

VOLUME 01: REPORT + APPENDICES A - E

**PROGRAM IN LANDSCAPE ARCHITECTURE
SCHOOL OF ARCHITECTURE
THE UNIVERSITY OF TEXAS AT ARLINGTON**

NOVEMBER 6-9, 2005

LAAB VISITING TEAM

- **PROF. RON STOLTZ, CHAIR**
DIRECTOR, SCHOOL OF LANDSCAPE ARCHITECTURE
THE UNIVERSITY OF ARIZONA
TUCSON AZ
- **MR. JAMES WIKE, PRACTITIONER**
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- **DR. BARRETT KENNEDY, ACADEMIC ADMINISTRATOR**
ASSOCIATE DEAN, SCHOOL OF ARCHITECTURE
LOUISIANA STATE UNIVERSITY
BATON ROUGE LA

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Minimum PROGRAM SELF-EVALUATION REPORT Accreditation

For the Academic Year 2005-2006

Institution The University of Texas at Arlington

Program Program in Landscape Architecture

Degree Title Master of Landscape Architecture (MLA)

Chief Administrative Official of the University Mr. James Spaniolo, President
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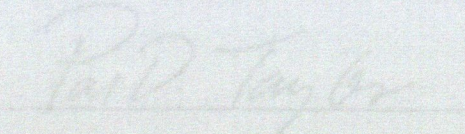
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Report Submitted by Dr. Pat D. Taylor
September 2005

Pat D. Taylor, Ph.D.
Director

Program in Landscape Architecture



Program Administrator Signature

9-26-05
Date

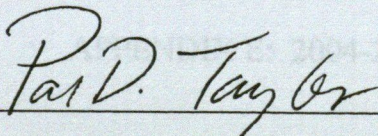
Minimum Conditions for Applying for ASLA Accreditation

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

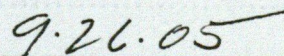
1. The program title and degree description incorporate the term "Landscape Architecture".
2. An undergraduate first-professional program is a baccalaureate of at least four academic years' duration.
3. A graduate first-professional program is a master's of at least three academic years' duration.
4. Faculty instructional full-time equivalence (FTE) must be as follows:
 - a. An academic unit that offers a single first-professional program has at least 3 FTE instructional faculty who hold professional degrees in landscape architecture, at least one of whom is full-time.
 - b. An academic unit that offers first professional programs at both bachelor's and master's levels, has at least 6 instructional FTE, at least four of whom hold professional degrees in landscape architecture, and at least two of whom are full-time.
5. The parent institution is accredited by the institutional accrediting body of its region.
6. There is a designated program administrator for the program under review.

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

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



Program Administrator Signature



Date

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INTRODUCTION

1. History of the Program

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

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

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

Both faculty members had created successful and well-known practices in the Dallas/Fort Worth area, setting a standard for close ties with the professional community that continues today. The current faculty continues to reflect the long standing balance between private practice and teaching experience. The two senior faculty collectively have over 32 years of full-time experience outside the classroom, and the two junior members have nearly a dozen years of practice behind them.

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

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

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

(1988) the Program dropped its BLA curriculum to focus exclusively on graduate education.

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

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

In addition to reduced numbers of incoming students, the Program began in 1995 to annually graduate a higher number of students, and the faculty began to accept fewer new students on a probationary or provisional status. Faculty already had begun to tighten up on grading practices and general academic rigor. These combined factors partially explain enrollment variances from approximately 65 in 1994 to approximately 55 today, with an average of just over 50 students during the intervening years. Increasing enrollments, while maintaining student quality, is a current priority of the Program.

Accreditation: The Program received its initial accreditation from LAAB in 1994. In 1997, it received a full five year accreditation from the LAAB. No recommendations were included in the ROVE team report, although several suggestions were included. In 2002 the Program received a three year re-accreditation, which included three recommendations.

Sponsored Research: During the 1990s, the Program aggressively pursued sponsored research projects to meet its responsibilities as an MLA-only entity. Fourteen projects totaling over \$250,000 were generated between 1993 and 1999. In 1998, one tenure track faculty member resigned to take a position in public practice, and a tenured associate professor departed in 1999 to direct a program at another university. The University did not move to fill these positions until 2002, and as a result, sponsored research contracts virtually halted due to the lack of prospective principal investigators. Since 1999, three projects, totaling \$31,000, have been contracted, and with the hiring of two new faculty members since the last re-accreditation, four research proposals totaling over \$3,500,000 have been submitted. These proposals have been submitted to the National Science Foundation, the Texas Department of Transportation and the Environmental Protection

Agency. Two proposals submitted to the University's Research Enhancement Program have been funded, totaling approximately \$19,000.

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

Architecture Associate Professor C. Lee Wright served as Interim Dean of the School from 1999-2001, during which time two international searches were conducted for a permanent Dean. Prof. Martha E. LaGess was hired as permanent Dean in August of 2001, at the end of the second search. Dean LaGess served in that capacity until August of 2002. Prof. Richard Dodge, retired Associate Dean of Architecture at UT Austin, served as Interim Dean of the School at UT Arlington through January, 2004. At that time, Prof. Donald Gatzke, assumed the position of Dean having served previously as Dean of the School of Architecture at Tulane University.

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

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

The three years since the Program's last accreditation have been highlighted by unprecedented support from the School, the University and Program constituents. Among the outcomes from this support have been the hiring of two new full time faculty members, increased student enrollments, increased graduation rates, elevated fund-raising efforts, and increased Program autonomy through policies and practices from the current Dean. A consensus exists that the level of respect and affection for landscape architecture from the Dean's office is at its highest point in the Program's thirty-year history.

2. Response to Previous LAAB Review.

Describe the progress that has been made on the recommendation from the previous accreditation visit (not applicable to those seeking initial accreditation.) Programs are not required to report on Suggestions for Improvement.

List each recommendation separately and provide an update recap of responses made on annual interim reports. If there is a Recommendation that you believe was inappropriate or is no longer an issue, so indicate with an explanation.

The Program received three Recommendations in its last accreditation review.

STANDARD I

Recommendation: The UTA MLA Program community—administration, faculty, alumni and students—should revisit the existing strategic plan to take full advantage of the changing resources and opportunities in the larger UTA community. Fill vacant faculty positions made available by the University administration consistent with the Program's mission and strategic plan.

Program Response: As noted in the History of the Program (Introduction, Section 1) two new faculty members have been hired since the last SER. In addition, the Program began a systematic review and update of its strategic planning process in the spring of 2003. This process continued despite interruptions in similar processes at the School and University levels. The LARC process continues today, with a thorough review of the curriculum having started in the fall of 2004 (see Standard II, below,) the creation of new Operational Guidelines for the Program's Advisory Council in 2003, and the adoption of several formats in efforts to merge the Program's strategic planning activities with the Unit Effectiveness Plans of the School and University. (Please note that specific procedures for the University's and the School's strategic plans are being re-formatted.)

Program Indicator: The primary indicator—the need to replace two faculty vacancies--for this Recommendation has been met with the authorization and hiring of two new full time faculty since the last SER.

STANDARD II

Recommendation: Adopt a formal mechanism for managing the curriculum to assure that instruction delivered by the large number of adjunct faculty is coordinated and that student performance through the curriculum is consistently monitored.

Program Response: The Program has renewed its annual review of student portfolios to more aggressively guide students through the curriculum. Program adjuncts are encouraged to participate in this review process, and are now required to attend at least three weekly faculty meetings per semester.

With the hiring of two new faculty, the Program became better able to coordinate teaching between full time and part time instructors. Efforts at this coordination continue partly in response to student input during the preparation of this SER, and to identification by faculty of collaborative opportunities that can improve their own teaching effectiveness. In other words, a major effort is in-place to regularly coordinate teaching goals among all faculty, to increase the rate at which students become MLA candidates, and to raise the annual number of graduates.

Program Indicator: With graduation numbers—the primary indicator for this Recommendation--having increased from twenty during the five years period from 1997 to 2002, to twenty-seven during the three years from 2002 through 2005, the Program considers this Recommendation met.

STANDARD V

Recommendation: Implement and promote alternatives of a capstone requirement.

Program Response: Program faculty and students have engaged in on-going discussions about the history and need of the thesis requirement, and about the Program's expectations of a scholarly capstone exercise. The idea of a pure studio exercise as a capstone project was rejected by the faculty at its retreat in early 2003. In other words, the faculty remains committed to knowledge generation as a requirement for exclusively offering the MLA degree at UT Arlington.

Design projects which met the scholarly rigor established by the Program, were deemed acceptable, however. For such work, it is generally understood that data collection and program development constitute the scholarly efforts required by the faculty. In addition, encouragement has been given for students to consider descriptive thesis research, as well as the traditional quantitative and qualitative methods long prescribed.

Program Indicator: With thorough reviews of the advantages and disadvantages of the Program's emphasis on scholarly research, and with broadening the scope of acceptable research techniques the Program considers this Recommendation as met.

Note: Recommendations I and III arose largely from challenges to the Program by problematic administration of the School during the tumultuous year of (2002-2003.) In the case of Recommendation III, it is likely that the previous visiting team would not have found an issue since questions about the requirements of graduate level scholarship emerged arbitrarily from the administration of the School during that period.

3. Describe Current Strengths

- A. Involved and highly experienced (in academics and practice) full-time faculty, complemented with diverse and dedicated adjuncts, each of who holds academic credentials.
- B. A solid curriculum, well-coordinated through faculty advising and reviewed on an on-going basis.
- C. A new emphasis on respectful debate and exchange between faculty members.
- D. Outstanding performance by students and alumni.
- E. Excellent facilities--extraordinary compared to many schools--with individual student spaces and convenient faculty offices.
- F. Excellent and convenient library facilities with a dedicated, competent and supportive staff.
- G. Mature and accomplished students with wide-ranging backgrounds and experiences.
- H. Solid, long-established relationships with practitioners in the region.
- I. Excellent and well-maintained visual resources center administered by an individual with full academic credentials; responsive and knowledgeable technology support staff.
- J. Supportive relationships within the School of Architecture and across the University Campus.
- K. Solid demonstration by students in design and scholarly research as measured by participation and success in competitions.
- L. Long-term association between two senior landscape architecture faculty members and the Program (seventeen years and fifteen years, respectively;) energized junior faculty members, current in issues of design, research and practice.
- M. Strong support for the Program by the University's central administration, and by the Dean of the School of Architecture.
- N. Excellent networks and relationships for raising visibility of the Program among professional associations, locally, nationally and internationally.
- O. Increasing level of interest in the Program's success by its Advisory Council (now in-place for thirteen years,) including new endowments from two Advisory Council members.

- P. A new emphasis on development from the School's Dean, and effective response by Program supporters.
- Q. Ongoing update of the Program's strategic planning process.
- R. A commitment by faculty to constantly monitor critical areas and trends to prevent their development into weaknesses.
- S. Excellent location in a large urban and suburban area, with unique local physiographic representations, providing an appropriate and replete laboratory for the study of landscape architecture.
- T. Active and supportive leadership from the Student Chapter of ASLA.
- U. An accomplished alumni base, increasingly eager to support the Program.
- V. Responsive and supportive associations with architecture faculty who have contributed to the Program's recent successes.
- W. Increased solicitation of sponsored research and external funding.
- X. Increased graduation rates, and more predictable student enrollment levels.
- Y. Significantly improved capabilities in computer aided design, including hardware, software and studio space.
- Z. Increased demographic diversity in student body.

4. Describe Current Weaknesses

- A. Need to better coordinate outcomes and expectations between subject-matter classes and design studios, and between full-time and adjunct faculty.
- B. Need to increase total student enrollment to a mutually agreed upon level (current targets are between 75-100.)
- C. Limited dollars and other incentives for faculty salaries, merit increases and faculty development (partially offset, however, by efforts from the Dean to implement same.)
- D. The need for increased relief time, exchanges, or sabbaticals to broaden off-campus professional opportunities for faculty.
- E. Lack of adequate minority representation among both student body and faculty; lack of female representation on faculty.
- F. Need for additional full-time faculty as determined by requirements of the curriculum and the body of knowledge in landscape architecture, rather than by enrollment.

- G. Need for continuity among Development staff to support new emphasis on endowments and private contributions.
- H. Need for adequate storage space for Program archives.
- I. Lack of reliable process to transfer thesis and research findings into refereed and general outlets.
- J. Lack of full-time research position capable of directing the School's research center and of generating on-going sponsored research; need for fuller coordination of community service and outreach projects.
- K. Need to adequately relate Program information, such as policy changes and advising procedures, to student body. (already enhanced with new SASLA enews letter.)
- L. Need to continue reducing student time between MLA candidacy and completion of the thesis (considerable improvement has been achieved in this area since the last SER.)
- M. Need to better attach research strategies and methods to applications in practice.
- N. Need to update studio furniture, and to acquire "cold desk" studio space (new stools have been replaced for design studios, easing this situation significantly.)
- O. Need to better manage Practicum arrangements between students and offices of practice.
- P. Need to systematically involve alumni and Advisory Council in support for the Program (in progress.)
- Q. Need for full time management of School and Program websites; need for more systematic and reliable means of disseminating Program information to all communities of interest.

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

The primary responsibility for this study belonged to Dr. Pat D. Taylor, Program Director. Dr. Taylor also conducted a self-study for the program in 1990, and was the primary author of the 1993, 1997 and 2002 SERs. He was assisted in data collection, writing and analysis by Dr. Amy Archambeau, MLA '03, who also assisted in the preparation of the 2003 SER

Individual members of the faculty and staff assisted in review and editing, and contributed to specific topics or portions of the SER, as requested. In addition, topics and issues relevant to re-accreditation have been on the agendas at Program faculty meetings

for the past two years, with faculty contributing in an on-going way to the resolution and understanding of these items.

This SER, along with the past three SERs, relied heavily upon qualitative data collected from one-on-one and group interviews with students, faculty, administrators, Advisory Council members, alumni and practitioners, primarily from the Dallas/Fort Worth area. Input also was gathered from other key informants familiar with the accreditation process and UT Arlington's Program. A electronic survey was distributed to alumni who had graduated from the Program since 2002, when the same survey was administered to all Program alumni. Data from the two were analyzed separately, and were then merged for a better look at composite results.

The Dean, administrative staff and LARC faculty provided final reviews. Copies of the completed SER were placed in the School of Architecture Library during the Fall of 2005. All communities of interest were encouraged to review and comment on the document at that time.

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VOLUME 02: APPENDICES F - M

PROGRAM IN LANDSCAPE ARCHITECTURE
SCHOOL OF ARCHITECTURE
THE UNIVERSITY OF TEXAS AT ARLINGTON

NOVEMBER 6-9, 2005

LAAB VISITING TEAM

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**SELF
EVALUATION
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1. Program Mission and Objectives

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

1.1 Program Mission and Objectives

State mission and objectives specific to the program being reviewed. Identify what students must know and be able to do upon graduation.

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

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

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

The Program's mission also is acted upon and is shaped by **the University's location** in a large metropolitan complex lying in a physiographically unbounded regional setting. Here, urban and rural issues exist in constant tension, where landscape architects exert increasing influence. Dallas/Ft. Worth, unlike cities punctuated by mountain systems or large water/land edges, expands in a 360° circle, over three regional biomes. This location--seen by many as "buildable" and by others as environmentally overwhelmed--provides an at-hand laboratory in which to conduct research, to witness practice, and to apply behavioral and natural resource principles to the study of landscape architecture. As such, Program graduates are prepared to address issues of practice arising from this milieu.

This mission is further defined by the Program's **exclusive provision of graduate studies**. A level of self-imposed academic rigor, a commitment to meld intellectual development with the exigencies of private practice, and an expanding focus on using design and research as mutual tools for preparing graduates to practice landscape architecture, provide the Program with on-going opportunities for methodically implementing its attainable mission.

The Program's objectives enable the Program at UT Arlington to achieve its mission. Specifically, the Program:

- a. Uses the research thesis and electives as ways to stretch and focus the expertise and interests of individual students;
- b. Encourages simultaneous enrollment in subject-matter courses and studios to maximize the application of theory to practice;
- c. Takes full advantage of the urban, regional and environmental laboratory of North Texas through on-site visits, project selection, outreach and contact with communities of interest;
- d. Models collaboration through formal and informal interactions with other School and University personnel, offices of practice, professional organizations, competitions (team and individual,) juries, research proposals and course work;
- e. Treats interactions between faculty and students, where appropriate, as collegial, encouraging mutual resolution of problems and respectful examination of opinions;
- f. Exposes students to the communities of interest through lectures, juries and critiques, service on thesis committees, and the annual Awards Banquet, among other actions;
- g. Consistently attaches these objectives to issues of practice for use once students have completed the MLA; and
- h. Is raising its profile as a center for intellectual thought on regional planning and design issues.

1.2 Relationship of Program to Institution

Explain how the program's academic mission, goals and objectives, and long range plans, relate to the institution's mission, strengths and character. If applicable, include school or college mission as well.

School of Architecture Mission Statement: The Mission of the School of Architecture is to provide students with a rich learning experience and the opportunity to pursue an accredited professional degree in Architecture, Landscape Architecture, and Interior Design. We are here to provide an academic climate that fosters and rewards faculty accomplishment in teaching, research and design, and to be an active partner in the community.

UT Arlington Mission Statement: The University of Texas at Arlington is a comprehensive research, teaching, and public service institution whose mission is the advancement of knowledge and pursuit of excellence. The University is committed to the promotion of lifelong learning through its academic and continuing education programs and to the formation of good citizenship through its community service learning programs. The diverse student body shares a wide range of cultural values and the University community fosters unity of purpose and cultivates mutual respect.

The closest academic relationship for the Program is that with the **Program in Architecture**, which provides extrinsic and intrinsic benefits to students and faculty in landscape architecture. LARC students benefit from elective coursework in architecture,

and on occasion, from the teaching contributions of architecture faculty in introductory design studios and landscape history. (Direct teaching roles by architecture faculty have been reduced since the last SER with the hiring of new landscape architecture faculty, and the recent retirement of one history professor from architecture.) Two graduate level studios have been conducted jointly between architecture and landscape architecture since 2002.

The addition of Mr. Kevin Sloan as an adjunct both in architecture and landscape architecture re-strengthens the direct connections between the two Programs. But, valuable **connections between the two Programs** occur informally as much as they do informally, through School-wide committee appointments, service on thesis committees and juries, joint participation in competitions, and cooperative efforts between student organizations.

Students also report on the value of exposure to **design techniques, design products and abstract thinking** generated by exposure to architecture students and their products, so often displayed throughout the Architecture Building. And, course evaluations are uniformly high for architecture faculty who have taught landscape architecture courses, and for architecture courses taken by landscape architecture students.

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

1.3 Progress Towards Attainment

Explain how the program collects information about student learning and how it uses this and other resources to make progress towards attaining program goals. Explain how the program assesses itself and works to attain the goals set forth in its mission and objectives.

