.



Richard B. Myrick Courtyard at the School of Architecture Building

The Landscape Architecture Program offers academic specialization in a number of areas: advanced landscape architecture; computer-aided design and planning; environmental art and aesthetics; park planning and resource management; and urban, suburban, and regional design and planning. Specializations are supported by faculty with expertise in each area, by courses offered in Landscape Architecture and other programs at UT-Arlington, and by the research subject developed by each student for the graduate thesis.

Students pursuing graduate Landscape Architecture at UT-Arlington may choose among three different paths to the Masters degree, each tailored to the individual's previous professional education. The options are:

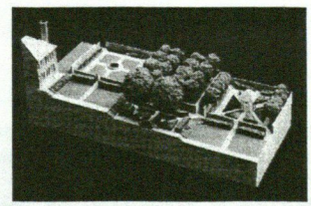


Computer mapping for a research project

Path A For students holding a degree outside landscape architecture. An intensive and integrated professional curriculum specifically developed for those with degrees in the liberal arts, the sciences, business, or in other professions.

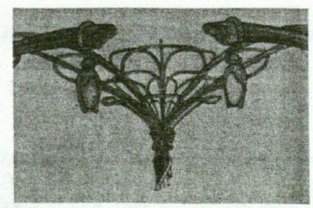
Path B For students holding degrees in certain design disciplines other than landscape architecture. A full professional curriculum of advanced courses and design studios which builds on the related undergraduate design degree.

Path C For students holding the first professional degree in landscape architecture and significant professional experience. Advanced courses, design studios, and independent work which build on the 5-year B.L.A. degree.



Model for a design project

Admission requirements include the student's previous academic record, results of the Graduate Record Examination, a TOEFL score (for non-native English speakers), and three references. Portfolios are required of students entering in Path B or C. Graduate teaching and research assistantships as well as scholarships are available to qualifying students.



Detail from a prize-winning student entry in the U.S. Botanical Garden Competition

For more information:

Contact

The Director, Landscape Architecture Program
School of Architecture
University of Texas at Arlington
Arlington, Texas 76019-0108

817 273 2801 (telephone)
817 794 5098 (fax)

ABOUT THE FACULTY

PAT D. TAYLOR

Associate Professor of Landscape Architecture, and Director of the Landscape Architecture Program.

B.S., 1967; M.S., 1969, Texas Tech University; Ph.D. (Organizational Communications), University of Texas at Austin, 1983. Registered Landscape Architect, and member, American Society of Landscape Architects. Taught previously at Texas Tech University, Michigan State University, and Texas A & M University. Research in the areas of recreational environments, land use, and resource planning. Visiting lecturer, University of Birmingham (UK), and the Agricultural University of the Netherlands. Professional experience as landscape consultant to the LBJ Ranch, 1965-71; Coördinator, Planning and Design Curriculum, Park and Recreation Resources Department, Michigan State, 1972-76; Recreation and Park Specialist, Texas A & M University, 1976-82; Director of Development, Texas Tech University, 1982-84; and Principal of Taylor and Associates, Dallas, since 1984. Executive Secretary and Board member, Texas Recreation and Park Society. Trustee, National Wildlife Research Center. Author of many technical reports and publications including the book *New Challenges in Recreation and Tourism Planning*, (with H. VanLier), Elsevier, Amsterdam.

Scholarly Interests: Communications and qualititative methods; park and recreation planning; public policy and resource management; international issues in planning and design.

OGDEN BASS

Lecturer in Landscape Architecture.

B.S., 1979; Master of Urban Planning, 1981; and M.S., 1986; Texas A & M University. Currently practices as a park planner with a government agency. Prior work as an urban planner with Schrickel, Rollins and Associates, Arlington, and others. Member, American Planning Association, Council of Educators in Landscape Architecture, and the Texas Recreation and Park Society. Published case study article in *CELA Proceedings*, 1989.

Scholarly Interests: Land development processes; site planning; computer-aided land use planning; park and recreation planning.

J. RANDLE HARWOOD

Assistant Professor of Landscape Architecture.

B.L.A. (honors), University of Guelph, 1987; M.L.A., University of Massachusetts at Amherst, 1989. Member, American Society of Landscape Architects. Member of the UT-Arlington faculty since 1989. University Faculty Senate, 1990-91. Received the Phillip and Dupree Rhoades Graduate Scholarship and the ASLA Graduate Merit Award at the University of Massachusetts, and served there in 1988-89 as Graduate Teaching and Research Assistant in computer-aided design and graduate design studios. Professional work with Metland Research Group, Amherst, Massachusetts; Davan Design Build, and Gilmour Landscape Design and Construction, both of Guelph, Ontario. Invited speaker and juror at professional and community organizations; Reviewer, Council of Educators in Landscape Architecture *Proceedings*, 1990, 1991, 1992. Publications in the *CELA Proceedings* and in the *ASLA Open Committee on Computers Newsletter* as Assistant Contributing Editor.

Scholarly Interests: Computer-aided design; GIS; design theory; site planning; design education.

ELLEN MAKOWSKI

Adjunct Assistant Professor of Landscape Architecture.

B.S., 1979; M.L.A., 1981; Ph.D. (Cultural Geography), 1987, University of Illinois, Urbana-Champaign. Taught previously at University of Illinois, Urbana-Champaign and at Iowa State University. Professional experience as a landscape architect, a campus planner, and as a researcher. As Project Director of the Institute of Environmental Studies, University of Illinois, coördinated research on the cultural perception of conservation technology. Awards include Phi Kappa Phi Honors Society and University of Illinois Dissertation Grants in 1984, 1985, and 1987. Authored the book *Scenic Parks and Landscape Values*, Garland Publishing, 1990, and papers relating cultural values and perceptions to issues of resource design and management. In press is a book *Landscape and Place Research: Concepts and Methods.*

Scholarly Interests: Landscape and place theory; environmental design research; historical landscape; public scenic lands.

GARY O. ROBINETTE

Associate Professor of Landscape Architecture.

B.S.L.A. (with highest honors), 1962; M.L.A., Michigan State University, 1963. Registered Landscape Architect; member, American Society of Landscape Architects. Taught previously at University of Wisconsin. Member of the UT-Arlington faculty since 1988, and Program Director 1988-1991. Recipient of awards from the ASLA at the state and national level. Funded research includes grants from the National Endowment for the Arts, National Park Service, and the U.S. Department of Housing and Urban Development. Professional experience with Andrews and Clark, Inc., New York; Associate Executive Director, ASLA, 1968-76; Executive Director, ASLA Foundation, 1970-76; Executive Director, Center for Landscape Architecture Education and Research, 1976-82; Director of Marketing, Myrick-Newman-Dahlberg, Inc., Dallas, 1982-83; President, AGORA, 1983 to present. Lectures widely to academic, professional, and civic audiences. Author and editor of numerous books on landscape architecture inluding: *Energy and Environment*, Kendall-Hunt; *Planting Details; Trees of the South; Landscape Planning for Energy Conservation;* and *How to Make Cities Liveable;* all published by Van Nostrand Reinhold.

Scholarly Interests: The urban landscape; plant materials and planting design; community landscape development; contemporary landscape architecture history.

RICHARD C. ROME

Assistant Professor of Landscape Architecture.

B.L.A., Louisiana State University, 1968; M.L.A., University of Texas at Arlington, 1989. Registered Landscape Architect, and member, American Society of Landscape Architects. Previously taught at Auburn University; Chair of the Landscape Architecture Program at Auburn, 1986-88. Member of the UT-Arlington faculty since 1988. Graduate Advisor in Landscape Architecture since 1991. Recognitions include three Design Awards from the Alabama Chapter, ASLA. Professional experience with M. Paul Friedberg and Associates, New York; several firms in the southeast U.S.; and since 1985 as Richard Rome Landscape Architects, Inc. Numerous projects in practice focus on community and residential landscape planning and design, including historic landscape redevelopment and gardens. Invited lecturer at the Dallas Museum of Art; Louisiana State University; and at various garden clubs and professional associations. Selected as a Master Grader in 1993 for the national Landscape Architecture Registration Examinations. Presentations to the Council of Educators in Landscape Architecture (CELA), and publications in *Cite* and in the *CELA Annual Conference Proceedings* in 1989 and 1991.