The Program collects information about student learning in the following ways:

- Faculty evaluations conducted for every organized LARC course each semester.
- Feedback to Program Director in annual meetings with students.
- Alumni surveys conducted every three years (the Program is considering an exit interview with each new graduate.)
- On-going peer relationships between SASLA President and Program Director.
- Open-door policies between students and faculty.
- Weekly discussions at LARC faculty meetings.
- Preparation of SERs for accreditation purposes.
- Annual portfolio reviews.
- Maintenance of contact with alumni and practitioners.

These techniques form the bases for enlightened discussions among the faculty and administration in which anecdotal data are encouraged, but are tempered with harder data and other shared experiences. This climate helps keep the faculty in a **permanent analytical mode**, in which few topics are treated as taboo.

Formal assessment of the Program occurs through:

- On-going strategic planning.
- Annual faculty retreats and weekly faculty meetings.
- Collaboration among faculty regarding courses taught by others and a willingness to cross-teach various courses from time-to-time.
- On-going discussions between the Program Director, the Dean and other administrators in the School of Architecture about ways to achieve Program excellence in landscape architecture education.
- Recognition of and demand for community outreach projects presented to the Program.
- Recognition of and demand for faculty participation in scholarly and professional activities.
- Regular review and criticism from the Program's Advisory Council.
- Alumni surveys.
- Self Evaluation Reports for LAAB re-accreditation reviews.

1.4 Plans for Improvement

Discuss long-range goals in terms of the next five to ten years. This should be followed by or contain action plans or some other means of communicating how the program intends to meet these goals.

The Program's needs, and the actions associated with them, are drawn from a major theme in qualitative data collected for the last few SER's; that is, that the Program in Landscape Architecture at UT Arlington shall become the MLA program of choice in North America. To achieve this aim the faculty and administration are focused on the following:

- Complete curriculum review and implement changes for the next Graduate Catalog;
- Continue re-invigoration of sponsored research and community outreach; name Director of Center for Environmental Design Research (or other entity to be determined such as a Regional Design Center;)
- Expand student recruitment, aiming at specific enrollment targets; hire one to two new faculty according to curriculum needs rather than enrollments;
- Continue expansion of endowment base;
- Expand and deepen communications with alumni, and increase alumni

interaction with the Program; deepen Program connections to communities of interest;

- Activate specific roles for Advisory Council to optimize its contributions to the Program;
- Confirm optimum on-campus collaborations and structure for Program;
- Implement management system for practicum program;
- Continue to reduce time between MLA candidacy and completion of theses;
- Expand cross-campus collaborations and determine optimum structural arrangements for the Program;
- Increase pool of prospective applicants by intensified recruitment on campus, and by increased financial incentives offered early in application process.

1.5 Program Goals

These goals and plans should respond to and grow from:

- the program's on-going self-evaluation and review as synopsized in the preceding sections*
- program and institution mission and objectives*
- accreditation standards*

Highlight anticipated changes in the program's resources, mission and objectives. How was the long range plan developed?

The Program created a Strategic Plan in 1997-98, and updated the Development portion of the plan in 2000. Another update of the Strategic Plan emerged from data generated for the previous SER, with the Advisory Council contributing to this process, beginning in November 2003. Continual review and attention to strategic planning emerged from these initial efforts, and were strengthened after the last SER in 2003.

With new strategic planning processes initiated by the University and by two Deans during the past three years, coordination of Program strategic planning with efforts of the larger units remains underway. (See appendix for "Operational Guidelines for the LARC Advisory Council" as an example of a deliverable from the Program's strategic planning exercises.) However, as the Provost noted during an interview for this SER, "Strategic planning has taken a bit of a back seat at the University level, given the (administrative) changes we've been through recently."

The following **goals and recommended actions** are derived from current Program needs, faculty capabilities and other determinants explored during the preparation of this Self-Evaluation Report. In some cases these goals reflect faculty consensus or agreement, and in other cases they reflect the thinking of current Program, School and University administrators. In all cases they represent a model for continuance based on increasing "soft-monies" from a deepening base of external funding. These goals also depend on a prolonged demonstration of academic quality, and on the idea that UT Arlington's Program can be an internationally admired prototype for the teaching of landscape architecture, making it the "MLA of choice in North America."

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

Goal: Identify unique Program capabilities and make major public announcement of same:

Description: The Program will articulate its unique position in shaping the physical environments of North Texas (and consequently those worldwide) through a significant special event uniting the economic, political, intellectual and professional communities of the region.

Measurable Outcomes:

- Complete discussions of unique Program roles: Fall, 2005
- Set date, identify personalities, and describe aims/procedures for special event: Fall 2005.
- Identify funding sources for special event: Fall, 2005.

Note: The Dean and the Provost support this effort and have contributed significantly to discussions about it. At present, the special event likely will focus on regional impacts of landscape architecture with a focus on Ft. Worth if a major city is needed to demonstrate concepts relevant to the topic.

Goal: Expand the faculty base:

Description: The Program will expand its faculty numerically, culturally and academically to strengthen and deepen its diversity.

Measurable Outcomes:

- Complete curriculum review; apply results to future faculty needs.
- Confirm primary areas of need: The Technical Skills Sequence and the Design Sequence.
- Confirm future recruitment needs: PhDs or other research degrees; considerable experience in practice; female and minority candidates; strong artistic/graphic/design skills and technical experience.
- Correlate new faculty numbers to needs in Program offerings rather than basing them exclusively on enrollments.
- Confirm time table for additional faculty: 2008-2009 academic year.
- Achieve targeted number of doctoral degrees among faculty: 3 needed by 2008-09 academic year.

Goal: Achieve “sustainable” status:

Description: The Program will attain a minimum enrollment and faculty base to qualify for status as a department. Gaining departmental status is not a primary goal, but achieving the base represents a threshold by which the faculty can measure its accomplishments.

Measurable Outcomes:

- Confirm needed enrollment range: 75-100.
- Confirm number of needed faculty: 6.25 to 10 FTEs.
- Confirm number of needed tenured faculty: 5-6.

Goal: Establish a development base:

Description: The Program will accelerate its current Development campaign, with achievable goals that capitalize on recent successes.

Measurable Outcomes:

- Confirm endowment Target: To be set (the last Needs Analysis suggests approximately \$4,300,000 to achieve Program goals;)
- Conduct Market Analysis: 2006 (in conjunction with Office of Development.)
- Set campaign target dates; merge strategies with those of the School of Architecture, and the University.

Goal: Raise Program’s profile as a research center:

Description: The Program will establish and sustain itself as a center for the generation of new knowledge in landscape architecture.

Measurable Outcomes:

- Confirm number and value of research contracts needed: 1-2 per faculty per year; \$100,000 yearly Program minimum.
- Develop a strategy for offering a PhD in landscape architecture; confirm target date to offer PhD during the next six to eight years (see other long range goals, page 21.)
- Raise output of referred articles from research theses.
- Name Director for CEDR (Center for Environmental Design Research,) Regional Design Center, or equivalent unit: 2007-2008
- **Note:** The research successes of the Program coupled with the likely number of faculty with research degrees make this a goal which can be of low-cost to the State. This is particularly true given the

possibility of collaboration with the new MLA program forming at UTAustin. Offering a joint doctoral degree with UTAustin for example, can address the overall national trend toward landscape architecture faculty having doctoral or research degrees. Like the qualification noted on the Program's status as a department, however, offering a PhD degree in landscape architecture is seen more as a measure of success in graduate education than as a Program goal.

Goal: Implement new program of faculty development:

Description: The Program will achieve among its faculty the expectation of on-going training and education, travel and relief time, and other off-campus activities needed to keep current and to minimize provinciality and burnout during professional careers.

Measurable Outcomes:

- Establish frequency of leaves-of-absence: Every 4-5 years.
- Begin faculty exchanges: 2007-2008 academic year.
- Expand foreign educational offerings: 2007-2008.

Other long-range goals:

- Re-host LABASH Conference: After 2006.
- Examine student and faculty exchange program with new MLA program at UTAustin.
- Assess feasibility of creating a Doctor of Philosophy degree in landscape architecture with UTAustin.

1.5 Program Disclosure

Indicate how the program literature (electronic, hard copy, etc.) fully and accurately describes the program's mission, philosophy, objectives and compliance with equal opportunity requirements, and accreditation status.

Briefly explain how program information is distributed.

Both the printed and online versions of **the University Graduate Catalog** reflect the Program's curriculum requirements, the latest changes in course descriptions, the faculty's commitment to proper sequencing of courses, and the Program's mission and objectives (Neither document accurately reflects the current administration of the School or the Program. Neither does it include all of the current full time faculty. Corrections are being prepared for the 2006-2005 editions.)

Procedures for responding to prospective students have shifted during the past three years from individual units across campus to the Office of Graduate Studies (Graduate School.) The Graduate School has implemented specific steps to recruit and process applicants, thereby easing the work load and financial burden previously incurred by local

units. As a result, The School of Architecture and the Program in Landscape Architecture have come to rely on University websites and printed materials from the Graduate School as primary means of interfacing with prospects. The website for the School of Architecture is managed by one individual from the Office of Information Technology. However, responsiveness to needed changes, updates and additions is a current challenge.

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

The Graduate Catalog and the School of Architecture website reflect **the Program's accredited status** by the Landscape Architectural Accreditation Board of the American Society of Landscape Architects. All University literature reflects the University's commitment to equal opportunity and affirmative action.

2. Governance/Administration

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

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

The Program receives its authority through the Program Director, who serves at the pleasure of the Dean of the School of Architecture. Curriculum, standards, reviews, promotion and tenure, strategic plans and significant matters of Program futures originate within the Program, after which they are merged with larger objectives of the School and University. (Note: These items of autonomy were seriously threatened by School's administration during the 2001-02 academic year in fact, the administrative problems of that period were a primary cause for the Program's three year re-evaluation in 2003. Reactions and adjustments to these threats have helped restore autonomy and respect for the Program, both in the School of Architecture and in the University's central administration.)

Events during the 2001-02 academic year--in which the Program functioned without a Director for six months--confirmed that the Program's autonomy, and its ability to apply resources to sustain its viability, could be jeopardized. Previous accreditation teams had noted that Program authority was overly reliant on the **relationships between Program Directors and Deans**. It was the concern of these teams that in cases where good will deteriorated between the persons in these positions, the Program would become vulnerable to individuals and units outside of landscape architecture. No structural or functional changes have been taken by the Program to remedy this contingency, but discussion about it is sanctioned at all levels, particularly from enlightened School and University administrators.

2.2 **Administrative Organization**

Indicate the chain of administrative responsibility beginning at the institutional level and moving into the program. Describe and/or diagram how the program relates to other educational units.

The University's organization chart, and that of the School of Architecture, appears on the following pages.

Within the School of Architecture are **three academic programs: Architecture; interior design; and landscape architecture**. Each program is independently administered by a Director, with the Dean of the School currently serving as Director of Architecture.

Supporting the Dean is one Associate Dean. The Dean reports to the Provost (the chief academic officer of the institution) who in-turn reports to the President.

Program budgets are controlled by the Dean who receives allotments from the Provost via the University system. However, decisions about distribution of Program monies for travel, scholarships, equipment purchases and other on-going operations are recommended by, finalized by, or initiated by the Directors. Beginning in the fall of 2002, each faculty member in each Program received a \$1000 stipend to support teaching and research functions, in whatever ways he or she deemed appropriate. The amount has been raised to \$1,100 for the 2005-2006 academic year. This procedure marked the first major change in School budget procedures in two decades, and additional procedures—such as separate Program budgets—also are being established.

In 2003, an ad hoc committee was formed to assess **future collaborations and structure for the Program**. Members included faculty and administrators from within the School of Architecture and from across campus, and the Provost. A primary aim of this committee was to envision administrative conditions which would reduce the Program's vulnerability to administrative or structural weaknesses by making Program autonomy less dependent on personalities. No specific actions were taken, but awareness was increased about the value of associations between landscape architecture and other academic units within the School and University

2.3 Administrative, Teaching and Research Staff Specific to the Program Being Reviewed

List names and titles in order of rank: Administrators (beginning with chief administrative officer of the institution), Emeriti, Professors, Associate Professors, Assistant Professors, etc. Include positions appropriate for your program, such as Visiting Professors, Endowed Chairs, Research Scientists, etc. If necessary, explain positions unique to the program.

Chief Administrative Officer of the University	Mr. James Spaniolo, President
Chief Academic Administrative Officer of the University	Dr. Dana Dunn, Provost
Chief Administrative Officer of the School of Architecture	Prof. Donald Gatzke, Dean
Chief Administrative Officer of the Program in Landscape Architecture	Dr. Pat D. Taylor, Director
Program Advisor	Dr. Pat D. Taylor
Associate Professors	Prof. Gary O. Robinette Dr. Pat D. Taylor

Assistant Professors

Prof. David M. Hopman
Dr. Sang-woo Lee

Adjunct Assistant Professors*

Dr. Amy Archambeau,
Special Member of the
Graduate Faculty
Mr. Ogden "Bo" Bass
Mr. John Fain
Mr. Steve Lawson
Mr. Mohammad Salam
Mr. Kevin Sloan

Administrative Staff

Ms. Landa Moss, Assistant to the Dean
Ms. Paula McPartlin, Academic Budget
Officer
Ms. Cheryl Donaldson,
Undergraduate Advisor
Ms. Chin Hsu, Receptionist
Ms. Jessica Jeffreys, Assistant for
Development; Assistant for LARC
Graduate Advising
Ms. Ana Suriani, Student Assistant to LARC
Director
Ms. Demetria Solco, Part-time Assistant to
the LARC Director

*These individuals provide regular and on-going teaching or research support to the Program.

2.4 Policies and Procedures

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

The Promotion and Tenure Policies of the University appear in the Appendix. Specific policies of the School of Architecture are being re-written, as are those for the Program.

The Program's procedures for promotion and tenure are a result of recommendations from a previous accreditation visit. They are based on the need for landscape architecture faculty at the University to initiate their own promotion and tenure activities. To accomplish this, a **ad hoc Promotion and Tenure Advisory Committee** was established in 1994.

STANDARD 03
STANDARD 04

This committee includes:

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

Since 1994 the committee has initiated tenure and promotion recommendations for two UT Arlington landscape architecture faculty. Both recommendations were successful. (A recommendation for promotion has been made for Prof. Gary Robinette for the 2005-2006 academic year.) The committee is scheduled to remain in-place until the Program has three full time tenured faculty members, at which point it can initiate its own recommendations and review. Promotion and tenure standards for the Program essentially are the same as those for the University, and the School (See Appendix.)

The standards for the School are being revised by the School's Promotion and Tenure committee. (Since 1996, three tenured faculty from landscape architecture have been elected to this committee.)

2.5 Equal Opportunity

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

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

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

"EQUAL OPPORTUNITY POLICY"

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

2.6 Faculty Number

Complete the following chart to indicate number of faculty assigned specifically to the program under review and student/faculty ratio. To determine 2 and 3, total the percent of time each faculty member spends teaching in the program under review. For example, if faculty member A averages 25% of his time with the program under review (MLA program) and 75% with another program (teaching in the BLA program and administering the institution's arboretum,) then that particular faculty member would count as .25 in computing the total number of faculty.

SUMMARY

- 10.00 1. Total program faculty (head count for program under review.)
- 4.00 2. Total FTE faculty assigned to program under review.
- 400% 3. Total percentage of teaching time only for FTE faculty shown in No. 2 above.
- 100% 4. Total FTE faculty for program under review with a degree in Landscape Architecture.
- 4.0 5. Total FTE male faculty (program under review) with degree in LA.
- 0.0 6. Total FTE female faculty (program under review) with degree in LA.
- 14 7. Faculty-Student Ratio (FTE students divided by the equivalent full-time faculty (line 2) above.
- 8. Earned FTE faculty—(optional—include only if institution uses conversion formula to determine this figure.
- 56 9. Total enrollment LA majors (program under review.)
- 3. 10. Total of other students (non LA) enrolled in program courses.

2.7 Previous and Present Faculty

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

Rank/Title	2 Years Ago	1 Year Ago	Present
Professor/LARC	0	0	0
Assoc. Professor/LARC	2	2	2
Asst. Professor/LARC	1	2	2

STANDARD 03
STANDARD 04
STANDARD 05

Instructor	0	0	0
Adjunct Asst. Professor/LARC	6	6	6
Totals	9	10	10

2.8 Student/Faculty Ratio

Describe student/faculty ratio. Identify impact this ratio has on the effectiveness of instructions. Specifically describe student/faculty ratio in studios and identify the impact this ratio has on effectiveness of instruction.

Current studio ratios are 10 to 1. The Program is accustomed to similar ratios and finds them to provide optimum exchange between students and instructors. The ratio of full time faculty to MLA candidates is approximately 4 to 1. The ratio of full time faculty to total student enrollment is 14 to 1.

2.9 Budget

Describe how and when the budget is prepared and approved. Explain the current financial situation in terms of the budget. Use the various allotments shown in the following form as a guide.

Indicate the extent to which the budget amounts shown are under the control of the program chair/head and which are generally budgeted but under the actual control of others.

In the case of several programs, estimate the prorated amounts utilized by the program being considered for accreditation.

Describe how faculty participate in the budget and allocation process.

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

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

The creation of the position of **Budget Officer within the School** has enabled Program Directors to have more access to budget information, including the availability of funds, which aids in directors' ability to make informed requests. As noted earlier, the current

Dean has dedicated \$1100 as a stipend to each faculty member in the School to support travel, research, licensure and professional memberships.

It should be pointed out that historically in Texas universities control of budgets is the primary **difference between programs and departments**, and between schools and colleges. In schools, Deans have primary control over budgets, which is the case in the School of Architecture at UT Arlington. **Merit increases**, which are rare in years of tight budgets, are based largely on faculty performance and Program evaluation procedures. In both cases, faculty have adequate opportunity through performance and performance review to influence decisions regarding salaries. Merit increases averaging 3.0% were awarded for the 2005-2006 academic year.

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

<u>Salaries:</u>	<u>2002-2003</u>	<u>2003-2004</u>	<u>2004-2005</u>
Teaching/Research	\$123,000	\$186,000	\$223,268
Visiting Lecturers	0	0	0
Student Assistants (TAs/RAs)	\$14,958	\$10,269	\$19,200*

* \$2,700 from sponsored research project

<u>Allotments:</u>	<u>2002-2003</u>	<u>2003-2004</u>	<u>2004-2005</u>
Supplies	\$ 2,000	\$ 2,000	\$ 2,700
Equipment	\$ 5,000		\$ 4,000*
Maintenance	\$ 2,710	\$ 3,000	\$ 3,600
Travel	\$ 2,000	\$ 3,000	\$ 4,250
Other (specify)			
Library	\$ 8,000	\$ 12,000	\$ 13,200
Telephone	\$ 2,400	\$ 3,600	\$ 4,200
**Grant		\$ 4,000	

*New Computers for LARC Program

**Grant from the Office of Research to support hosting of 2005 CIGR
(International Commission of Agricultural Engineers) Conference

Note: The Dean and the School's Academic Budget Officer are implementing separate budgets for each Program in the School. This move will enhance each unit's autonomy, and will give Directors and the Dean greater predictability in fiscal planning.