Scholarly Interests: Site design; landscape aesthetics; professional practice; design education.

The University of Texas at Arlington is an Equal Opportunity/Affirmative Action Employer

Program in Landscape Architecture

www.uta.edu/architecture

Area of Study and Degree
Landscape Architecture
M.L.A.

Master's Degree Plan
Thesis

Dean, School of Architecture
Martha Ellen LaGess
203ED Architecture, 817-272-2801

Interim Director, Landscape Architecture
Martha Ellen LaGess
203B Architecture, 817-272-2801

Graduate Advisor
David Jones
203B Architecture, 817-272-2801

Graduate Faculty
Associate Professors
Robinette, Taylor

Adjunct Assistant Professors
Bass, DeKock, Hunt,
Mycoskie, Reynolds, Salam

Appropriate members of the graduate faculty from Architecture

Objective

The mission of the Landscape Architecture Program is to educate for ultimate leadership in the landscape architecture profession. This mission requires the development and exercise of both intellect and sensibility.

The Master's of Landscape Architecture Program has the dual objectives of providing students with a core of design and technical skills in combination with experiences in pure and applied research. This duality prepares students for problem solving in the profession through design and research, and it is a program focus. The Landscape Architecture Program 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 Landscape Architecture Program is fully accredited by the Landscape Architectural Accreditation Board of the American Society of Landscape Architects. Graduates from the program are qualified to sit for the Landscape Architecture Registration Exam which, when successfully passed, qualifies individuals to practice as landscape architects in the State of Texas.

Admission Requirements

Applicants must meet the general requirements of the Graduate School. A personal interview with the Director, Graduate Advisor or members of the landscape architecture faculty is recommended. Three letters of recommendation are required, and it is suggested that at least two of the letters come from former educators or academic contact. Applicants also are required to submit scores from the Graduate Record Exam (GRE). Average GRE scores of successful applicants since 1998 have been approximately 1100. Also required is a grade point average (GPA) of 3.00 as calculated by the Graduate School.

Applicants holding first professional degrees in landscape architecture, or degrees related to landscape architecture (such as architecture, engineering, environmental design, horticulture, interior design, planning, and the like) are required to submit portfolios reflecting the applicants' professional and/or academic experiences and interests. Portfolios are assessed according to proficiency in design, presentation and layout, technical skills, and content, similar to criteria used in design studios.

Applicants who have a weakness in one of the criteria for admission can enhance their credentials with strengths in the remaining criteria.

Applicants can be admitted according to four conditions: Unconditional; Provisional; Probationary; and, Deferred. *Applicants who do not meet the criteria of one of these conditions will be denied admission to the program.*

Unconditional Admission

Applicants must possess a bachelor's degree from an accredited program. Transcripts from all previous college or university work, along with scores from the Graduate Record Exam (GRE), and three letters of recommendation are required of all applicants. In addition, applicants should have a minimum Grade Point Average (GPA) of 3.0, as calculated by the Graduate School. Applicants holding the

first professional degree in landscape architecture, or a related field, must submit a portfolio.

Provisional Admission

Those who have submitted their applications forms, but whose packets are incomplete, can be admitted provisionally if their GPA meets minimum requirements, and if the program and the Graduate School have received official transcripts. In this case, incomplete materials could include letters of recommendation, GRE scores, and/or portfolios.

Probationary Admission

Those who have weaknesses in no more than two of the Degree Requirements (letters of recommendation, GRE scores, and GPA), can be admitted on probation, with the condition that they make no less than a B in the first 12 hours of coursework in landscape architecture. Such students must complete no fewer than 9 credits during the semester in which they are on probation.

Deferred Admission

Those who have weaknesses in no more than two of the Degree Requirements (letters of recommendation, GRE scores, and GPA), and/or who have not submitted all of the materials required for unconditional admission, can have their applications deferred for one semester, until outstanding requirements and criteria are met.

International Student Admission

International applicants must meet the Degree Requirements (letters of recommendation, GRE scores, and GPA), and must be admitted in one of the admission categories described above. In addition, applicants whose native language is not English must have a demonstrated speaking ability in English, and they must meet the program's minimum required score of 575, or the equivalent score on the computer based test, on the Test of English as a Foreign Language (TOEFL). International applicants who do not meet the program's minimum TOEFL score, must complete extramural training in English, as approved by the program and the Graduate School.