3. Professional Curriculum

Standard: *The first-professional degree curriculum must include the core knowledge, skills and applications of landscape architecture: landscape architectural history, philosophy, theory, values, ethics, practice, planning, design, implementation, and management.*

The purpose of the curriculum is to achieve the learning goals stated in the mission and objectives. Statements of objectives that address the curriculum should be related to the program's mission and learning objectives.

In addition to the professional curriculum, a first-professional degree program at the bachelor's level shall provide an educational context enriched by other disciplines, including but not limited to: liberal and fine arts, natural sciences, social sciences and opportunities for students to develop areas of interest.

In addition to the professional curriculum, a first-professional degree program at the master's level shall provide instruction in and application of research and/or scholarly methods in areas that provide expertise or expanded knowledge related to the profession.

*Complete 3.0-3.7 and all subsections under 3A for **undergraduate** programs. For **graduate** programs, complete 3.0-3.7 and all subsections under section 3B.*

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

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

The Program Advisor encourages students to **select elective courses** from the Program's curriculum, from the graduate architecture curriculum, and from related curricula across the campus, to supplement their required courses with those reflecting their long-term interests (See Advising procedures in Appendix.) As for theses, faculty encourage students to select topics that interest the students, backed-up with classroom experiences, committee chairs and committee members who can guide supplemental interests.

Because the faculty perceives a tight connection between the Program's Mission Statement and the body of knowledge in landscape architecture, it is considering whether to convert a number of LARC elective courses to required courses. It also is considering adding a **sixth design studio**. This consideration is part of on-going strategic planning which is currently focused on curriculum review.

3.2 Curriculum

List courses (instructional units) using the format below. (Categories should reflect the program's curriculum; the following table is an example of categories.) Course numbers must correspond with those used in other sections of this report. Course descriptions should be in the appendix—not in this section.

Total Units/Credit Hours (specify which) required for graduation: 92 credit hours.

Required Courses	Credit Hours
Landscape Architecture	83
Group or Controlled Elective Choices	9

3.3 Typical Program of Study

Identify length of term/semester and relation of contact hours to unit/credit hours.

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

	Fall	Spring
First Year	LARC 5661 Design Studio I LARC 5320 Communications for Landscape Architects LARC 5340 LARC Computer Applications LARC 5330 Plant Identification and Ecology Total Credit Hours: 15	LARC 5662 Design Studio II LARC 5342 Landscape Technology II LARC 5312 History and Theory of Landscape Architecture I LARC 5331 Planting Design Total Credit Hours: 15
Second Year	LARC 5663 Design Studio III: Site Planning LARC 5313 History and Theory of Landscape Architecture II LARC 5341 Land Technology I LARC 5380 Research Methods Total Credit Hours: 15	LARC 5664 Design Studio IV: Regional Design/Plng (GIS) LARC 5340 Professional Practice LARC Elective LARC 5302 Land Development Planning Total Credit Hours: 15

	Fall	Spring
Third Year	LARC 5665 Design Studio V: Comprehensive/Competition Studio Professional or Teaching Practicum Independent Study/Controlled Electives Total Credit Hours: 15	LARC 5698 Thesis LARC 5294 Master's Comprehensive Exam Electives Total Credit Hours: 11

Note: Nine credits are required to be taken during summer months between second and third years. During the summer of 2005, the faculty tested three courses as possible permanent summer offerings, but these would be taken between the first and second years, if made permanent. Faculty and student feedback is to be evaluated during the fall of 2005 to assess efficacy of these courses as permanent summer offerings: LARC 5340, Computer Applications for Landscape Architects; LARC 5341, Advanced Computer Applications; and LARC 5321, Advanced Communications for Landscape Architects.)

3.4 Educational Sequences

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

Treat and label each sequence separately (e.g. The Design Sequence, The Technical Sequence, The Natural Science Sequence, The Research Sequence). If the program does not have sequences, explain the curriculum in a semester by semester format.

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

Graphic Skills Sequence

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

Primary courses in this sequence include:

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

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

Design Skills Sequence

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

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

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

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

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

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

Technical Skills Sequence

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

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

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

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

LARC 5341 Landscape Technology I. Provides a working knowledge of surveying, site grading, storm water management, vertical and horizontal curves and an overview of the construction documentation process employed by landscape architects. Prerequisite: LARC 5301 or permission of instructor.

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

History and Theory Sequence

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

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

LARC 5312 History and Theory of Landscape Architecture I. Traces landscape planning and design from pre-history through Egyptian, Roman, Islamic, and Medieval gardens to Renaissance, Italian, French, and English landscape approaches, culminating in the mid-

19th Century. Relates landscape design to the social, cultural, technological and belief systems of each period.

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

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

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

Research Sequence

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

LARC 5380 Research Methods in Landscape Architecture. Theories of practical research and methods of applying them as they relate to landscape architecture. Includes research program development, techniques in qualitative and quantitative data collection, proposal writing, research techniques and tools, and research reporting methods. Prerequisite: LARC 5665 or permission of instructor.

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

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

3.5 Assessment of Program Effectiveness

Describe how the program identifies the knowledge, skills and abilities that students are expected to possess in order to graduate and to enter the profession, and how this impacts the curriculum.

Faculty participation in research and creative works keeps faculty informed about curriculum issues elsewhere, and poised to constantly assess the UT Arlington curriculum for strengths and weaknesses. These strengths and weaknesses are examined through on-going discussions, formally and informally.

Among current discussions about skills and curriculum is the issue of **hand drawing versus computer drawing**. (The issue was addressed directly by a student thesis in the spring of 2005.) As a result of this discussion, the faculty have adjusted the curriculum so that computers are withheld until a student enters studios III, IV and V. While hand drawing is the medium emphasized in studios I and II, students take other computer classes during their first two semesters, and are being instructed that the opportunities to merge the dual skills awaits them in the second year of their programs.

Describe methods used to evaluate individual courses, the program as a whole and individual student performance. Describe how findings are used to seek improvement. (A variety of qualitative and quantitative methods may be used.) Be specific to the program and its methods. For example, student performance could be assessed solely within individual courses or additionally at specific times, such as in how students are assessed for acceptance into limited entry programs. The LAAB does not advocate or promote any particular methods(s.) The LAAB wants to see how the program evaluates itself and why the chosen methods are successful for that program.

It is important to again mention the invigorated **and frequent level of discussion among faculty** since the hiring of two new faculty members. Weekly meetings of the faculty have become open and exploratory exchanges of view points, experiences with students and classes. They also have become a forum for formal and informal information exchange. The result is a healthy sharing of knowledge about student capabilities, performance and needs. Faculty are able to convert this shared knowledge into specific actions focused on aiding individual students.

Formalized evaluations remain the backbone for evaluation, however. Course content and quality are evaluated through on-going discussions (as mentioned) at faculty meetings, by discussions between individual faculty and the Program's Director (as needed or during annual evaluations,) and systematically every two years by the Director, faculty and Graduate Advisor during preparations of new Graduate Catalogs.

Again, **student performance is evaluated** through on-going discussions at faculty meetings, as well as through the traditional grading procedures of each class or studio. When necessary or advisable students are evaluated individually by appropriate faculty or through private discussions with the graduate advisor or director. To encourage this type of interaction early in a student's enrollment, the faculty decided during the summer of

2005 to require that new students select a faculty mentor no later than midway through their second semester. They are encouraged to examine whether or not that faculty member would be a conducive thesis chair, and it is made clear that mentor changes are encouraged if the student would benefit.

Of renewed importance are annual **portfolio reviews** conducted of all students beyond their first year in the Program. Calls for portfolios are issued each fall, with early spring due dates. Faculty review portfolios individually, and then present their observations of each portfolio at a faculty meeting. Finally, each student schedules an interview with the entire faculty, sitting as a whole, and summary observations and suggestions for improvement are shared with the student.

The faculty has found that the most effective ways to seek improvement in course quality are through **conciliatory, supportive discussions** in faculty meetings, followed by professionally responsible adjustments by individual faculty. Faculty also are invited to juries and final presentations after which constructive suggestions for future classes and students are possible. Considerable latitude is given to each faculty member in the conduct of classes for which they are primarily responsible.

The support given to the Program by the current Dean also facilitates examination of Program effectiveness by colleagues during weekly Administrator's Meetings. Unlike past conditions, there are facilitative and helpful discussions at these meetings about what it takes to increase Program quality and outreach. Emerging from such discussions this past year is the idea of identifying certain Program capabilities, and through highly publicized preparation, announcing those capabilities through public forums over the next year or two.

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

In summary, the tools used to **measure outcomes** regarding assessment of Program effectiveness are:

- On-going discussions (formal and informal) among faculty;
- Annual review of faculty performance;
- Promotion and tenure reviews;
- Student evaluation of faculty (each semester;)
- Early selection of faculty mentors;
- Portfolio reviews;
- Discussions during Administrator's meetings; and
- Ongoing monitoring, (formal and informal) with communities of interest including practitioners and advisory council; and
- Alumni surveys.

3.6 Advising

Describe student advising processes. Does student advising lead the majority of students to timely completion of program requirements?

Describe how the program advises students as to employment options and career opportunities appropriate to their education. Do students know that their career and employment options are affected by their educational experiences?

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

Specific advising on academic programs of work, student schedules and the curriculum in landscape architecture is handled by the **Graduate Advisor and one assistant**. Since 1993, class times have been divided into three basic segments, based partly on student requests to keep at least one-half day free of classes. (This request is in deference to the high number of students, 70% who work or have families.)

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

Students are required to complete a draft of their **Program of Work** during their first year in the Program. This document, available on-line, remains flexible until the semester students file for graduation. The Program of Work is developed in concert with the Graduate Advisor, and it reflects all courses, studios and electives taken or planned during a student's enrollment in the Program.

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

Effectiveness at advising is measured by:

- Responsiveness to requests for "clearance" to enroll each semester (generally handled by email and telephone.)
- Emailing procedures for advising and registration each semester;
- Feedback at annual meetings between students and the Program Director;
- New reliance on weekly student enews sponsored by SASLA; and
- Alumni surveys.

3.7 Distinctive Instructional Procedures

Describe any unique instructional procedures that distinguish this program and/or improve on classical educational models (integration of new technologies, paperless classes, distance education, innovative assessment methods, etc.)

The Program places an emphasis on **writing skills** as an essential part of education in landscape architecture. Students--including those on research assistantships--are taught to prepare papers and reports in classic thesis style and are guided in writing in ways which meet academic and field requirements. In 2000, the Kay Tiller Scholarship for Writing in Landscape Architecture was established to support this important focus of the Program (see Appendix). The scholarship was established in an original gift by Kay Tiller, a well-known photojournalist, who deeply admired landscape architecture. After her death, Ms. Tiller's original donation was raised to the endowment level (\$10,000 at UT Arlington) by gifts from Program alumni and numerous friends and admirers.

For the past three years, the faculty have more clearly defined the Program's commitment to **balancing design and research as tools** for educating and training landscape architects. An increased emphasis on design skills, on computer skills, and on the number of scholarly writing exercises has been the outcome of this effort.

The Program also benefits from modeling the talents of students and faculty in architecture, which has elevated the focus on Studio II as a modeling studio or one that stresses **three-dimensional thinking**. The precision and attention to detail, which come from this focus, are uniquely suited to the Program's close association with architecture.

Alumni and practitioners report that Program graduates are armed with "**critical thinking skills**." This part of the Program's reputation is thought to come from student maturity as well as from its graduate-only status. Prior to the last 1997 SER data from alumni and practitioners suggested that Program graduates also were good at critical thinking, but were not as graphically strong as those from other programs. As one principal from a local firm noted after reviewing student work in 2002, "You've obviously solved that situation."

3.8 Cooperation and Interaction with Allied Fields

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

Throughout this document the reader can find references to the Program's **association with architecture**. Historically, this association has been viewed as an asset and as a liability, but current data reinforce its value. It is a current Program focus to take advantage of its structural association--such as service through teaching, shared elective courses and cooperative interactions on committees--with our colleagues in architecture. Feedback from students and alumni indicates that this increased interaction is mutually beneficial to both Programs, although it is matched with calls to develop stronger--perhaps structural--ties with other units across campus. Until 2003, instructional

associations were in place with the **College of Engineering** and the **School of Urban and Public Affairs** through their classes and studios in AutoCAD. New facilities, and new capabilities within the LARC faculty, now enable this subject to be taught by landscape architects.

In July of 2005, the Program co-sponsored an **international conference** with the Department of Civil and Environmental Engineering. The two units also share lists of elective courses among their students.

Associations—primarily through joint research proposals—are underway with faculty from **biosciences** who are forming an internal group on landscape ecology. The Program also has developed ties with colleagues in biosciences through sponsored research projects. Both faculty and students from biosciences have served in the past on such projects, funded by the Program in Landscape Architecture, and one faculty from biology has served on landscape architecture student thesis committees.

In addition, LARC students are issued a list of electives in biosciences from which they can fulfill or supplement their own programs of work (See memorandum on Advising and Registration in the Appendix.) Such association with this group adds considerable strength to the Program's renewed emphasis on issues of ecological design, sustainable environments, fragmentation and the like.

Faculty from the School of Urban and Public Affairs (SUPA,) and from landscape architecture, on occasion, perform guest lectures for one another, or they provide instructional assistance for classes and individual students in each other's curricula. In addition, a **joint degree program** exists between the two units through which students can earn both the MLA and the Master of Urban Planning degrees. The School of Urban and Public Affairs also has provided instructional assistance to landscape architecture students enrolled in research methods, specifically in the collection and analysis of quantitative data. And, students from both schools frequently enroll in elective classes from the other school. Representatives from SUPA and LARC also have engaged in discussions about structural associations, should there be equal benefits seen by both units.

The Faculty from the **Center for Greater Southwestern Studies and the History of Cartography** serve frequently on thesis committees in landscape architecture and on sponsored research projects in the program. The Center's Director also chairs the Adhoc Committee on Promotion and Tenure for landscape architecture, and has served on several landscape architecture student thesis committees. The LARC Director serves on the Center's faculty, and for three years in a row, a LARC student has won a scholarship funded by the Center.

3.9 Distinctive Educational Opportunities

Describe any available or required distinctive educational experiences outside the traditional classroom. These include but are not limited to internships; studies abroad programs; special programs within the program, college or institution (i.e. specialized summer programs in historic preservation, conservation, or other concentration, reciprocity agreements with other institutions in which students can go there for a year, etc.

Describe the experiences available to students. Include the objectives of these experiences and how they are evaluated.

An **Internship or Practicum** is required of all LARC students pursuing the first professional degree. Placement is facilitated by contacts between the Program and offices of practice, and by individual student effort. Measurement of performance and benefit to the student is gained through evaluation of a student report on the practicum experience, in which the student reports on what he/she did in the position, and how the experience changed or reinforced his/her understanding of landscape architecture. In addition the employer provides to the Program a summary of student performance. In this report, the employer projects the student's potential as a professional landscape architect. Evaluation is pass-fail. Discussion is underway regarding a more rigorous or structured means of conducting the Practicum course (LARC 5668.)

The Program in Architecture offers a **Study in Rome** course each summer, and on occasion, LARC students participate. Because the focus is on architecture new LARC faculty are interested in conducting specific studies abroad, both in Europe and Asia. There also is interest in exploring landscape studies in Central and South America.

The Program in Architecture also offers an annual field course conducted at **Chaco Canyon, New Mexico**, in which landscape architecture students frequently participate. The objective of the course is to examine cultural landscape processes including landscape change. "The course is always richer when landscape architecture students are enrolled," says architecture Professor Richard Ferrier, instructor for the four-week class.

Preliminary discussions are underway regarding student exchanges with the new **MLA Program at UT Austin**. These discussions have focused on seamless exchanges on a semester basis, and on a joint Ph.D. curriculum in landscape architecture.

3B Master's Level

In addition to the professional curriculum, a first-professional degree program at the master's level shall provide instruction in and application of research and/or scholarly methods in areas that provide expertise or expanded knowledge related to the profession.

3B.1 Philosophy

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

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

Specifically, the move created opportunities for **collegial relationships** to develop between students and faculty, partly by invigorating the School's **Center for Environmental Design Research (CEDR)** as a mechanism for conducting sponsored research. The result has been an expansion of projects on which students and faculty can jointly work outside the traditional classroom or studio. (With the loss of two full-time faculty members in 1999-2000, sponsored research dropped significantly. With the hiring of two new faculty members since the last SER, a new emphasis on external funding has been seen. Over \$3,500,000 in proposals have been submitted; to date, each new faculty member has received over \$9,000 each in research grants from the University's Research Enhancement Program.)

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

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

3B.2 Concentration

Describe area(s) of concentration, options and/or tracks.

The Program has no formal areas of specialization. Instead, it focuses on providing broad-based **education in landscape architecture through design and research**. This emphasis on design and research as tools for training and educating landscape architects reflects the Program's mission.

3B.3 Expanded Knowledge

Describe opportunities for students to develop and pursue activities and/or research that are beyond a minimum first professional education.

Students are guided to use their first degrees, their electives, studio and class experiences, and their **theses** to focus on themes or topics of individual interest. They are encouraged to include thesis committee members from outside the Program to broaden expertise on thesis research.

Faculty also encourage students to **publish articles** from their thesis research, although no systematic way has been found to assure that this happens. With demand for Program graduates high, most recent graduates (over ninety percent) have found professional positions quickly, which means that academic interests give way to issues of practice.

During the past two years faculty have placed a greater emphasis on **service projects**, which brings students in studios and classes closer to those people and places where critical decisions are made about landscape issues. The success of these projects is so great that there has been discussion about funding an individual to coordinate them. The Dean of the School of Architecture has expressed keen interest in some form of this model, knowing that it would benefit all three of the School's Programs.

During the summer of 2005 the Program hosted an international conference in which the process of soliciting and reviewing abstracts, presentations and full papers was exposed to students in the Program, particularly student research assistants who worked on the conference. This modeling of **the traditional knowledge-generation process** was of high value to students and faculty.

3B.4 Student Involvement

Describe student involvement in advancing the knowledge or capability of the profession (assistantships, thesis, significant research components in studios, etc.)

Students help in knowledge advancement primarily through **research assistantships, thesis research, teaching assistantships and practicums**. For example, since 1993 twenty-three students have been selected for research assistantships from sponsored research projects totaling over \$270,000. Project results are reported in documents for the

sponsoring entity, in educational sessions at professional or scholarly meetings, or through submissions for research competition. Students and faculty also are encouraged to report sponsored research findings in scholarly publications.