Graduate Teaching/Research Assistantships

To be considered for a Graduate Teaching or Research Assistantship, the candidate must be admitted unconditionally.

Fellowships

To be considered for a Dean's Fellowship, the candidate must have a favorable review in most of the evaluation criteria. Fellowships in landscape architecture are limited and very competitive. Candidates must be new students coming to UT Arlington, must have a GPA of 3.0 in their last 60 undergraduate credit hours and any graduate hours, and must be enrolled in a minimum of 6 hours in both long semesters to retain their fellowships.

Degree Requirements

First Professional Degree Program

For students holding a college degree in a field other than design, some prerequisite courses usually are required such as design, plant materials, technology, drawing, theory, and history. The extent and number of such courses depends upon the student's previous college experience and demonstrated skills.

The core curriculum in the Landscape Architecture Program prepares students holding a college degree in a field other than landscape architecture or a related design discipline to complete the requirements for the first professional degree in landscape architecture. The core curriculum also provides students with the basic equivalent of a bachelor's degree in landscape architecture. For full-time students with degrees from other non-design disciplines, the core usually takes three semesters to complete. For all students, electives must be concentrated in a specialization or interest area which supports the student's thesis and/or the student's professional objectives.

An approved degree plan must be submitted no later than the start of the student's second semester of graduate work.

The following coursework is a suggestion to meet the program mission. Each student will be counseled, based upon interests and background, to develop an appropriate degree plan.

The Core Curriculum

Semester 1

LARC 5661 Design Studio I
LARC 5320 Communications for Landscape Architects
LARC 5341 Landscape Technology I
LARC 5330 Plant Identification and Ecology
Total Credit Hours: 15

Semester 2

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

Semester 3

LARC 5663 Design Studio III: Site Planning
Landscape Architecture Elective (3 hours)
LARC 5313 History and Theory of Landscape Architecture II
LARC 5321 Advanced Communications (or approved substitute)
Total Credit Hours: 15

After completing 45 credit hours, the first professional degree student is evaluated by means of an academic review and portfolio review by the Graduate Studies Committee. The committee identifies areas of strength and weakness in the student's performance and recommends appropriate action.

Upon completion of the three core semesters, the student is required to develop an area of specialization or primary interest. The student must consult with faculty advisors to complete this step, which includes a preliminary agreement between student and faculty advisors regarding the specialization or primary interest and the appropriate research method to support it. If a student is interested in Advanced Landscape Architecture, for example, a probable program of study could look like this:

Advanced Landscape Architecture

Semester 4

LARC 5664 Design Studio IV (CAD experience required)
LARC 5340 Professional Practice
LARC 5380 Research Methods in Landscape Architecture
LARC 5302 Land Development Planning
Total Credit Hours: 15

Semester Between Academic Year 2 and 3
LARC 5681 Professional Practicum or
LARC 5695 Independent Study Abroad or
LARC 5683 Independent Study Area of Specialization or
Controlled Electives
LARC 5660 Enrichment Design Studio (if necessary)
Total Credit Hours: 6

Semester 5
LARC 5665 Design Studio V
Advanced or Independent Study in Landscape Architecture (9 hours)
Total Credit Hours: 15

Semester 6
LARC 5698 Thesis
LARC 5294 Master's Comprehensive Examination
Advanced or Independent Study in Landscape Architecture (3 hours)
Total Credit Hours: 11

Minimum Credit Hours Required for Graduation: 92

Students pursuing other primary areas of interest also must consult with appropriate faculty advisors for approval.

Advanced Standing

Students from backgrounds other than landscape architecture or its related fields must complete the 92 credits required in the curriculum. Students with degrees and/or professional experience in fields related to landscape architecture (such as architecture, engineering, environmental design, horticulture, interior design, planning and the like) may apply for advanced standing, allowing them to enter the academic phase (second year) of the curriculum. Advanced standing in these cases requires a minimum of 62 total credit hours for graduation.

Students with first professional degrees in landscape architecture also may apply for advanced standing, allowing them to enter the research (third year) phase of the curriculum. Advanced standing in these cases requires a minimum of 30 total credit hours for graduation.

Minimum Program for Advanced Standing

(Students from Fields of Study Related to Landscape Architecture)

Semester 1
LARC 5663 Design Studio III
LARC 5330 Plant Identification and Ecology
LARC 5321 Advanced Communications (or approved substitute)
LARC 5313 History and Theory of Landscape Architecture II
Total Credit Hours: 15

Semester 2
LARC 5664 Design Studio IV (CAD experience required)
LARC 5342 Landscape Technology II
LARC 5332 Planting Design
LARC 5302 Land Development Planning
Total Credit Hours: 15

Semester Between Academic Year 1 and 2
LARC 5681 Professional Practicum or
LARC 5695 Independent Study Abroad or
LARC 5683 Independent Study Specialization
Total Credit Hours: 6

Semester 3
LARC 5665 Design Studio V
LARC 5340 Professional Practice
LARC 5380 Research Methods in Landscape Architecture
Study in primary area of interest (3 hours)
Total Credit Hours: 15

Semester 4
LARC 5698 Thesis
LARC 5294 Master's Comprehensive Examination
Study in specialization (3 hours)
Total Credit Hours: 11

Minimum Credit Hours Required for Graduation: 62

Minimum Program for Advanced Standing

(Students with First Professional Degrees in Landscape Architecture)

Semester 1
LARC 5665 Design Studio V
LARC 5380 Research Methods in Landscape Architecture
Specialization Option Courses (6 hours)
Total Credit Hours: 15

Semester 2
LARC 5698 Thesis
LARC 5294 Master's Comprehensive Examination
LARC 5302 Land Development Planning
Specialization Option Courses, Independent Study (4 hours)
Total Credit Hours: 15

Minimum Credit Hours Required for Graduation: 30

The grade of R (research in progress) is a permanent grade; it cannot be changed by completing course requirements in a later semester. To receive credit for an R-graded course, the student must continue to enroll in the course until a passing grade is received.

An incomplete grade (the grade of X) cannot be given in a course that is graded R, nor can the grade of R be given in a course that is graded X. To receive credit for a course in which the student earned an X, the student must complete the course requirements. A grade of X cannot be changed by enrolling again in the course in which an X was earned. At the discretion of the instructor, a final grade can be assigned through a change of grade form.

Three-hour thesis courses and three- and six-hour dissertation courses are graded R/F/W only (except social work thesis courses). The grade of P (required for degree completion for students enrolled in thesis or dissertation programs) can be earned only in six- or nine-hour thesis courses and nine-hour dissertation courses. In the course listings below, R-graded courses are designated either "Graded P/F/R" or "Graded R." Occasionally, the valid grades for a course change. Students should consult the appropriate Graduate Advisor or instructor for valid grade information for particular courses. (See also the sections titled "R" Grade, Credit for Research, Internship, Thesis or Dissertation Courses and Incomplete Grade in this catalog.)

Landscape Architecture (LARC)

Course fee information is published in the online Student Schedule of Classes at **www.uta.edu/schedule**. Please refer to this Web site for a detailed listing of specific course fees.

5294. MASTER'S COMPREHENSIVE EXAMINATION. Must be taken concurrently with Thesis. Directed study, consultation, and comprehensive examination of coursework, leading to and including the thesis. Oral presentation required. Required of all Master of Landscape Architecture students in the semester in which they plan to graduate. Graded P/F/R.

5301. SITE PLANNING AND DEVELOPMENT PROCESSES (3-0). Presents the processes and practices of site planning and development, including site inventory, analysis, and assessment of potential building sites. Students examine the natural, cultural, and social systems that affect design decisions, as well as the language and literature of landscape architecture.

5302. LAND DEVELOPMENT PLANNING (3-0). 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.

5312. HISTORY AND THEORY OF LANDSCAPE ARCHITECTURE I (3-0). 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 societal, cultural, technological, and belief systems of the period.

5313. HISTORY AND THEORY OF LANDSCAPE ARCHITECTURE II (3-0). The contemporary history of the profession from Andrew Jackson Downing to present day. The growth and development of the American Society of Landscape Architects (ASLA), professional education, the environmental movement, large scale regional planning, and significant landscape architectural projects of the past century. Prerequisite: LARC 5312.