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

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

Boyd & Heidrich--Dallas
City of Arlington
City of Euless, Parks and Recreation
City of Fort Worth, Parks and Recreation
City of Hurst, Parks and Recreation
City of Irving, Parks and Recreation
City of Richardson, Parks and Recreation
Dallas Arboretum and Botanical Garden
Dalton Construction Inc.—Arlington
Clarence Davids and Company
Design Workshop Summer Internship—Lake Tahoe NV
Carol Feldman & Associates—Dallas
Ferchill and Associates--Ft. Worth
Heard Museum and Nature Center—McKinney
Huitt-Zollars
Kings Creek Landscaping—Dallas
Lawns of Dallas—Dallas
Lopezgarcia Group—Dallas
Mesa Design Group--Dallas
Newman, Jackson, Bieberstein--Dallas
Steven Rahn and Associates—Dallas
Richardson Verdoorn--Austin
David Rolston & Associates—Dallas
Schrickel Rollins Associates--Arlington
SMR and Associates--Dallas
SWA—Dallas
Texas Transportation Institute

Because so many students in the Program are in their second careers, the degree to which they take their education seriously is noteworthy. **Student maturity** allows them to pursue contacts with practitioners, or to seek complementary coursework outside the Program, on their own initiative. They approach their theses similarly, selecting topics to

expand student knowledge about challenging issues. It is this maturity that sustains the notion that the Program can become the “MLA of choice in North America” (see section on Alumni.)

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

3B.5 Thesis/Terminal Project

Briefly explain the intent, process, and definitions of thesis, thesis project and/or terminal project. If a thesis or project is not required, explain how the program provides opportunities for such work beyond the minimum first professional degree level.

The Program requires a scholarly capstone project, interpreted to mean a written, research based, exercise, and commonly referred to as a thesis. Faculty hold a liberal idea of the scope, direction and methods theses may take, and thesis topics are developed through exercises in the Research Methods (LARC 5380) class, and in consultation with faculty mentors and thesis committee chairs. Theses may incorporate qualitative, quantitative or descriptive research techniques.

List thesis/terminal project since the last SER using the following format:

	<u>STUDENT</u>	<u>THESIS TITLE</u>	<u>SUPERVISOR</u>
2003	Amy A. Archambeau	**A Proposed Strategy for the Collection and Use of Academic Data to Support Research and Education in Landscape Architecture	Taylor
2003	Susan Atkinson**	Learning to Listen from the Visually Impaired: The Landscape Experience	Robinette
2003	Brian L. Douce	Interactive Process Art: Demonstrating Dynamic Natural Form Through Environmental Art	Taylor
2003	Emily L. Drake	Development Factors of Roof Landscapes	Robinette
2003	Noelle L. Flocke	Towards Collaboration between Scientist and Designer in Ecological Restoration	Taylor

2003	De'Onna K. Garner	A Search for Harmony Within Nature: The Career of Rosa Finsley	Taylor
2003	Chao-Yuan Hisao	Dynamic Urbanscape: A Design Proposal for Transformable Urban Surface Parking	Taylor
2003	Chhaya S. Khera	The Urban 'E'scape: Evaluating Urban Landscapes	Taylor
2003	Hsing-Ye Ho	Water in Urban Design: Effects on Behavior Patterns	Taylor
2003	*Kelly A. Pugh	Straighter is Not Always Better: Relating Relating the Importance of Five Design Principles in Golf Course Architecture	Taylor
2003.	Anna C. Shine	Designing and Planning for Biological Diversity at the Community/ Ecosystem Level: Attitudes and Roles Of Landscape Architects	Taylor
2003	Terri L. West	Reconnecting to the Land: Discovering Ancestral Landscapes	Taylor
2004	Josh Dunlap	Integral Roles of Ecopsychology in the Field of Landscape Architecture	Taylor
2004	Edwin K. Beilharz	Understanding Landscape Urbanism	Taylor
2004	Kayce M. Hammack	It's Not Just Child's Play: A Retrospective Approach to Wet Playground Design Recommendations with Consideration To User Preferences, Social Play, and Spatial Configuration	Taylor
2004	Susan M.C. Higgins	Reconsidering the Middle Ground: Evaluation Paradigms and the Role of Agricultural Landscape as Intermediate Ground	Robinette
2004	Michele M. Jacobs	Real Estate, Terror and Secure Design: Implications for Landscape Architecture	Robinette

2004	Kuo-Liang Liao	The Involvement of Survivors and Stakeholders in the Selection of Designs and Designers of Memorials and Monuments: A Paradigm Shift in the Design of Monuments and Memorials	Robinette
2004	Johnny G. Patin	Historically Accurate Plant Palettes and Historic House Monuments: A North Texas Study	Taylor
2004	Ryan G. Shackelford:	The Effects of Habitat Quality and Human Disturbance on the Attractiveness of Urban Environments to Wood Duck Populations in North Central Texas	Taylor
2005	James Richards	Placemaking: A Merging of Natural and Social Capital	Taylor
2005	William Trey Kemp	Defending Golf Courses Against Technology: The Impact of Modern Golf Equipment On the Design of Golf Courses	Taylor
2005	Eman Alkhabteeb	Expertise with Plant Materials and Its Impact on Design	Hopman
2005	Sarah Mundy	Children's Vision of Outdoor Beauty	Robinette
2005	Lisa Ballew	The Roles of Hand Drawing and Computer Assisted Drawing in the Professional Practice of Landscape Architecture	Lee

*National Award Winner in Individual Research Category

**Selected for Presentation at Annual ASLA or CELA Conferences

3B.6 Research/Scholarly Methods

Summarize how the program presents, reinforces and applies research and scholarly methods within various course offerings.

The reader is encouraged to refer to **Section 3B.5** above for part of the response to this portion of the SER. The primary courses in which research and scholarly methods are emphasized are Research Methods (LARC 5380) and History and Theory I (LARC 5312.) In both courses students are required to carry-out techniques in qualitative, quantitative and descriptive (or critical) research. MLA candidates also enroll in Thesis Defense (LARC 5294) during the semester they graduate. The content of this course is the successful public defense of the thesis.

The Program reports considerable success in this area, as evidenced by student performance in individual research competition sponsored by ASLA. Since 1990, sixteen students have won fifteen separate awards, with another winning a regional research award from the American Planning Association (APA.) This figure includes nine student research awards since 2000. In two cases, student authors of award winning theses have been asked by publishers to convert their work into texts.

4. Faculty

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

- 4.1 *Describe how qualifications, academic position and professional activities of faculty (full and part time,) other instructional personnel, and graduate teaching assistants promote and enhance the academic mission of the program. (Response should be no longer than 1 page.)*

The faculty is well-qualified to teach landscape architecture to students seeking the first professional degree. The four full time faculty members have combined service of over forty five years in private practice, and 50 years in higher education. Recognition of the faculty's capabilities reaches beyond the campus and local community. Prof. Gary Robinette, the Program's senior-most faculty member, received the Program's 2005 Outstanding Educator Award as named by MLA students. In addition, Prof. Robinette received the 2005 Outstanding Educator Award from CELA (Council of Educators in Landscape Architecture.)

Part-time faculty have considerable experience in public or private practice (or both.) **Each has academic credentials**, coupled with over 115 combined years of practice among the six currently teaching. Four hold first professional degrees in landscape architecture; one holds degrees in planning, and two hold degrees in architecture (this includes Prof. Sloan who holds degrees both in architecture and landscape architecture.)

The greatest weakness in faculty credentials is **lack of depth and redundancy**. Since the last SER, the faculty has identified two areas of expertise (art/design, and technology/construction) needed to keep pace with the expanding body of knowledge in landscape architecture, and with other successful MLA-only programs. Both the Dean of the School and the Provost of the University are aware of these needs and support further discussion of ways to expand the faculty.

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

Areas of Academic InterestFaculty

Research methods; environmental psychology	Archambeau; Lee
Land development processes; site planning; computer aided land use.	Bass; Lee
Ecological planning and design; regional design.	Hopman; Lee
Computer aided design; introductory design; technology and construction; park planning and design	Fain; Hopman; Lee
Advanced landscape architecture; comprehensive design and planning; urban design; private practice	Hopman; Lee; Robinette; Taylor
Regional planning and design; GIS; public practice	Lee; Hopman; Taylor
Regionally appropriate landscapes; plant materials and planting design; environmental art; community landscape development; contemporary landscape history.	Robinette; Hopman
Landscape construction and technology; site planning	Salam
Research and qualitative methods; park and recreation planning/design; urban design; countryside planning; resource management	Taylor
Design aesthetics and regionalism	Hopman

4.2 *Instructional Assignments (full and part time to program under review.) Complete the following table for all instructors. Begin with the Program Administrator and list in order of rank.*

FTE ASSIGNMENTS (USE %)						
Name/Education	Program under review	Other Programs	Research	Admin or other duties	Total	
Pat D. Taylor, Ph.D.	LARC	25 (teaching)		75	100	
Gary O. Robinette, MLA	LARC	100 (teaching)			100	
Sang-woo Lee, Ph.D.	LARC	100 (teaching)			100	
David Hopman, MLA	LARC	100 (teaching)			100	
Ogden "Bo" Bass, MUP	LARC	25 (teaching)			25	
John Fain, MLA	LARC	25 (teaching)			25	
Steve Lawson, MARCH	LARC	25 (teaching)			25	
Mohammad Salam, MLA	LARC	25 (teaching)			25	
***Stacey Hodge, MLA	LARC	100 (research)			100	
Note: Adjunct Professors Archambeau and Sloan have had no formal teaching assignments with the Program since the last SER.						
***Funded for two years (2003-2005) through contributions from the Rainwater Charitable Trust.						

It is a Program requirement that students not be taught by the same instructor in more than one studio. (The exception to this is Studio IV, Regional Planning and Design, of the GIS Studio.) Otherwise, the Program operates under a principle of low-proprietaryship where course work is shared. Specifically, faculty are aware that it can be in the best interests of themselves, of students and of the Program if others occasionally teach a course normally taught by a particular individual. This occasional rotation, or at least the possibility of it, helps create a vibrant atmosphere in courses often seen as outside an individual's purview. In addition, it fosters dialogue about issues or topics in which all faculty have an interest, but which normally fall under the auspices of a particular course.

4.2 (Cont.)

Specific course assignments for the fall and spring of 2005-2006 are:

<u>Faculty</u>	<u>Rank</u>	<u>Course Number</u>	<u>Course Title</u>	<u>Credit Hours</u>	<u>Contact Hours</u>	<u>Enrollment Fall/Spr</u>
Bass, Ogden L.	Adj.	LARC 5302	Land Development	3	3	/ 16
Fain	Adj.	LARC 5662	Studio II	6	12	/ 10
		LARC 5344	Park Planning/Dsgn.	3	3	/ 9
Hopman	Asst.	LARC 5330	Plant ID/Ecology	3	3	15/
		LARC 5351	Adv. Comp. Design	3	3	/ 4ss
		LARC 5663	Studio III	6	12	16/
		LARC 5331	Planting Design	3	3	/ 10
Lee	Asst.	LARC 5665	Studio V	6	12	11/
		LARC 5664	Studio IV	6	12	/ 6
Robinette	Assoc.	LARC 5661	Studio I	6	12	7/
		LARC 5313	Hist/Theory II	3	3	9/
		LARC 5324	Environmental Art	3	3	/ 9
		LARC 5340	Professional Practice	3	3	/ 11
		LARC 5312	History I	3	6	/ 9
Salam	Adj.	LARC 5341	Land Tech I	3	3	10/
		LARC 5342	Land Tech II	3	3	/ 6
Taylor	Assoc.	LARC 5382	Urban Design Sem.	3	3	/ 8
		LARC 5380	Research Methods	3	3	13/
		LARC 5668	Practicum	6		3/ 4ss
		LARC 5698	Thesis	6		10/ 6
		LARC 5294	Masters Comp Exam	2		8/ 10
		Summer 05				
Fain	Adj.	LARC 5350	LARC Computer Applications	3	3	/ 5ss
Lee	Asst.	LARC 5321	Adv. Communications	3	3	/ 5ss

It is a Program requirement that **students not be taught by the same instructor in more than one studio.** (The exception for now is Studio IV, Regional Planning and Design, or the GIS Studio.) Otherwise, the Program operates under a principle of low-proprietorship where course work is concerned. Specifically, faculty are aware that it can be in the best interest of themselves, of students and of the Program if others occasionally teach a course normally taught by a particular individual. This occasional rotation, or at least the possibility of it, helps create a mutual interest in courses often seen as outside an individual's purview. In addition, it fosters dialogue about issues or topics in which all faculty have an interest but which normally fall under the auspices of a particular course.

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

4.3 Program Policy on Teaching and Other Assignments

Indicate how administrative and other duties are allocated relative to assignments in the teaching program. Describe the policy of the program with respect to teaching loads. Define a normal teaching load in contact hours. Explain variations, if any, in allowances for lectures and for laboratory work. Section 6.1 defines the teaching duties of each faculty member in terms of enrollments and units of work. It may not express the entire teaching work load when consideration is given for consultative teaching, informal teaching as for public meetings or reviews, individual study students, or other duties. Use this section to explain.*

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

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

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

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

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

Service on School and University committees also is shared by all faculty, and in most cases the entire Program faculty serves as a committee of the whole for many routine matters. Scholarship recommendations also are made by the entire faculty. Ad hoc

committees are formed or special assignments are given to individuals as needed during the academic year.

4.4 Faculty Development

Describe the means used by the program and the institution to encourage continuing faculty improvement in their professional growth, the advancement of the profession, and the effectiveness of the program. Include travel funds, computing and other equipment, technical support, continuing education, sabbaticals, etc.

Describe opportunities available through the institution to assist and encourage development of faculty and how the faculty have taken advantage of these.

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

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

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

Generally, faculty are encouraged to seek additional degrees, to complete professional registrations, to maintain professional memberships, to pursue grants and other supportive undertakings and to practice outside the University. To underscore this encouragement, the current Dean has sustained a policy whereby the School/University **reimburse faculty members** for professional memberships and registration.

Since the last SER, faculty in the Program have been supported to host the 2005 CIGR Conference, to attend state ASLA conferences, to serve on the CELA Executive Board, to travel nationally and internationally for scholarly purposes, and to receive awards or honors from professional societies.

4.7 Faculty Evaluations

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

Faculty evaluations are made following each academic year using:

- Student evaluation forms
- Faculty self-evaluation forms
- Director's evaluations (using the self-evaluation forms)
- Annual plans-of-work

- Team evaluations by colleagues in all three of the School's programs (no longer in place.)

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

Faculty self-evaluation forms are administered at the end of the spring semester. After each faculty member completes his/her own form, the Director uses the same form to comment and recommend to each faculty member. Then, faculty are given opportunities to respond to the Director's comments and recommendations. The resulting final numbers are used to help guide the Dean when there are monies available for merit increases. During the 2004-2005 academic year, the Dean tested a simplified form for all three Programs.

Annual plans-of-work are requested at the beginning of the fall semester, and are reviewed by the Director when necessary. Individual meetings are held between the director and each faculty member regarding achievement of the previous year's plans, student evaluations and upcoming plans-of-work. These plans-of-work were not used during the time of Interim Deanships, but were renewed in 2003-2004.

John Myling MD	Homeowner/Client	11.03.03	Studio Critic
Scott Barnett	Planner	12.03.03	Studio Critic
Chuck Barnett	City Manager	11.20.03	Studio Critic

* Returned in 2003-2004, and 2004-2005.

2003-2004

Name	Field	Date	Contribution
John Taylor	Chief Planner City of Arlington	09.23.04	Guest Speaker & Critic
Don Cize	Dir. of Community Development	11.23.04	Critic
Richard Forrier	Architect	04.22.04	Panel
Alton Parks	Architect	04.22.04	Panel
Robert Evans	Landscape Architect	04.22.04	Panel
Linda Tycher	Landscape Architect	04.22.04	Panel
Donna Darnovich	Publicist	04.22.04	Panel
O.K. Carter	Journalist	04.22.04	Panel

4.6 Visiting Lecturers/Critics

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

2002-2003

<u>Name</u>	<u>Field</u>	<u>Dates</u>	<u>Contribution</u>
Paul Wieneskie, JD*	Land Use Law	1.16.02	Lecture
Karin Newell*	Real Estate Banking	3.06.02	Lecture
Ron Sullivan, PE*	Land Dev. Infrastructure	3.27.02	Lecture
Art Glick	Landscape Architect/Atty.	4.19.02	Lecture
Bruce Hazzard	Landscape Architect	4.20.03	Lecture
Gordon Robinson	Landscape Architect	10.12.03	Studio Critic
Bo Bass	Planner	12.04.03	Studio Critic
Sherry Strayer	Bedford Tourism Coordinator	12.02.03	Studio Critic
Michael Heringer	Planner	11.18.03	Studio Critic
John Mytling MD	Homeowner/Client	11.03.03	Studio Critic
Scott Barnett	Planner	12.02.03	Studio Critic
Chuck Barnett	City Manager	11.20.03	Studio Critic

* Returned in 2003-2004, and 2004-2005.

2003-2004

<u>Name</u>	<u>Field</u>	<u>Dates</u>	<u>Contribution</u>
John Taylor	Chief Planner City of Arlington	09.23.04	Guest Speaker & Critic
Don Criz	Dir. of Community Development	11.23.04	Critic
Richard Ferrier	Architect	04.22.04	Panel
Alton Parks	Architect	04.22.04	Panel
Robert Evans	Landscape Architect	04.22.04	Panel
Linda Tycher	Landscape Architect	04.22.04	Panel
Donna Darovich	Publicist	04.22.04	Panel
O.K. Carter	Journalist	04.22.04	Panel

2004-2005

<u>Name</u>	<u>Field</u>	<u>Dates</u>	<u>Contribution</u>
Katrina Martick	Environmental Manager City of Arlington	02.24.05	Guest Speaker
Joshua Been	GIS Librarian, UTA	03.09.05	Guest Speaker
Lucilo Pena	President, Billingsly Co.	05.06.05	Critic
Kent Besley	Landscape Architect	04.21.05	Presentation
Kathy Gilson	Landscape Architect	04.21.05	Presentation
Arthur N. Glick	Landscape Architect/ Lawyer	04.21.05	Presentation
Brent Baker	Landscape Architect	04.21.05	Presentation
Karen Yarbrough	School of Development UTA	04.22.05	Development Plan
Cantey Ferchill	Design Firm Owner	04.22.05	Advisory Council
Jim Richards	Landscape Architect	04.22.05	Advisory Council
Phil Huey	Public Administration	04.22.05	Advisory Council
Lynn Handley	University Affairs	04.22.05	Branding Report
Mike Smith	Real Estate Development	04.22.05	Advisory Council
Charlie Cooke	Science and Technology	04.22.05	Advisory Council
Susan Slipecki	University Affairs	04.22.05	Advisory Council
Melissa Christensen	Lockheed Martin	Spring 05	Critic
Kathy Simpson	Lockheed Martin	Spring 05	Critic
Linda Ridgedon	Lockheed Martin	Spring 05	Critic
Richard S. Tharp	City of White Settlement	Spring 05	Critic
Bethany Hills	City of White Settlement	Spring 05	Critic
David Rietzsch	ASLA, Carter and Burgess	Spring 05	Critic
Ron Perry	ASLA, TXDOT	Spring 05	Critic
Bryan MacDonald	ASLA, Landscape Architect	Spring 05	Critic

4.7 Teaching Assistants

Describe how teaching assistants (if any) assist faculty members.

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

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

4.8 Individual Teacher's Record

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

Associate Professor in Landscape Architecture

Gary O. Robinette
Pat D. Taylor

Assistant Professors in Landscape Architecture

David Hopman
Sang-Woo Lee

Adjunct Assistant Professors in Landscape Architecture

Amy A. Archambeau
Ogden L. "Bo" Bass
John Fain
Steve Lawson
Mohammad Salam
Kevin Sloan

INDIVIDUAL TEACHER'S RECORD

NAME: Gary O. Robinette

RANK: Associate Professor

EDUCATION: (College and higher)

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

TEACHING EXPERIENCE: (College level)

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

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

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

INDIVIDUAL TEACHER'S RECORD

(Sheet 2 of 4)

NAME: Gary O. Robinette

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

- Member, Advisory Committee - Environmental Institute for Technology Transfer, University of Texas at Arlington
- Member - Dallas Trees and Parks Foundation, Board of Directors -1993-present
- Member - National CARE Awards Program, Sponsored by Rain-Bird Sprinkler Co. - 1993
- Member - Juanita J. Craft Home/Warren St. Cultural Center Design Task Force - 1996
- Member - Collin County Historical Association Design Advisory Committee -1996
- Merit Award - Design - Dallas County Plaza Redesign - Texas Chapter ASLA 1996
- Merit Award - Communications - Texas Ecological Communities - TX. Ch. ASLA 1996
- Member - ASLA Council of Fellows - Elected October 1996

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

- MANUAL OF SITE MANAGEMENT, Agora Communications, Plano, Texas, 1997, (Editor) 648 pp.
- MANAGING GROUNDS MAINTENANCE, Agora Communications, Plano, Texas, 1996, (Editor) 1996.
- Research grant from the Texas Forest Service for revising and updating the book PLANTS, PEOPLE AND ENVIRONMENTAL QUALITY.
- Research grant from the National Park Service for revising and updating the book PLANTS, PEOPLE AND ENVIRONMENTAL QUALITY.
- Research grant from the Moss Foundation for revising and updating the book PLANTS, PEOPLE AND ENVIRONMENTAL QUALITY.
- Research grant from the General Research Foundation for completing the book THE ENVIRONMENTAL IMPACT OF TREES AND FORESTS.
- Editor, AN INDEX TO GRADUATE WORK IN LANDSCAPE ARCHITECTURE, sponsored by the Council of Educators in Landscape Architecture.
- Project Director, A GUIDE TO THE LANDSCAPE ARCHITECTURE OF DALLAS/FORT WORTH, in conjunction with the Dallas/Fort Worth Section of the Texas Chapter of ASLA.
- Coordinator, South Central Regional Meeting, DESIGN COMMUNICATION ASSOCIATION "Draw Your Own Conclusions", October 1995.

INDIVIDUAL TEACHER'S RECORD

(Sheet 3 of 4)

NAME: Gary O. Robinette

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

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

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

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

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

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

INDIVIDUAL TEACHER'S RECORD

(Sheet 4 of 4)

NAME: Gary O. Robinette

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

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

PROFESSIONAL REGISTRATION: Give profession and state.

Landscape Architecture - Texas - #1201

*Previously registered in: Florida
Michigan
Ohio
Pennsylvania
Virginia

*None of these are current at the present time.

INDIVIDUAL TEACHER'S RECORD

NAME: Pat D. Taylor

RANK: Associate Professor

EDUCATION: (College and higher)

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

TEACHING EXPERIENCE: (College level)

<u>Institution</u>	<u>No. of Years</u>	<u>Subjects</u>
Texas Tech University	4	Horticulture Freshman/Sophomore Design Park Administration
Michigan State University	4	Park Planning and Design Thesis (graduates) Environmental Design
Texas A&M University	8	Park Planning and Design
The University of Texas at Arlington	15	Studio II Studio III Research Methods Urban Design Seminar Parks and Recreation Planning/Design Thesis Practicum Master's Comprehensive Exam

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

<u>Firm or Agency</u>	<u>No. of Years</u>	<u>Responsibilities</u>
LandCorp (Taylor and Associates)	20	Principal (Full time for seven years)

INDIVIDUAL TEACHER'S RECORD

(Sheet 2 of 2)

NAME: Pat D. Taylor

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

Member, University Research Advisory Council, 2003-2005

Member, University Research Committee, 1993-2005.

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

Keynote Speaker, International Studygroup for the Multiple Use of Land, 2000; 2004.

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

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

Treasurer, Council of Educators in Landscape Architecture, 2005

Vice Chair, Land and Water Use Section, International Commission of Agricultural Engineering, 2005-2007.

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

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

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

2002. Taylor, P.D. *Fragmentation and Cultural Landscapes: Tightening the Relationship Between Human Beings and the Environment. *Landscape and Urban Planning*.

2004. Archambeau, Amy A. and P. D. Taylor. *Academic Statistics: Boon or Bane? Plenary Presentation, CELA Conference, Christchurch New Zealand; in Journal of Landscape Planning, December.

2004. P.D.Taylor. *Merging Past and Present in Landscape Planning: The Value Question. Keynote address and article, ISOMUL (International Studygroup on the Multiple Use of Land) Workshop, Wageningen Netherlands.

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

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

EDUCATION (College and higher)

PROFESSIONAL REGISTRATION: Give profession and state.

Institution	No. of Years	Degree/Date Granted
Landscape Architecture: Texas, since 1970		BS Range Science 1979
Texas A&M University	2	MUP Urban & Regional Planning 1981
Texas A&M University	1	MS Land Development 1986

TEACHING EXPERIENCE (College level)

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

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

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

INDIVIDUAL TEACHER'S RECORD

NAME: Ogden L. "Bo" Bass

RANK: Adjunct Assistant Professor

EDUCATION: (College and higher)

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

TEACHING EXPERIENCE: (College level)

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

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

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

INDIVIDUAL TEACHER'S RECORD

(Sheet 2 of 4)

NAME: Ogden L. "Bo" Bass

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

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

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

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

INDIVIDUAL TEACHER'S RECORD

(Sheet 3 of 4)

NAME: Ogden L. "Bo" Bass

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

- Parks and Recreation System Master Plan, Southlake, Texas 1991
- Parks and Recreation Master Plan, North Richland Hills, Texas 1991
- Highway 10 Corridor Zoning and Development Ordinance, Hurst, Texas 1991
- Mandatory Park Land Dedication Ordinance, North Richland Hills, Texas 1991
- The Meridian Apartments, Platting, The Verandah Ltd. Partnership, Arlington, Texas 1991
- Garden Ridge Phase II, Zoning, Platting and Design, SAS & Associates Inc., Lewisville, Texas 1991
- Residential Development Feasibility Analysis, NCNB Texas National Bank, Arlington, Texas 1991
- Fairfield, Platting and Design, Crossland Investment Properties Inc., Arlington, Texas 1990
- Rolex International Center, Commercial/Office, Harwood-Pacific Corp., Dallas, Texas 1990
- Garden Isles Residential/Office/Retail Development, Centennial Homes Inc., Irving, Texas 1990
- Green Oaks Office/Retail Development, Harvey Properties, Arlington, Texas 1990
- Parks and Recreation Master Plan, Colleyville, Texas 1990
- Natural Area and Open Space Resource Study, Colleyville, Texas 1990
- Rush and Johnson Creeks Watershed Management Plan, Arlington, Texas 1990
- D/FW International Airport Expansion Impact Study, Euless, Texas 1990
- Campus Master Plan, Texas A&M University and TAMU System 1990
- Oak Valley Estates, Zoning, Platting and Design, NCNB Texas National Bank, Benbrook, Texas 1990
- Vista Mont Addison, Platting and Design, NCNB Texas National Bank, Fort Worth, Texas 1990
- Sherman Comprehensive Plan, Sherman, Texas 1988

INDIVIDUAL TEACHER'S RECORD

INDIVIDUAL TEACHER'S RECORD

(Sheet 4 of 4)

NAME: Ogden L. "Bo" Bass

Rank: Assistant Professor

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

EDUCATION: (College and higher)

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

PROFESSIONAL REGISTRATION: Give profession and state.

AICP #8053, American Institute of Certified Planners

CEI #8137, Certified Environmental Inspector, Nationwide

Subjects

LARC 5663 Site Planning
LARC 5330 Plant ID and Ecology
LARC 5331 Planting Design
LARC 5351 Advanced Computer Aided Design
Thesis Committees

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

Firm or Agency	Number of Years	Responsibilities
2002-2004		Mesa Design Group
2001		RTKL Associates
1998-2001		Hunt-Zoller, Inc.
1995-1998		Kings Creek Landscaping, Inc.
1995		Aubrey V. Hallum, Inc. Architects/Landscape Architects
1994-1995		The Center for Environmental Design Research at the University of Texas at Arlington
1993-1995		Graduate Research Assistant at The University of Texas at Arlington
1995		Graduate Teaching Assistant for landscape architecture computer applications (primarily AutoCAD and LANDSCAPE).
1989-1993		Data processing services for The Coconino Nature Conservancy in Flag, Texas
1974-1993		Professional classical guitar performer and instructor

INDIVIDUAL TEACHER'S RECORD
INDIVIDUAL TEACHER'S RECORD

(Sheet 2 of 4)

Name: David DuMez Hopman

Rank: Assistant Professor

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

EDUCATION: (College and higher)

Institution	Number of Years Attended	Degree/Date Granted
The University of Texas at Arlington	1991-1998	MLA
Southern Methodist University	1980-1982	MM
The University of Memphis	1976-1980	BM

TEACHING EXPERIENCE: (College level)

Institution	Years Taught	Subjects
The University of Texas at Arlington	2003-present	LARC 5663 Site Planning LARC 5330 Plant ID and Ecology LARC 5331 Planting Design LARC 5351 Advanced Computer Aided Design Thesis Committees

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

Firm or Agency	Number of Years	Responsibilities
2002-2004	Mesa Design Group	
2001	RTKL Associates	
1998-2001	Huitt-Zollars, Inc.	
1995-1998	Kings Creek Landscaping, Inc.	
1995	Aubrey V. Hallum, Inc. Architects/Landscape Architects	
1994-1995	The Center for Environmental Design Research at the University of Texas at Arlington.	
1993-1995	Graduate Research Assistant at The University of Texas at Arlington.	
1995	Graduate Teaching Assistant for landscape architecture computer applications (primarily AutoCAD and LANDCADD).	
1989-1995	Data processing services for The Connemara Nature Conservancy in Plano, Texas.	
1976-1995	Professional classical guitar performer and instructor.	

INDIVIDUAL TEACHER'S RECORD

(Sheet 2 of 4)

NAME: David DuMez Hopman

PROFESSIONAL REGISTRATION: Give profession and state(s)

Landscape Architect (Texas Registration #2122)

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

Current Projects/grants/etc:

1. Research Enhancement Proposal granted for 2005-2006 year for book on Critical Regionalism in Landscape Architecture.
2. Worked with Dr. Pat Taylor to obtain memorandum of agreement with Army Corps of Engineers to include UTA in University consortium for grants to study development issues of land surrounding lake Lewisville, Texas. MOA approved, grants pending.
3. Planting design for 1-1/2 mile enhancement project for North Central Expressway in Richardson, Texas (with Mesa Design Group)
4. Consultation on monument design and planting design for JC Baudoux for Single Family development project in oldest private land parcel in Fort Worth (Pearl Ranch) (David Hopman, Landscape Architect)
5. Interpretive signage (30 signs) and planting design consultation for the new Southwest Irving Utilities Building (with Mesa Design Group)
6. Completed plant species recommendation (with John Davis of Texas Parks and Wildlife) for ecological zones surrounding ponds in North Central Texas. Presented to NCTCOG.

Invited Presentations

1. 2 lectures for 8th Annual Inter-Regional Conference On Envirowater Cigr 2005 at UTA
2. Two lectures on Critical Regionalism for Contemporary Architecture History class.

Service:

School committees/governance or ad hoc contributions:

1. Member of lecture committee;
 - a. Collaboration with ASLA, USGBC, led to presentation by Randall Arendt next year (obtained \$3,000 in funding).

INDIVIDUAL TEACHER'S RECORD

(Sheet 3 of 4)

NAME: David DuMez Hopman

2. Member of Dean's ad-hock IT committee (weekly meetings). Responsible for surveying faculty and students for input on IT issues
3. UTA LARC Advisory Board Meetings
4. Faculty participant for student Charrette competition at State ASLA meeting in Austin
 - a. Full participation in conference
5. Ran for second vice-president of CELA (came in second of three candidates)
6. Coordinated honor and merit award interviews for students with ASLA

University Committees/service:

1. Active member of commencement committee at UTA,
 - a. Marshall for graduation ceremony
 - b. Committee meetings
 - c. Marched in President's convocation and University convocation

External Professional/academic association activity:

1. USGBC Education committee;
 - 1) Coordinator and co-moderator of panel on Aesthetics and philosophy of using Native Plants. . Panelists included Howard Garrett, David Thompson, Rosa Finsley, Jim Davis, and Leslie Calderon from NCTCOG.
 - 2) Coordinator for meeting on High fly ash concrete
 - 3) Principal organizer for Shangri-la nature preserve and Botanical Garden presentation on June 22 featuring Lake/Flato, Mesa design group, Beck construction, and LEED consultant
 - 4) Sound system for presentations
 - 5) Organizer for lecture by Randall Arendt September 20, 2005 at UTA
2. CELA Annual Meeting Lecture Proposals reviewer
3. ASLA Annual Meeting Lecture Proposals reviewer

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

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

See below as practitioner.

INDIVIDUAL TEACHER'S RECORD

(Sheet 4 of 4)

NAME: David DuMez Hopman

As an academic I am currently researching for publication and lectures:

Landscape Aesthetics and Critical Regionalism
Advanced computer visualization tools
Native and adapted plant materials for use in landscape development and ecological restoration in North Central Texas

ACTIVE PROJECTS

With Mesa Design Group

Henry C. Beck Jr. Park, Dallas Texas: 2003-2004

Job Captain; Design Development, Planting Design, Computer Modeling, Construction Documents.

The Henry C Beck Jr. Park is an important addition to the Dallas downtown fabric between The Dallas Museum of Art and the internationally recognized Fountain Place plaza. The Park will create a new "imageable" space for the fashion mart moving into the adjacent building. The design features a sophisticated use of architectural concrete and mill plate steel, a negative edge water feature with a bronze lined runnel, and plants for year round interest and color.

The Legacy at Willow Bend, Plano Texas: 2002-in Progress

Project Manager; Schematic Design

The Legacy at Willow Bend is a new 450 bed continuing care retirement community designed for the Jewish aged. The schematic landscape design for The Legacy at Willow Bend balances the natural beauty of the site, the latest research into gardens and landscapes for special populations, the creativity and experience of the designers, and the influence of thematic elements drawn from Jewish traditions and culture.

Austin Ranch, Phase II and III, The Colony, Texas: 2000-2003

Job Captain; Schematic Design, Design Development, planting design, Computer Modeling, Construction Documents, Construction Administration

The town homes, apartments, and light retail spaces in the second phase of Austin Ranch represent a middle ground between the garden style apartments of phase one

and a more typical "New Urbanist" density. Landscape design opportunities included 3 parks ranging from naturalistic to formal, two swimming pools, a variety of parking treatments to create "parking courts", two building courtyards (one on structure), and 3 blocks of enhanced streetscape.

George Allen Courts Building Renovation and Expansion, Dallas, Texas: 2002-2003

Project Manager; Design Development, Planting Design, Construction Documents.

The Allen Courts Building is the main civil Courthouse for the City of Dallas and located adjacent to the Kennedy Memorial. The scope of the project included over 12,000 square feet of architectural concrete pavers on structure, custom designed planters with cantilevered seating, and tree, shrub, and groundcover planting in a custom designed light-weight soil mix.

With Huitt-Zollars, Inc.

Addison Circle Phase III, Addison, Texas: 1998-2000

Job Captain; Schematic Design, Design Development, Planting Design, Computer Modeling, Construction Documents, Construction Administration

The third Phase of the Addison project continues the development of a new city "heart" for this suburb of Dallas using "New Urbanist" design principles. This phase encompassed the creation of Apartment communities with two private courtyards, and a continuation of the pedestrian friendly streetscapes introduced in Phases I and II of this award-winning project.

Shoal Creek Phase I, Austin, Texas: 1998-2000

Schematic Design, Planting Design

Project landscape designer for a pedestrian oriented mixed commercial and residential community developed in a former industrial area of Austin, Texas. The forms and materials of the project pay homage both to its industrial past and to the native plants and stone of the Texas hill country.

Bellaire Drive Extension, Fort Worth, Texas: 1999-2000

Job Captain; Community Involvement, Schematic Design, Design Development, Computer Modeling, Composition of Newsletter

Project Landscape designer for the 4500-foot extension of Bellaire drive in Fort Worth, Texas. A comprehensive amenity package was proposed using a range of

computer graphics from aerial photographs overlaid with site plans to photo realistic cad model renderings of major intersections, and monuments. The landscape design helped to successfully shepherd the controversial project through a lengthy public hearing process. The amenities presented to the public and the Fort Worth Transportation Department included hike/bike trails, "pocket" parks, a range of monuments, bridge enhancement alternatives, and a road alignment that helped reduce vehicular speeds and save important trees.

Solana – Southlake/Westlake, Texas-1998-1999

Job Captain; Schematic Design, Design Development, Planting Design, Computer Modeling, Construction Documents, Construction Administration

Project landscape designer for a 650-space parking lot and 2000 foot trail addition to the IBM Southwest Regional Headquarters complex at Campus Circle. The lot was designed to accommodate existing Post Oaks, be pedestrian friendly, and to fit into the overall Mexican modernist design theme of the Solana development in a cost effective way.

Roosevelt Housing Phases I and II – Phoenix, Arizona: 1998-2000

Planting Design (Phase I), Schematic Design (Phase 2)

Planting design for Phase I included Streetscapes, Portland Park, and private interior courtyards for this 15-acre mixed use new urbanist project. Mr. Hopman used his knowledge of planting design and adapted plant materials to create an environment that blended the design prototype of the client (Post Properties) with a plant palette adapted to the heat and draught of Phoenix. For Phase II he designed all of the private development areas with influences ranging from Luis Barragan, and Pueblo Indian Architecture, to Arizona Native plant materials and, at the request of the client, Feng Shue.

With Kings Creek Landscaping

Hays Medical Center, Hays, Kansas: 1997-1998

Project Manager; Schematic Design, Design Development, Computer Modeling, Design/Build Construction Management and Supervision, on-site stone Design

"Turnkey" responsibility for the creation of a new interior atrium courtyard, exterior courtyard and landscape surround for a new regional medical center in Hays, Kansas. Over 450 tons of weathered limestone slabs were used to recreate a natural Kansas Cliff Face on three sides of the main atrium lobby of this major Medical Facility. In keeping with design principles of therapeutic gardens, the Courtyard and Atrium were created to stimulate all of the senses with beauty and

the overwhelming scale of the stone (some of the stones weigh in at over 10 tons each!)