5320. COMMUNICATIONS FOR LANDSCAPE ARCHITECTS (2-4). 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 Design Studio I.

5321. ADVANCED COMMUNICATIONS (2-4). Presentation techniques; expansion on graphic thinking and communication presented in LARC 5320. Prerequisite: LARC 5320 or permission of the instructor. Lab fee: $2. Course Specific Fee: $22.

5324. LANDSCAPE ARCHITECTURE AND ENVIRONMENTAL ART SEMINAR (2-2). Siting and creating works of art; analysis of the creative processes of the two different-yet-related disciplines; case studies of built works. Communication of ideas through environmental media. Prerequisites: completion of landscape architecture core, permission of the instructor.

5325. COLLABORATIVE WORKS SEMINAR (2-2). Examines the professional roles of each of the associated disciplines of landscape architecture. Case studies, internship presentations, and guest lecturers from each area serve as the basis for discussion, analysis, and discovery of the workings of collaborative processes. Investigates the communication processes of successful collaborative works. Prerequisites: completion of landscape architecture core, permission of the instructor.

5330. PLANT IDENTIFICATION AND ECOLOGY (2-4). Examines the ecology, growth characteristics, and design applications of plant materials. Local field trips are required. Prerequisite: LARC 5301 or permission of instructor.

5331. PLANTING DESIGN (2-4). 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, 5330, and 5341, or permission of instructor.

5340. PROFESSIONAL PRACTICE (3-0). Ethical, legal, and administrative aspects of the public, private, and academic spectrums of practice in landscape architecture.

5341. LANDSCAPE TECHNOLOGY I (2-4). 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.

5342. LANDSCAPE TECHNOLOGY II (2-4). Materials and techniques employed in the construction process. Materials are examined through completion of design details that specify how they can be used as part of a landscape construction. Detailed methods of design evaluation such as drawings, scale models, and actual construction sites are included. Prerequisite: LARC 5341 or permission of instructor.

5343. LANDSCAPE TECHNOLOGY III (2-4). Preparation of a set of construction drawings for a design project from a previous studio. Layout, grading, irrigation, utilities, planting, construction, detailing, specifications, and cost estimating. Prerequisite: LARC 5342 or permission of the instructor.

5344. PARK AND RECREATION DESIGN AND PLANNING (2-2). History, data collection, program formulation, and design principles for public and private park and recreation systems and sites. Includes management objectives, operations and maintenance, and public input as planning components. Prerequisites: LARC 5320, 5661.

5346. IRRIGATION TECHNIQUES (2-4). The structural and technical aspects of irrigation design and application, including effective use and care of native plant materials and designing for native environments. Prerequisites: completion of landscape architecture core, permission of the instructor.

5350. LANDSCAPE ARCHITECTURE COMPUTER APPLICATIONS (2-4). Examines various computer applications currently used in office practice. Computer applications used for office management, site analysis, design development, construction documentation, and cost estimating. Introduction to computer aided design applications and the underlying theories of application.

5351. ADVANCED COMPUTER-AIDED DESIGN (2-4). Expansion of LARC 5350. Students complete a typical design problem utilizing computer-aided methods; students examine the differences between traditional manual methods of design and computer-aided techniques. Instruction in data standards, methods of translation, layering of design information, and connections between the phases of the design process. Prerequisite: LARC 5350, or permission of the instructor.

5352. GIS: APPLICATIONS IN ENVIRONMENTAL PLANNING (2-4). Geographic Information System technology as a tool for environmental planning problems. Instruction in software for use in environmental inventory and in analysis and assessment of various design and planning alternatives. Prerequisite: LARC 5350, or permission of the instructor.

5353. THE FUTURE OF COMPUTING IN LANDSCAPE ARCHITECTURE (2-4). Current models for increased levels of computer-aided decision-making in landscape architecture and affiliated disciplines. Formal and informal processes of design are investigated to determine the potential for expanding the computer-aided design and planning process. Prerequisite: LARC 5351 or permission of instructor.