Bartlit Residence, Castle Rock, Colorado: 1998

Project Manager; Schematic Design, Design Development, Design/Build Construction Management and Supervision, on-site Stone Design

The Bartlit residence is located on a mountain overlooking The International Golf Course in Castle Rock. The home, designed by Lake/Flato, is sited so that the northern portion of the house is underground and the home opens to the south and west with spectacular views of both Pike's Peak and Mt. Evans. This adaptation to the Colorado Climate permitted an extensive landscape design with a naturalistic swimming pool. The pool was surrounded and lined with over 400 tons of Granite, Front Range moss boulders, and Colorado Buff flagstone to create a natural looking mountain pond and shelter cave. The integration of house and landscape was further enhanced by a continuation of the rockwork in an atrium court inside the house, and by the use of stone wing walls to define the entrance to the house.

Heard Museum, McKinney, Texas: 1996

Project Manager; Design/Build Construction Management and Supervision, on-site Planting and Stone Design

The redevelopment of the two-acre landscape surround of the museum features a 150-yard naturalistic dry streambed that was used to provide a drainage solution in keeping with the environmentally friendly theme of this natural history museum. Over 100 tons of limestone was used to create the natural look of the "stream", and connecting artificial pond. As part of the planting design, 63 large native Texas trees were moved to the site from The Benny Simpson Collection at The Texas A&M University Agricultural Extension Offices in Plano. These trees helped to add a Texas character to the landscape and to introduce these magnificent and rare specimen trees to the public.

Mental Health and Mental Retardation Center, Laredo, Texas 1995

planting Design, Computer Modeling, Construction Documents

The award-winning Mental Health and Mental Retardation Center was constructed in 1996 as a cluster of small buildings surrounded by courtyards, water features, and native plants. It is intentioned to serve as a model for the redesign of all 28 regional centers in Texas. The MHMR Center is the first large-scale public landscape in Laredo to feature plants indigenous to the area.

INDIVIDUAL TEACHER'S RECORD
INDIVIDUAL TEACHER'S RECORD

NAME: *Mohammad A. Salam*

RANK: *Adjunct Assistant Professor*

NAME: John Fain

RANK: Adjunct Assistant Professor

EDUCATION: (College and higher)

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

TEACHING EXPERIENCE: (College level)

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

TEACHING EXPERIENCE: (College level)

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

INDIVIDUAL TEACHER'S RECORD

NAME: Mohammad A. Salam

RANK: Adjunct Assistant Professor

EDUCATION: (College and higher)

EDUCATION: (College and higher)

Institution	No. of Years	Degree/Date Granted
Florida Southern College	3	BS Psychology 1972, <i>summa cum laude</i>
Buet Dhaka, Bangladesh	3.5	Incomplete B.ARCH, Received US Aid Scholarship to Study Landscape ARCH at Texas A&M
Texas A&M	3	B.S. in Landscape ARCH, 1971

TEACHING EXPERIENCE: (College level)

Institution	No. of Years	Subject
Buet	2.5	Landscape Architecture
Buet (Visiting Professor)	5	Landscape Architecture
University of Texas at Arlington	2.5	Landscape Technology I Landscape Technology II
University of North Texas	1	Organizational Theory/ Development (Graduate)
The University of Texas at Arlington	4	Research Methods, Thesis Committees

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

Firm or Agency	No. of Years	Responsibilities
City of Arlington, Texas	2	Park planning and master planning
Newman, Jackson, Eisenstein	1/2	Commercial and park design
U.S. Army Corps of Engineers	1/2	Planning for military facilities and recreation

INDIVIDUAL TEACHER'S RECORD

NAME: Amy A. Archambeau

RANK: Adjunct Assistant Professor

EDUCATION: (College and higher)

<u>Institution</u>	<u>No. of Years</u>	<u>Degree/Date Granted</u>
Florida Southern College	3	BS Psychology 1972, <i>summa cum laude</i>
University of South Florida	3	MA Industrial/Organizational Psychology 1976
University of South Florida	3	PhD Industrial/Organizational Psychology 1980
The University of Texas at Arlington	4	Master of Landscape Architecture 2003

TEACHING EXPERIENCE: (College level)

<u>Institution</u>	<u>No. of Years</u>	<u>Subject</u>
University of Bridgeport	2	Organizational Behavior
	2	Human Resource Mgmt
Texas Womens University	1	Human Resource Mgmt (Graduate)
University of North Texas	1	Organizational Theory/Development (Graduate)
The University of Texas at Arlington	4	Research Methods, Thesis Committees

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

<u>Firm or Agency</u>	<u>No. of Years</u>	<u>Responsibilities</u>
City of Arlington, Texas	2	Park planning and master planning
Newman, Jackson, Bieberstein	½	Commercial and park design
U.S. Army Corps of Engineers	½	Planning for military facilities and recreation

INDIVIDUAL TEACHER'S RECORD

(Sheet 2 of 2)

NAME: Amy A. Archambeau

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

Winner, Richard Myrick Scholarship, The University of Texas at Arlington, 2002 – 2003

Winner, Texas ASLA Honor Award, 2003 – 2004 academic year

Member, Sigma Lambda Alpha, national honorary society in landscape architecture

Member, ASLA; President of UTA student Chapter, 2002 – 2003

Twice-recipient of Graduate Council Fellowship, University of South Florida

Research Fellow Award, Center for Creative Leadership, Greensboro, NC

Member, American Psychological Association

Member, Society of Industrial/Organizational Psychologists

Consultant Affiliate, Center for Collaborative Organizations, University of North Texas

Member, Phi Kappa Phi, national interdisciplinary honor society for graduate students, University of South Florida

Member, Psi Chi national honorary society in psychology

Winner, English Department annual essay contest, Florida Southern College

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

Installation Design Guidelines. White Sands Missile Range, White Sands, NM (2005)

Installation Design Guidelines. Fort Bliss, TX (2005).

Great Parks. City of Arlington (Texas) 10-year Parks, Recreation and Open Space Master Plan, 2004

*"A Proposed Strategy for the Collection and Use of Academic Data to Support Research and Education in Landscape Architecture." Presented at annual conference of CELA, Christchurch, New Zealand, 2004. Subsequently published in Landscape Review, 2005

Design Guidelines for Parks and Recreation Facilities. City of Arlington (Texas), 2003

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

My role in the advancement of the field of landscape architecture is limited at this time to my membership on masters' thesis committees. Plans are under development for me to teach a class in Environmental Psychology, to be jointly offered by the Program in Landscape Architecture and the Department of Environmental Studies.

PROFESSIONAL REGISTRATION: Give profession and state.

I am scheduled to begin taking the LARE in October, 2005.

INDIVIDUAL TEACHER'S RECORD

NAME: Stephen E. Lawson

RANK: Senior Lecturer

EDUCATION: (College and higher)

<u>Institution</u>	<u>No. of Years</u>	<u>Degree/Date Granted</u>
Ohio State University		MARCH (June 1981)
Harvard University		AB (Cum laude Feb. 1975)

TEACHING EXPERIENCE: (College level)

<u>Institution</u>	<u>No. of Years</u>	<u>Subjects</u>
University of Texas at Arlington	1983 to present	ARCH 5391 Special Projects ARCH 5363 Design Research ARCH 5329 Architectural Computer Graphics ARCH 5321 Advanced Computer Applications ARCH 3553 Design I LARCH 3556 Landscape Design ARCH 4346 Construction Drawings LARCH 5382 Urban Design Seminar
Ohio State University	3	Graduate Teaching Assistant

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

<u>Firm or Agency</u>	<u>No. of Years</u>	<u>Responsibilities</u>
G. Truett James	1984-present	Independent Consultant
FCL and Associates (now Lohan and Associates)	1	Intern Architect
Architektengemeinschaft O. Prossinger-M. Windisch, Salzburg, Austria	1	Draftsman

Presentations:

- Fall 1987 Invited Speaker, AIA Professional Development Seminar (by Erich Teichholz, Graphic Systems, Inc., Cambridge, Massachusetts.)
"Educating Computer Users."
- Fall 1988 Invited Speaker, Dallas ASLA Professional Development Seminar Series.
- Summer 1989 Invited Participant, National AIA CAD Educators Focus Group, at A/E/C/

- (Planning) PI. Systems Show, Anaheim, California. Results published in fall 1989 by AIA.
- Summer 2000 - City of Houston. Feasibility study evaluating the operational and financial feasibility of a telecommunications center in the East End.
- Fall 1989 Invited Participant Panel Discussion, "CAAD in the 90's" at ACADIA National Conference, Gainesville, Florida.
- Summer 1990 Invited Participant, Association of Collegiate Schools of Architecture (ACSA) Seminar on Computer Graphics, Cal-Poly Pomona, Pomona California.
- Spring 1996 Reviewed Presentation, 18th International Making Cities Livable Conference, "Waterfront Urban Greenways", Carmel, California (with John McDermott.)
- Winter 1999 Invited Panel Member and Presenter, EPA Conference Brownfields 99 "Hemphill Corridor, Fort Worth" and Dallas, Texas.
- Fall 2000 Invited Presenter with Dr. Joel Goldsteen and Panel Member. "2012 Olympic Village Proposals, Dallas and Houston". American Planning Association Regional Conference, Dallas.

PUBLICATIONS:

- "CAAD IN THE 90'S: Position Statement" [1989 invited] ACADIA 1989 Conference Proceedings, The University of Florida, Gainesville, Florida. (Release October 27, 1989).
- "In the Eye of the Beholder: A Proposal to Further the Critical Framework of Computer Graphics in Architectural Design" [1989] (juried) ACADIA 1989 Conference Proceedings, The University of Florida, Gainesville, Florida. (Release October 27, 1989).

AWARDS:

- Illumination Engineering Society of North America International Illumination Design Award (with G. Truett James) 1988, 1999, and 2000.
- Commendation - Department of the Army, Corps of Engineers Fort Worth District. Summer 1991. For work done in the installation and implementation of CAD Systems.
- Mayor's Urban Design Award (Arlington, TX) 1996. Advent Lutheran Church, master-plan and bell tower (1992).

RESEARCH GRANTS AND PROJECTS SUPERVISED:

- October 2001 through April 2002** (projected) Feasibility study and analysis of future developments related to the Sammons Center for the Arts (performing) which is being considered as a part of a larger development that all together constitutes a long block in Downtown Dallas. Dr. Ardishir Anjomani, School of Urban and Public Affairs

RESE (Planning) PI, Co PI with Professor John McDermott. Product 2 Design Presentations. **Summer 2000 through Summer 2001** – City of Houston. Feasibility study evaluating the operational and financial feasibility of a telecommuting center in the East End neighborhood of Houston. Co PI with Dr. Ernest Crosby, Civil Engineering, and C O P IS from School of Social Work, College of Business and School of Urban and Public Affairs. Product – Report to sponsor.

September 1989 through June 1991 – US Army Corps of Engineers Ft. Worth District. Project to extend in-place Computer Aided Drafting to design applications in Architecture, Landscape Architecture, Structural, Mechanical, and Electrical Sections. Work involves planning and coordination, selection and purchasing of hardware and software, some system level programming, recommending policies on work flow, standards, contracting, quality control and training. IPA Contract, 60% time. Product- Reports to sponsor.

January 1988 through June 1989 – US Army Corps of Engineers, Little Rock District. Project to introduce and integrate Computer Aided Design Systems for design and drafting. IPA Contracts 60% time. Product – Reports to sponsor.

February 1988 – Graham Foundation, Chicago, Illinois and Moss Foundation, Dallas, Texas. “In the Spirit of Frank Lloyd Wright: A Comprehensive Community Education Project.” (With John McDermott, P.I., G. Truett James and Hal Williams, Dean of Deadman College, SMU) Project involved organizing and funding a lecture series to accompany the Frank Lloyd Wright show at the Dallas Museum of Art. (Additional Funding by DMA, Concrete Masonry Foundation and Frank Lloyd Wright Foundation).

February 1986 – National Endowment for the Arts, Washington, D.C. “Gorilla, Gorilla, Gorilla”. (Warren Iliff, Director, Dallas Zoo, P.I., and G. Truett James). Assisted with concept, organization and running a symposium and design charrette on primate facilities. (Additional support was provided Rosewood Development Corp., Dallas Zoological Society and the City of Dallas Parks and Recreation Department).

Summer 1987 to Present – With Faculty from Architecture and Planning have proposed a “Community Design Center” to provide design and development services to urban neighborhoods through an alliance between local foundations, UT Arlington and local communities. Projects in the Fair Park neighborhood of Dallas (Juanita Craft House) Freedman’s Town in Oak Cliff and Firehouse 10 (conversion of 1910 fire station to community center) have a significant historical component. Funding proposals are pending.

December 1985 – Intergraph Corporation, Huntsville, Alabama. Matching funds for the purchase of VAX 11/785 computer, Microvax II, Networking hardware and graphics software for use by the School of Architecture and the University \$700,000. Product- Installation of system beginning in 1986.

RESEARCH GRANTS AND PROJECTS PENDING:

COPC HUD University Program Grant Application (with Dr. Ard Anjomani, PI) \$668,852, three year request with the City of Fort Worth (\$19,450) to support graduate students and faculty in providing design services to Fort Worth Community groups. It is hoped that this will provide the startup funding for a University based Community Design Center. Awards are scheduled for the beginning of September.

Travel grant of \$9,378 and Graduate Research Assistant in support of a Feasibility Study of a Harry Hines Blvd. site. Proposal is under negotiation with The Sammons Center (John McDermott, PI). Sammons budget will be finalized September, 2002. This will be followed by a RFQ in October.

2002-2003 Dallas AIA, ASID, ASLA APA Continuing Education Program includes a one day 8 CUE session in Fort Worth, Achieving Development Excellence in the North Central Texas Region ("Smart Growth" – with support from NCTOCOG) – September. Revision to Building Codes and Senate Bill 5 is scheduled for 2 days in December and 16 hours of CEU. For Spring, we are planning a series of two hour interactive sessions on "Building Security by Design" to be telecast live to chapters in Texas, New York, California, Florida, Michigan, Ohio, Massachusetts and perhaps others. Project is supported by the US General Services Administration, Federal Protective Services, and Office of Homeland Security. Plans and budgets are incomplete, but GSA has begun taping interviews. (with Joel Goldsteen, AIA, AICP Chair Dallas Chapter Continuing Education Committee, Gary Robinette, FASLA and support from UT Arlington School of Urban and Public Affairs).

SERVICE:

Dallas AIA Chapter – Assist with planning and presentation of AIA, ASID ASLA, and APA Continuing Education Program (with Dr. Joel Goldsteen AIA, AICP, chair and Gary Robinette, FASLA) 2001-2003.

UT Arlington School of Architecture – Web Site Coordinator (Volunteer) Organized, Initiated, built and managed school web site with Edward Baum, FAIA. 1998-2001.

Dallas 2012 Committee – February – April 2000. Coordinated multidisciplinary classes to assist in the development of two Olympic Village sites for the Dallas Olympic bid. (With Dr. Goldsteen, School of Urban and Public Affairs).

U.S. Department of Housing and Urban Development – Spring 2000. Assisted with organization of conference: "Putting It All Together; Jobs, Technology and Housing" in Partnership with: U.S. Department of Commerce/EDA, Federal Deposit Insurance Corporation Federal Reserve Bank- Dallas Office of Thrift Supervision University of Texas at Arlington Office of the Comptroller of the Currency Federal Home Loan Bank of Dallas, Texas Department of Housing and Community Affairs Texas Workforce Commission City of Marshall, Texas.

City of Arlington, Texas – Member: Planning and Zoning Commission 200-present.

Alternate Parks Board Liaison 2001-present.

City of Fort Worth – Member Board of Directors Old Fire House 10, a volunteer neighborhood development organization. Vice President, 2000-present.

City of Arlington, Texas – Origins (of the Southwest) – Fall 1998-Spring 2000. Assisted citizens group trying to develop a Smithsonian Affiliated Museum in Arlington, Texas with preparation of a museum feasibility and site study.

City of Arlington, Texas – Alternate – Zoning Board of Adjustment, 1999-2000.

City of Dallas – Trinity Union, with G. Truett James, pro bono development of urban design plan for 120 acre mixed use in West Dallas. A joint project of the Maple Avenue Economic Development Corporation and the West Dallas Neighborhood Development Corporation. Spring 1998.

City of Arlington, Texas/UT Arlington – Raised funds, organized and ran Johnson Creek Charrette. October 1996.

City of Arlington, Texas – October, 1995. Produced draft framework plan for Johnson Creek Greenway.

St. Alban's School, Arlington, Texas – PTA Board Member, 1992-1993.

City of Fort Worth, Texas City Manager's Office – "Architectural Design Proposals for the Conservation of the Flatiron Building, Ft. worth, Texas", Honorable Mention, Excellence in Urban Design Award from ACSA. Exhibited by invitation at Boston, Mass AIA National Conference 1996. Included in Minneapolis (AIA Regional/Urban Design Committee (Spring 1995 and May 1996).

Dallas Area Rapid Transit – "Design Review Committee for the Bus Shelter Program," Chair 1987.

PRIVATE CONSULTING PROJECTS: (with G. Truett James)

Since 1984, I have completed over 65 projects. Recent award winning projects include The Advent Lutheran Church Bell Tower in Arlington, Texas. (pro bono), the renovation of the French Brown showrooms in Dallas, Fisk residence in Dallas, Texas. In addition, we designed the 1994 renovation of the Dallas Longhorn Leather Factory into the McKinney Avenue Contemporary (MAC) and a 1999 addition of an additional "Black Box" Theater (with John McDermott). Current projects include significant new Texas Residences in Arlington, Plano, Austin (Lake Travis), The Woodlands and a complete Residential renovation on the Dallas Country Club Golf Course in University Park, Texas. There are recreational ranch properties under construction in Llano and Ennis, Texas. In addition, we are breaking ground in September on a building at the Auburn Colony in Brunswick, Maine and doing ongoing preliminary studies for a Museum of the Dead in Oaxaca, Mexico.

INDIVIDUAL TEACHER'S RECORD

NAME: Kevin Warren Sloan

RANK: Visiting Professor

EDUCATION: (College and higher)

<u>Institution</u>	<u>No. of Years</u>	<u>Degree/Date Granted</u>
Syracuse University	Conferred May 1992	MS Architecture
Kansas State University	Conferred Dec. 1980	BS Landscape Architecture

TEACHING EXPERIENCE: (College level)

<u>Institution</u>	<u>No. of Years</u>	<u>Subjects</u>
Syracuse School of Architecture	3	Master of Architecture II Program, Architecture Design, Graduate Drawing, Freshman Drawing.
University of Arkansas	4	Invited juror.
University of Dallas	1	Visiting Instructor, Invited Lecturer.
University of Texas at Arlington	8	Visiting Critic, Invited Juror Architecture Program.
University of Texas at Austin	Summer 2004	Instructor Summer Institute for Incoming Graduate Students in Landscape Architecture.
Cornell University	1	Invited Juror

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

<u>Firm or Agency</u>	<u>No. of Years</u>	<u>Responsibilities</u>
Hillier Architecture Dallas, Texas	8	Vice President, Senior Associate
Hellmuth, Obata & Kassebaum Dallas, Texas	2	Vice President, Design Director for Planning and Urban Design.
Wooley & Morris Architects Syracuse, New York	1	Project Designer
Amphion (formerly CHNMB/Lawrence Halprin & Associates)	5	Associate and Project Designer

2001 Dallas Police Memorial, TSA Honor Award (consultation with project designers, Edward Maruszczak, 2 Intern and Project Designer
Myrick, Newman, & Dahlberg, Inc.
Dallas, Austin, Houston Greater Dallas Planning Council, "The Value of Place," Hillier Architecture

AWARDS, HONORS, LECTURES:

Academic

- 1997 Texas Society of Architects Award, North World Headquarters, HOK
2004 The Bryant Memorial Lecture, Kansas State University, "Spaces and Elements Between."
2003 Invited Lecturer, University of Arkansas School of Architecture, "Only Connect"
2003 Invited Lecturer, University of Texas at Arlington, School of Architecture, "Only Connect"
2002 Invited Lecturer, Syracuse University in Florence, "Cargo Culture"
2002 Invited Lecturer, University of Tennessee School of Architecture, "Spaces and Elements Between".
1993 Finalist, Loeb Fellowship in Environmental Studies – Graduate School of Design, Harvard University
2000 Second Prize, Steedman International Design Competition, Washington University, and Saint Louis, 200 + submissions
1992 James A. Britton Memorial Award for Best Architectural Thesis, School of Architecture, Syracuse University
1992 Robert B. Otto Award for Outstanding Graduate Student, School of Architecture, Syracuse University
1990- Syracuse University Fellow
1991
1988- Syracuse University Graduate Scholar
1989

Professional

- 2004 Texas State ASLA Keynote Presentation, "Connecting the Dotted City."
2004 Virginia State AIA Design Awards Juror with Frank Welch and Max Levy
2004 "Starting Places," Exhibition of Architect's Study Models and Projects, The Fort Worth Museum of Contemporary Art. Project model for a residence in a flood plane.
2003 West Texas Chapter AIA Design Awards Juror, with Frank Welch and Max Levy.
2003 "Starting Places," Exhibition of Architect's Study Models and Projects, The McKinney Avenue Contemporary, Dallas, Project model for a residence in a flood plane.
2003 KWS Landscape consultant for project designers, Edward Baum FAIA and John Maruszczak. 2003 American Award in Architecture, Dallas Police Memorial.
2003 Invited lecturer, Dallas Architectural Forum, "Message from Florence"
2002 Oklahoma AIA Design Awards Juror, with Rand Elliot and Max Levy
2002 AIA Honor Award, Trinity River Advisory Panel, KWS authored position paper.
2002 New Jersey State ASLA State Conference Keynote Speaker, "Water; Material of our Origins." Hillier Architecture.
2002 Invited lecturer, Texas AIA Urban Design Symposium
2001 West Texas Chapter AIA Design Awards Juror, with Frank Welch and Max Levy.
2001 National Critic at Large, *Landscape Architecture Magazine*

- 2001 Dallas Police Memorial, TSA Honor Award (consultation with project designers, Edward M. Baum, FAIA and John Maruszczak)
- 2000 Invited lecturer, Greater Dallas Planning Council, "The Value of Place," Hillier Architecture
- 1999 Texas Society of Architects Honor Award, Big Sky, Texas, Max Levy, Demonstration House, KWS and Hillier, Land Planning.
- 1997 Texas Society of Architects Award, Nortel World Headquarters, HOK
- 1995 Juror, AIA, Fort Worth Chapter, HOK
- 1995 Merit Award, ASLA, for the Dallas Esplanade, HOK
- 1995 Dallas Policeman's Memorial Design Competition, Winning Scheme, KWS Landscape Consultant for Edward M. Baum FAIA and John Maruszczak
- 1993 Invited Participant, Joint ASLA and Mexican Society of Landscape Architects Symposium to develop ecologically sound development codes for the Yucatan peninsula.
- 1993 "Heart of the Park," Houston, Texas. International design competition with colleagues Gerard Damiani and Mark Shapiro, KWS at Syracuse School of Architecture
- 1988 Merit Award, ASLA, for the Alamo Plaza Transit Mall, San Antonio, Texas, Amphion (formerly CHNMB, Lawrence Halprin & Associates)
- 1987 Merit Award, ASLA, CrossRoads Plaza, San Antonio, Texas, Amphion (formerly Lawrence Halprin & Associates)
- 1984 Invited participant, Hachioji International Sculpture Symposium, Tokyo.

MEDIA

- NPR Radio (Regional) The *Shape of Texas* series discusses the Dallas Police Memorial, produced and distributed by *Texas Architect*, Fall 2001.
- PBS Television KERA (Regional), televised panel discussion affiliated with the state Planning issues of Dallas. 1998.
- PBS Radio (Regional), Marla Crockett Show, a live one-hour radio debate with the CEO of a large suburban homebuilding company. Topic: "Neighborhood and Community vs. Product and Profits." 1998.

PROFESSIONAL AFFILIATIONS

- 2003 - Present Associate AIA
- 2001 Member, Board of Directors, Dallas Architectural Foundation
- 1990 - Present Co-Chair, Dallas Downtown Public Arts Committee
- 1997 Chairman, Dallas Urban Design Advisory Committee
- 1997 Chairman, P&L Housing and Neighborhoods Committee
- 1995 - 2000 Dallas Urban Design Advisory Committee
- 1993 - Present The Dallas Institute for Humanities and Culture
- 1995 - Present Greater Dallas Planning Commission

ARTICLES by Kevin W. Sloan

- "Second Man Missing," *Landscape Architecture Magazine*, April 2003.
"Space, Place and Hybrids," *Texas Architect*, October 2002.
"Poetic Utility," *Landscape Architecture Magazine*, September 2002.
"Modern Solutions via Ancient Principles," *Landscape Architecture Magazine*, December 2000.
"New Ideas for Downtown," *The Downtown Dallas Business News*, Feature Article proposing Urban design initiatives to revitalize downtown Dallas, January 2002.
"Plain Presence," *Texas Architect* July/August 1998.

ARTICLES about KWS Work and Projects

- "Drawn to See," *Landscape Architecture Magazine*, Cover Feature, November 2003, J. William Thompson FASLA.
"Can Urban Design Save the Trinity?" *Texas Architect*, Frederick Steiner, Dean, School of Architecture, University of Texas, November/December 2002.
"LEEDing with Good Design," *Texas Architect*, Gary Olip, A Critical Review of the SABRE World Headquarters Campus, Southlake, Texas, November/December 2002.
The "City that Stands Alone," The Sprint World Headquarters Campus, *Landscape Architecture Magazine*, Frank Edgerton Martin, August 2001.
"Top Ten Architecture Events," David Dillon, Architecture Critic of the *Dallas Morning News*, Contributing Editor of *Architectural Record*. December 28, 2001.
"Urbane Renewal: This Year's AIA Award Winners Share a "Decidedly Fresh Approach to Design" by David Dillon, architecture critic of the *Dallas Morning News* and *Architectural Record*, September 22, 2001.
"Suburban Renewal at Big Sky," *Texas Monthly*, Howard Wen, March 1999.
"Nortel Switches Cities," *Fast Company*, Lisa Chadderdon, August 1998. Nortel World Headquarters in Toronto.
"Big Sky, Texas," *Fort Worth Star Telegram*, Gayle Robinson, August 15, 1998.
"Homes on the Prairie," *Dallas Morning News*, David Dillon, August 23, 1998.
"Prairie Music," *Landscape Architecture Magazine*, Lisa Germany, 1998.
"A Passage to Yucatan," *Landscape Architecture Magazine*, J. William Thompson, January 1994.
"Drawing," *Landscape Architecture Magazine*, May 1993. Featured portfolio.

PROFESSIONAL AFFILIATIONS

2003 – Present	Associate AIA
2001	Member, Board of Directors, Dallas Architectural Foundation
1999 – Present	Co-Chair, Dallas Downtown Public Arts Committee
1997	Chairman, Dallas Urban Design Advisory Committee
1997	Chairman, AIA Housing and Neighborhoods Committee
1995 – 2000	Dallas Urban Design Advisory Committee
1995 – Present	The Dallas Institute for Humanities and Culture
1995 – Present	Greater Dallas Planning Commission

PROFESSIONAL LICENSURE

Architecture Pending

Landscape Four of Five Section Completed
Architecture

STANDARD

STANDARD
05

STANDARD

5 Students

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

Note: In order to report on this standard, the visiting team will need to review a full range of student work. A compact disc may accompany this report so that the team may study student work prior to the visit.

A full array of student work will be on display in the Gallery, which also serves as the base of operations for the visiting team. A CD representing student work will be sent to the visiting team in advance of their visit.

5.1 Describe how the program evaluates students' abilities to apply the subject matter of the Professional Curriculum and communicate the results of their efforts in:

Project Definition

Problem Identification

Information Collection

Analysis

Synthesis

Implementation

Students' abilities to apply the subject matter of the curriculum are measured through their application of the following areas of study common to classes and studios in the Program:

- **Project Definition:** Through open discussion (question and answer sessions) at time of project assignment; through scheduled desk critiques in studios; through individual appointments with faculty; through early public pinups.
- **Problem Identification:** Through selection of applied research techniques used to assess client needs; through student articulation of client needs, site needs and management requirements during early stages of program development; through verbal articulation of research projects; through presentation of design alternatives and functional analyses.
- **Information Collection:** Through selection and use of qualitative and quantitative data collection and analysis, as appropriate; through identification of appropriate research techniques for specific projects; through use of appropriate research techniques in master planning such as those required for matching funds and other types of public support.
- **Analysis:** Through conversion of qualitative and quantitative data into meaningful results; through the ability to convert functional diagramming and site analysis to preliminary forms, shapes and appropriate uses.
- **Synthesis:** Through ability to demonstrate in studio projects the subject matter learned in support classes and previous studios; through ability to articulate connections between areas of study and/or the body of knowledge in landscape architecture.

- **Implementation:** Through final project deliverables which meet faculty requirements; through final project deliverables which meet reviews by peers and outside evaluators, such as juries.

Describe how student's abilities at graduation demonstrate that the program is meeting its educational objectives.

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

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

Students' abilities at graduation are measured by:

- Completion of all requirements in the student's Program of Work;
- Completion and successful defense of the scholarly thesis;
- Percentage of graduates who take positions in the field.

Measurable outcomes: Of the twenty-seven MLA graduates since 2003, the following data are available:

	<u>Number</u>	<u>Percentage of Graduates</u>
*Number who had positions in landscape architecture at time of graduation	19	70%
*Number now working in the field	20	77%
*Number choosing not to work in landscape architecture at this time	5	5%
*Deceased	1	NA
*Pursuing advanced education	1	NA
*Unable to find work (as of 9.1.05)	1	NA

The faculty has developed a list of **competencies** which it expects Program graduates to possess upon graduation. These competencies, and **the outcomes by which they are measured**, are:

- A. To articulate through appropriate media the interactions between natural and social systems.
 - Alumni survey data
 - GIS mapping from Studio IV (LARC 5664)
 - Use of systems including development of plant palettes as base for teaching Plant Identification (LARC 5330) and Planting Design (LARC 5331)
- B. To express and implement plans, designs and management theories which integrate these systems.
 - GIS based plans and designs incorporating such tools as “Island Bayou theory” and “patch mosaic” models (LARC 5664).
 - Comprehensive final plans in Studio V (LARC 5665)
 - Selected thesis topics (LARC 5380; LARC 5698; LARC 5294)
- C. To demonstrate through various communication skills the use of plants and their ecosystems as foundations for environmental quality, at all scales.
 - See item A
 - Planting Design (LARC 5331) final plans
 - All studio projects from Studio III-V (LARC 5663; LARC 5664; LARC 5665)
- D. To exhibit attitudes and behaviors which reflect high regard for ethics and professional practice.
 - Portfolio reviews
 - Professional practice reports, business plans and portfolios (LARC 5340)
 - Content of jury presentations
 - Completion of human subjects training (annually in Research Methods, LARC (annually in Research Methods, LARC 5380.)
- E. To execute collaborations with allied practitioners and the general public.
 - Presentations before juries of peers, practitioners and clients
 - Completion of selected coursework from allied fields
 - Incorporation of certification standards such LEED, 3 requirements and the like
 - Solicitation of external intellectual resources by individual students, such as collaboration with architecture students, taking of elective classes and the like
 - Joint classes/studios such as South Side Studio (LARC 5395) and Studio IV (LARC 5664) with architecture studios.
- F. To demonstrate special interests and capabilities beyond the minimum curriculum, as well as the scholarly and applied methods needed to investigate them.
 - See item E
 - Scholarly thesis and thesis defense (LARC 5294; LARC5698)
 - Selected special topic courses in concert with individual faculty (LARC 5391)

G. To articulate the value of continuing education and professional development—such as licensure—and demonstrate skills to pursue them.

- Attendance of special workshop including graphs, grading and drainage, irrigation design, and ASLA/CELA regional state and national meetings, and the like.
- Design and research competitions
- Content of Professional Practice (LARC 5340)

H. To apply the subject matter of the professional curriculum in landscape architecture through:

- Problem identification
- Information collection
- Analysis
- Synthesis
- Implementation
- Communication of results
 - Process and deliverables in Studios III, IV and V (LARC 5663; LARC 5664; LARC 5665.)
 - See section 5.1

I. To demonstrate potential to master the technological skills common to public and private offices of practice.

- Comprehensive construction documents (LARC 5341; LARC 5342)
- Project specific planting design exercises (LARC 5331)
- Completion of advanced communications (LARC 5321) and advanced computer applications (LARC 5351.)

J. To demonstrate vision beyond the exigencies of particular projects and practice routines.

- Papers on “Your Point of View” and “Finding Your Voice” LARC 5663; LARC 5330; LARC 5331; LARC 5351) “legibility” and “orientation” papers in Urban Design (LARC 5382)
- Papers and written programs in all seminars and studios (including board text.)
- Thesis research

5.2 Student Enrollment Summary

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

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

<u>Academic Year</u>	<u>In-State</u>		<u>Out-of-State</u>		<u>Total Major</u>	
			<u>Foreign</u>		<u>Students</u>	
	<u>M</u>	<u>F</u>	<u>M</u>	<u>F</u>	<u>M</u>	<u>F</u>
1998-1999	21	16	1	3	22	19
1999-2000	16	12	2	4	18	16
2000-2001	27	12	1	4	28	16
2001-2002	18	24	1	4	19	28
2002-2003	18	23	1	5	19	27
2003-2004	18	23	2	3	20	26
2004-2005	23	22	1	7	24	29

Report the ethnic group/diversity of current landscape architecture students.

-- American Indian	3	Hispanic
4 Black (non-Hispanic)	40	Caucasian
7 Asian or Pacific Islander	0	Other

5.3 Student Participation

- a. *Describe how students are engaged in activities that relate to the profession and/or larger community. (Include internships, student organizations, community initiatives, student-organized charettes or projects, and other activities that indicate leadership and/or involvement.)*

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

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

Student representatives from landscape architecture, interior design and architecture make **exclusive decisions** about participants in the school's annual lecture series, through the Joint Constituency Council for Architecture. While

they seek faculty recommendations, students make final decisions and arrangements for these speakers in concert with the Dean. The program Director conducts **annual project planning** with leaders of the student chapter. Examples of undertakings by the chapter include mentoring of new students, preparation of the Program's annual exhibit and Award's Banquet each April, and the establishment and funding of an annual Outstanding Teacher Award. SASLA also conducts its own guest speaker series in concert with similar Program and School functions.

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

Students initiate faculty evaluations each semester by administering and collecting the forms, and delivering them to the director's or Dean's assistant. Students create and set-up their work in the School Gallery as needed for various Program functions, including accreditation visits.

The increasing **level of respect for landscape architecture students** within the School and across the campus was evidenced in 2003 when a landscape architecture student--Ms. Lisa Ballew--was selected by the architecture student officers to represent all graduate students on the Dean's Search Committee. Her selection was seen by some as testimony to her own intellect and maturity, to the maturity of landscape architecture students in general, and to increased awareness of the Program's value to the School of Architecture. (As a side note, Ms. Ballew also was a three time recipient of a scholarship from the University's Center for Southwest Studies and History of Cartography, due to her contributions to the collaborative study of cultural landscapes by historians, architects and landscape architects.)

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

- b. *Describe opportunities students have to participate in academic planning and evaluation and in the life of the program.*

Students meet with the Program Director at least once year, and usually twice. During these open discussions they are invited to describe the strengths and weaknesses of the Program from their experiences as students. They also are

invited to provide suggestions for improvement or change. Three such meetings were conducted during the 2004-2005 academic year.

Students are openly invited to report their interests and concerns to **the President of the SASLA chapter**, who maintains on-going access to the Program Director. Recent outcomes from this two-tier system of exchange include:

- *Need for new studio stools (delivered 9.1.05)
- *Need for more coordinated advising procedures
- *Need for more increased timelessness of information regarding sequencing, practicums, mentoring and curriculum review
- *Need for more synchronization among faculty regarding classes and studios
- *Need for more representation of landscape architecture among School speaker's series

c. *Describe how students participated in the preparing of this report.*

Students participated in three ways: A) constant informal reminders that the visit was upcoming and that their observations were important; B) annual meetings open to students and the director but closed to faculty; and C) group interview sessions between the Director and all LARC students, conducted during the summer of 2005. These meetings focused on student experiences and perceptions regarding academic quality in the program, with specific discussions about perceived strengths and weaknesses.

Students also prepared for this report by collecting, storing, and organizing **student work from studios**. They began this process in the fall of 2004 and were in charge of arranging the work in the Gallery for the visiting team from LAAB. The faculty supports student participation in this manner because it exposes students to the overall quality and type of work being conducted in each studio.

In meetings with the Director, students were asked the following pivotal questions from which follow-up questions ensued:

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

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

- **Program Strengths**
Diversity (students and faculty)

Reinvigorated faculty
Adjuncts
Collegial treatment and positive faculty attitudes
Access to and communication with faculty
Location
Outside lectures and relationships with practitioners
Teaching assistants
Technical support
Relationships with architecture
Class schedules

• **Program Weaknesses**

Coordination between full time faculty and adjuncts
Studio furniture and adequate space
Program publicity, including websites
Relationships with cross-campus units
Sequencing of course
Course prerequisites

• **Important Issues** (not identified as strengths or weaknesses)

Need for more faculty with subject matter overlap and diversity
Relationships with architecture
Long-term Program goals
Practicum procedures
Consistency in course content and expected student outcomes

5.4 Student Advising

Describe the opportunities and procedures students have to seek advising with regard to academic and career development. Explain how advising is handled, what topics are covered and b whom.

General advice on academic calendars, programs of work, scholarships and the nature of the Program is handled by the **School support staff**. These responsibilities are shared across support staff lines, with the bulk of them falling under the aegis of one individual who also handles many other School-wide responsibilities.

Specific advising on academic programs of work, student schedules and the curriculum is handled by the Program Director who also is the **Program Advisor**. This role becomes a major portion of the Director's duties from time-to-time during the academic year, and has become more manageable through email advising and ready access to the Director after hours and on weekends.

Students are required to complete a draft of their **Programs of Work** during their first year in the Program. This document, available on-line, remains flexible until the semester students complete their final course work. It is developed in concert with the

Graduate Advisor, and it reflects all courses, studios and electives taken or planned during their enrollment.