5380. RESEARCH METHODS IN LANDSCAPE ARCHITECTURE (3-0). Theories of practical research and methods of applying them as they relate to landscape architecture. Includes research program development, data collection and analysis, proposal writing and research techniques and tools. Emphasis is on qualitative methods. Prerequisite: LARC 5663 or permission of instructor.

5382. SEMINAR IN URBAN DESIGN (3-0). 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.

5383. SEMINAR IN LANDSCAPE AESTHETICS (3-0). Advanced presentation and discussion of issues related to contemporary and historic aspects of landscape aesthetics. Students present and lead informed discussions and debate on topics such as landscape beauty, values, and perception in exterior space, aesthetics versus function, and philosophic interpretations of beauty applied to the landscape. Prerequisites: LARC 5663 and 5313, or permission of instructor.

5623. STUDIO TEACHING PRACTICUM (0-9). Students spend one semester as a teaching assistant in the studio sequence under the supervision of the assigned faculty member. They will observe the methods employed in the studio and prepare a comprehensive evaluation of the studio in conjunction with the instructor. The students will oversee one short studio project and evaluate its success or failure based on the criteria learned in LARC 5322 and the goals and objectives of the test project. Prerequisites: LARC 5322, completion of landscape architecture core, or permission of the instructor.

5660. ENRICHMENT DESIGN STUDIO (3-9). Review of the principles and processes of design presented in Design Studios I, II, and III. Provides an opportunity for students with weak design and graphic skills to improve those skills to meet requirements for Design Studio IV. Course can use design competitions as projects.

5661. DESIGN STUDIO I (3-9). 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.

5662. DESIGN STUDIO II (3-9). A continuation of 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. Models are used as a medium for design expression. Landscape character, design simulation, landscape media, landscape context, and human spatial experience are included. Prerequisites: LARC 5320 and 5661, or permission of instructor.

5663. DESIGN STUDIO III: SITE PLANNING (3-9). Features the process of solving complicated site planning and site design problems. 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 5661, 5662, 5320, 5301, 5340, 5312, 5329, and portfolio review, or permission of instructor.

5664. DESIGN STUDIO IV: ENVIRONMENTAL PLANNING (3-9). Expands the student's concept of the environment as a large scale ecologic unit independent of political boundaries. Primary focus is on Geographic Information Systems (GIS); therefore, computer-aided design experience is a prerequisite. Presents a process of solving large scale planning problems through data gathering and information processing techniques commonly used by landscape architects employed in environmental planning. Prerequisite: LARC 5663 or permission of instructor.

5665. DESIGN STUDIO V: THE URBAN LANDSCAPE (3-9). 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. Course often uses design competitions as projects. Prerequisite: LARC 5664 or permission of instructor.

5666. DESIGN STUDIO VI (3-9). This studio addresses specific design issues within a given area of study. Landscape architectural problems utilizing skills from the landscape architectural core are used to bring unique, specialized skills to the problem-solving process. May be repeated for credit. Prerequisite: LARC 5663, or permission of instructor.

5667. DESIGN STUDIO VII (3-9). This studio addresses specific design issues within a given area of study. Landscape architectural problems utilizing skills from the landscape architectural core are used to bring unique, specialized skills to the problem-solving process. Prerequisite: LARC 5664 or LARC 5666 or permission of the instructor.

5368, 5668. DESIGN PRACTICUM. An internship program which includes approved work done in a landscape architect's office or one of the related design fields. The purpose of the practicum is to provide students with practical design experience. Students may enroll in 5368 for half-time employment or 5668 for full time employment. Graded P/F.

5191, 5391, 5691. CONFERENCE COURSE IN LANDSCAPE ARCHITECTURE. Special subjects and issues in landscape architecture that may be studied independently under faculty supervision. May be repeated for credit. Prerequisite: LARC 5663 or permission of instructor. Graded P/F/R.

5195, 5295, 5395, 5695. SELECTED TOPICS IN LANDSCAPE ARCHITECTURE. Selected studio or lecture course offerings in specific areas of expertise or interest. Course allows the program the flexibility to address the ever-changing needs of students and the profession by offering courses beyond the scope of the core curriculum. May be repeated for credit. Prerequisite: LARC 5380 or permission of instructor.

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, 5665, and must be taken concurrently with LARC 5294. Graded P/F/R.