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

5.5 Requirements for Admission

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

Please refer to the Appendix for the policy on admissions to the Program in Landscape Architecture at The University of Texas at Arlington.

5.6 Student Recruitment

Explain the efforts made by the program to recruit students.

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

Recruitment efforts are aimed primarily at prospective **students who initially contact the Program or the University**. Historically, this pool of prospects—50 to 75 per year— has been substantial enough to sustain average new classes of between 10 and fifteen. New procedures introduced by the Graduate School in 1999 have been aimed at enlarging the prospect pool for the University, and at more uniform processing of applicants' requests. The result has been increased efficiency at processing graduate applications.

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

The graduate school assists in tracking prospective students through an online database called Apply Yourself I-Class. It includes a prospect system, an application system and an event system. Each unit also holds a Graduate Forum three times a year. This is a chance for prospective students to get their questions answered face to face. Forum reservations and attendees are tracked online through the Graduate School Database.

There are recruiting efforts made on campus as well as off campus. There is a staff member in charge of attending on campus events such as fairs, and forums, as well as scheduled events at other colleges and universities.

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

- Stimulate the pool of prospective students by recruiting from selected UT Arlington undergraduate programs;
- Stimulate the pool of prospective students with increased offers of financial aid; and,
- Process more applications during the spring semester when faculty can participate in review procedures.

Beginning in the fall of 2005, the Program is to initiate an effort to recruit MLA students from related fields across campus, including biosciences, engineering, social sciences and history, and urban and public affairs. The Dean is pledging support for materials to accomplish this effort, which is being seen as a test for larger recruitment efforts off campus.

6. Alumni

Standard: Program shall provide evidence of alumni's professional accomplishments and their involvement in advancing the program.

6.1 Degrees Awarded

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

<u>Academic Year</u>	<u>Males</u>	<u>Females</u>	<u>Total</u>
1997-1998	0	2	2
1998-1999	2	4	6
1999-2000	0	1	1
2000-2001	1	3	4
2001-2002	1	6	7
2002-2003	2	5	7
2003-2004	4	6	10
2004-2005	6	4	10

Note: As mentioned earlier, the Program's commitment to increasing graduation rates resulted in twenty graduates between 1997 and 2002, and twenty-seven graduates between 2003 and 2005. It is estimated that the Program will graduate between ten and fifteen students during the 2005-2006 academic year.

6.2 Record of Advanced Study

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

At the time of this report, one graduate was pursuing a master of planning degree at Cornell; one was pursuing a doctorate in planning at UT Arlington; one was pursuing a doctorate in planning at Texas A&M; and one was pursuing a doctorate in planning at UC Berkeley.

6.3 Employment

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

<u>Present Occupation</u>	<u>Males</u>	<u>Females</u>	<u>Total</u>
Advanced Study and Research	1	3	4
Teaching	0	0	0
Private Practice	6	6	13
Public Practice	2	3	5
Landscape Hort./Design Build	0	1	1
Volunteer Service (Specify)	0	0	0
Other (Specify)*/**	2	4	5
Unknown	0	1	1
Total	11	15	27

* Two individuals are continuing to work in their original field; two have chosen not to pursue professional positions at this time; one works for a non-profit dedicated to environmental spaces on public school grounds; and one alumnus is deceased.

6.4 Alumni Tracking

Describe the tracking procedure.

Describe how permanent records are kept and what the records contain.

Alumni records are updated and filed by the University's alumni association, and by the Office of Development. Updates also are solicited through alumni surveys from the Program and when correspondence or newsletters are distributed. As updates and new data are received, they are given to administrative staff with the School of Architecture, and are then forwarded to the Alumni Association and the Development Office.

A more systematic approach to alumni tracking is being discussed by administrators in the School of Architecture. Tracking is expected to improve with the hiring of a new Development officer for the School.

6.5 Alumni Accomplishments

Describe the range of professional accomplishments achieved by program graduates. (Professional accomplishments include achieving licensure or CLARB certification, publications, service to the profession or to the program, scholarly recognition, attaining positions of responsibility, receiving professional awards, etc.) Highlight accomplishments of alumni from last five years.

The following data are based on results of an **alumni survey** issued in 2002 and repeated in 2005 for graduates since the last SER. (Summaries of both data sets are found in the

Appendix.) The median salary of alumni survey respondents from the UTA Program is between \$40,000 and \$49,000. Note that this is lower than the alumni salary average in the 2002 SER because the 2005 survey targets only those who have graduated since 2002. Two recent graduates are self-employed, and a majority of respondents indicate that they are substantially involved in project management.

Only one recent graduate is registered, though at least four recent alumni have established CLARB records and are in the process of sitting for the LARE.

A majority of recent alumni respondents listed **professional accomplishments** such as promotions, achievement of positions of responsibility, licenses, publications, awards, and the like. Professional accomplishments were sorted into seven categories. The numbers of alumni responding to each professional accomplishment category are shown in the table below.

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

All survey respondents reported that they are presently **members of ASLA**, and three recent alumni reported membership in professional organizations other than ASLA.

A critical **measurable outcome** deals with how **alumni success is being reinvested in the Program**. One alumna just established a \$15,000 endowment in the Program to support the appearance of well known lecturers and critics. Discussions about other endowments from alumni are underway, as are other strategies to involve alumni to participate in annual giving and upcoming capital campaigns.

6.6 Alumni Input

Describe efforts to elicit alumni reactions to past and present programs and to distribute current information of interest to them. Describe how alumni output is used in program evaluation.

Describe how alumni participate in the program (jurors, advisory boards, donations, teaching, etc.)

Alumni receive one to two memoranda and/or two to three newsletters (started in 2005) annually from the Director. In addition, area alumni receive invitations to lectures and to the annual Awards Banquet held in the spring. While these communications are from the Program outward, they serve to maintain an open door to messages directed to the Program.

Contact was hampered between the Program and alumni in 2002 during the School's administrative interruptions. Alumni seemed to understand the situation, however, as expressed during the alumni interviews and anecdotal feedback. Increased and improved contact remains a priority for alumni. It also is a renewed priority of the Director and faculty.

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

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

The survey also revealed that alumni respondents are interested in **maintaining a learning relationship with the Program**. Over 70% indicated that they were interested in participating in continuing education activities hosted by the Program.

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

In group interviews conducted in 2002, alumni were asked the **following questions**:

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

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

- On-going contact with the Program
- Relationships with architecture
- Professional preparation
- Name recognition for the Program
- Value of the MLA-only

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

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

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

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

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

7. Practitioners

Standard: Program shall provide evidence of interaction with practitioners from landscape architecture and other disciplines.

7.1 Practitioner Input

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

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

Specifically, Program founder Richard B. Myrick, himself a distinguished practitioner in Dallas for over forty years, set a standard for interaction by eliciting the assistance of design and planning professionals to teach in the Program. These interactions are reinforced today by faculty members--permanent and adjunct—who are well-known in local professional circles, and by the on-going presence of students who seek practicum experiences under the supervision of local landscape architects.

In addition, the entire faculty actively engages local practitioners to assist with juries, lectures, special presentations (such as portfolio preparation and mock interviews) and off-campus and office visits. Practitioners also serve as Faculty Adjuncts and on the Advisory Council, and they frequently initiate contact with the Program for interns and new employees. These close exchanges keep the Program visible among the practitioners in North Texas.

7.2 Local/Regional Practitioners

Explain how practitioners are involved in the program.

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

Support from practitioners also led to a **\$25,000 endowment** to the Program, and to the other three accredited programs in Texas, from the state chapter of ASLA. The endowment was announced at the state chapter meeting in April of 2005.

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

the market place. Some practitioners report that they expect the Program to “break out” soon in terms of reputation and prestige. This is seen as particularly true now that administrative issues have been resolved, and that the Program has established a base of success since its original accreditation in 1991.

They think that **past weaknesses** of the Program, such as design skills, no longer exist. As one principal noted, “You’ve obviously taken care of that.” Until 2003 debate existed over preparedness with computer skills. The debate focused less on whether or not UT Arlington graduates had such skills, and more on whether or not offices were obligated to train recent graduates on their computer systems. No evidence exists that Program graduates are lacking in the area of computer skills today.

There is strong agreement that UT Arlington **graduates bring maturity** to their jobs. And, there is noticeable appreciation for the level of thinking associated with MLA graduates who have gone through the formal research experience. “Your graduates can grasp complex problems more easily than some others,” cited one owner of a large firm. “They practice critical thinking,” noted another.

Data about the Program from area practitioners center around the following themes:

- Maturity of UT Arlington students and graduates
- Diversity of UT Arlington students and graduates
- Skills at research and critical thinking
- Need to better showcase student skills and Program strength
- Need to articulate Program’s future

7.3 Allied and Other Disciplines

Explain how the program involves allied and other professions to advance the program (teaching, joint projects, advisory boards, jurors, etc.) Explain how the program interacts with other disciplines.

Collaboration has become a topic common to class and studio discussions in the Program. It also has been a topic of interest among students in the thesis stage of their matriculation. During the past several years, architecture professors have aided the Program in Landscape Architecture by teaching courses or studios during times of faculty shortages. Among the courses and studios taught by architecture faculty have been:

Studio I
Studio II
History I

In addition, joint upper level studios in landscape architecture have been taught in concert with architecture studios, including Studio IV (GIS Regional Planning and Design Studio,) and a special problems studio (South Side Studio in Dallas.)

Among the ways collaboration is dealt with is the exchange of elective course offerings with related units across campus:

Elective Courses in Architecture

- 5302 Lyricism in Architecture
- 5306 Urban Design
- 5307 Theory of City Planning
- 5308 History of Urban Form
- 5313 Historic Restoration and Adaptive Re-Use
- 5348 Principles of Architectural Photography
- 5341 Wilderness: A Condition of Mind
- 5395 Watercolors
- 5395 Sustainability
- 5395 Hemispheres

Elective Courses in Biosciences

- 532- Biogeography
- 5337 Behavioral Ecology
- 5345 Ornithology
- 5350 Conservation Biology
- 5355 Aquatic Biology

Elective Courses in Civil and Environmental Engineering

- 5337 Urban Transportation Planning
- 5347 Surface Water Hydrology
- 5367 Design of Earth Structures
- 5364 Foundation Analysis and Design
- 5371 Soil Behavior
- 5373 Environmental Geotechnology
- 5374 Expansive Soils
- 6306 Public Transit Planning and Operation
- 6311 Advanced Foundation Design
- 6314 Stormwater Modeling
- 6323 Hazardous Waste Management
- 6328 Modeling of Natural Water Systems

Elective Courses in Urban and Public Affairs

- 5307 Urban Geography
- 5303 The Metroplex: Survey of Urban Affairs, Planning and Administration
- 5313 Community Development
- 5317 Urban Environmental Policy

5331 Land Use Planning and the Law
5344 Qualitative Analysis

Elective Courses in City and Regional Planning

5306 Urban Revitalization
5311 Elements of Urban Design
5313 Urban Growth Policies
5316 Land Use Law
5321 Computer Graphics and Mapping
5326 Regional Planning
5342 Environmental Policy
5346 Qualitative Methods
5351 Environmental Planning
5363 Communication Skills in Planning and Management

8. Relation to the University and the Community

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

8.1 Service

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

List and describe service activities since the last SER.

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

Examples of Community Service

1. Robinette: Projects for the Connemara Conservancy in Plano; the City of McKinney Parks and Recreation Department; McKinney Heritage Guild; The Vickery Neighborhood Association of Dallas; Arlington Women's Club.
2. Lee: Projects with the City of Arlington and the Arlington Chamber of Commerce; Projects with the South Side Development Association of Dallas; projects with the Jubilee Park neighborhood in Dallas; projects in Uptown Dallas (DISD, Dallas PARD, and local churches.)
3. Hopman: Projects with local non-profits; projects with the City of White Settlement; the City of Bedford; the City of Arlington; Fort Worth (St. Lukes).
4. Adjuncts: Projects for the City of Arlington; the City of Bedford; the City of Plano; the City of Blue Ridge

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

- Robinette: Advisory Committee, Environmental Institute for Technology Transfer; Member, Traffic and Parking Committee.
- Taylor: University Research Advisory Council; Chair, School Research Committee; University Thesis and Dissertation Committee; University Research Committee; University Master Plan Committee; Dean's Search Committee.
- Hopman: School/University Commencement Committees/Architecture Information Technology Task Force
- Lee: Library Committee; Ad Hoc Graphics Committee

8.2 Communication and Public Education

Describe how the program communicates and promotes visibility and support for the program, the program's mission and/or the profession.

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

- Hosting of 2005 CIGR Conference on Envirowater
- Home institution of CELA's 2005 Outstanding Educator (Prof. Robinette)
- Participation of Program Director as Keynote Speaker at 2004 Conference Of the International Studygroup for the Multiple Use of Land (ISOMUL)
- News release on new endorsements, 2005.
- Regional news coverage of student research award from American Planning Association.
- Local/Regional service projects reported in area media.
- Program newsletter
- Various program references on University enews and weekly student enews.

Note: The Program is proposing the creation of a series of public service announcements entitled "The Landscape of Texas," to be conducted with the offered publication and distributed to public radio outlets in the state.

9 Facilities, Equipment and Information Systems

Standard: Faculty, students and staff shall have access to facilities, equipment, library and other information systems necessary for conducting professional studies.

- 9.1 *Describe the impact of the program's facilities and equipment in achieving the program's mission and objectives. (Response should be no longer than 1 page.)*

Program facilities are highly regarded, particularly as far as basic space and building design are concerned. Improvements are underway to the visual resources laboratory, the model shop, and to School of Architecture computer studio, all of which improve the Program's functions.

Since the last SER, the Office of Information Technology has established two computer studios in the Architecture Building. This facility, coupled with new computer based courses taught by new LARC Faculty, has directly addressed one weakness reported by Program alumni; that is, Program graduates one year ago and beyond reported that computer based teaching (which included facilities) was inadequate. More recent alumni data suggest the Program has corrected this situation, or is well on its way to doing so.

9.2 Space and Equipment--Advantages and Disadvantages

Describe program spaces (classrooms, studios, offices, model shop, storage, computer lab, darkroom, etc.)

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

Describe any steps that are being taken to improve the spaces. For example, if not all program spaces are code compliant, what is being planned/done to correct the situation and what is the expected time frame?

All studio spaces (rooms 429 and 427) for landscape architecture are used exclusively for landscape architecture. Classroom spaces are used cooperatively by all three programs in the School of Architecture, as are the computer facilities, workshop, blue line room, and the visual resources library. Special rooms such as the conference room (201), the auditorium (204) and the exhibition hall (206) are used jointly by reservation.

All full-time faculty have individual secured office spaces. Adjunct, LARC faculty, visiting faculty share office space in (107). The program currently has no "hot desk" studios for classes such as Landscape Technology or Planning Design

Space and facilities are among the exceptional strengths of the UT Arlington Program, with some observers calling them among the finest in North America. Concerns are being raised about the quality and adequacy of furniture in LARC studios and the Dean has responded with new studio stools, to the delight of students. Arch studio is equipped with supplemental computers for the convenience of students. However, primary

computer functions are carried out in the OIT computer studios (327/329) and the school's computer studios (103).

Space Type	Room Number and Area	Square Feet Area	Capacity	Exclusivity
Office (Faculty)	302 - 400 sq ft	400	10	Exclusive
Office (Administrative)	401 - 402 sq ft	400	12	Exclusive
Office (Administrative)	115 - 400 sq ft	200	12	Exclusive
Office (Class)	101 - 400 sq ft	400	12	Exclusive
Office	107 - 400 sq ft	400	12	Exclusive
(L.A.R.C. OFFICE/ADMINISTRATIVE)				
Lecture Room	401 - 400 sq ft	400	15/35	Shared
Lecture Table	402 - 400 sq ft	400	15/35	Shared
Lecture Room	403 - 400 sq ft	400	50/75	Shared
Auditorium	204 - 400 sq ft	2500	120/180	Shared
Reception/Office	206 - 400 sq ft	3360	30/50	Shared
Library	104/25 - 400 sq ft	4000	100/300	Shared
Media Shop	110 - 400 sq ft	900	5/10	Shared
Computer Center	105 - 400 sq ft	6400	20/50	Shared
Star-Spark Room	103 - 400 sq ft	196	10	Exclusive
Slide Room	101 - 400 sq ft	250	5/10	Shared
Photography Lab	106 - 400 sq ft	1300	10/30	Shared
Computer Lab	204 - 400 sq ft	1200	15/20	Shared
Computer Lab	208 - 400 sq ft	1200	15/20	Shared
Studio	404 - 400 sq ft	160	12	Exclusive
Studio	407 - 400 sq ft	160	12	Exclusive
Studio	501 - 400 sq ft	1600	15/20	Shared
Studio	502 - 400 sq ft	600	20/30	Shared
Studio	503 - 400 sq ft	600	20/30	Shared
Job Shop	601 - 400 sq ft	450	20/40	Shared
Job Shop	602 - 400 sq ft	400	20/40	Shared
Conference Table	205 - 400 sq ft	700	40/50	Shared
Small Conference	207 - 400 sq ft	200	30	Shared

Tabulate space data as shown below.

Space Type	Room Number and Building	Square Feet Area	Capacity Norm./Max.	Exclusive/ Shared Use
Office (Taylor)	203B - ARCH	150	1/5	Exclusive
Office (Hopman)	420 - ARCH	165	1/2	Exclusive
Office (Robinette)	315 - ARCH	220	1/3	Exclusive
Office (Lee)	326 - ARCH	165	1/2	Exclusive
Office: (LARC GTA/GRA/ADJUNCT)	107 - ARCH	373	1/2	Exclusive
Lecture Room	404 - ARCH	300	15/35	Shared
Lecture Room	405 - ARCH	300	15/35	Shared
Lecture Room	401 - ARCH	600	50/75	Shared
Auditorium	204 - ARCH	2500	120/180	Shared
Reception/Exhibit	206 - ARCH	3300	50/300	Shared
Library	104/105 - ARCH	4000	100/300	Shared
Model Shop	113 - ARCH	900	5/10	Shared
Computer Center	103 - ARCH	6400	20/50	Shared
Sun-Spark Room	103J - ARCH	196	1/3	Exclusive
Slide Library	111 - ARCH	750	5/10	Shared
Photography Lab	109 - ARCH	1500	10/30	Shared
Computer Lab	324 - ARCH	1200	15/20	Shared
Computer Lab	319 - ARCH	1200	15/20	Shared
Studio	424 - ARCH	165	1/2	Exclusive
Studio	427 - ARCH	165	1/2	Exclusive
Studio	429 - ARCH	1600	15/20	Shared
Studio	209 - ARCH	600	30/50	Shared
Studio	210 - ARCH	600	30/50	Shared
Jury Space	435 - ARCH	450	20/40	Shared
Jury Space	409 - ARCH	400	20/40	Shared
Conference Room	201 - ARCH	750	40/50	Shared
Blue line Room	327 - ARCH	220	3/5	Shared

KEY TO FLOOR PLAN

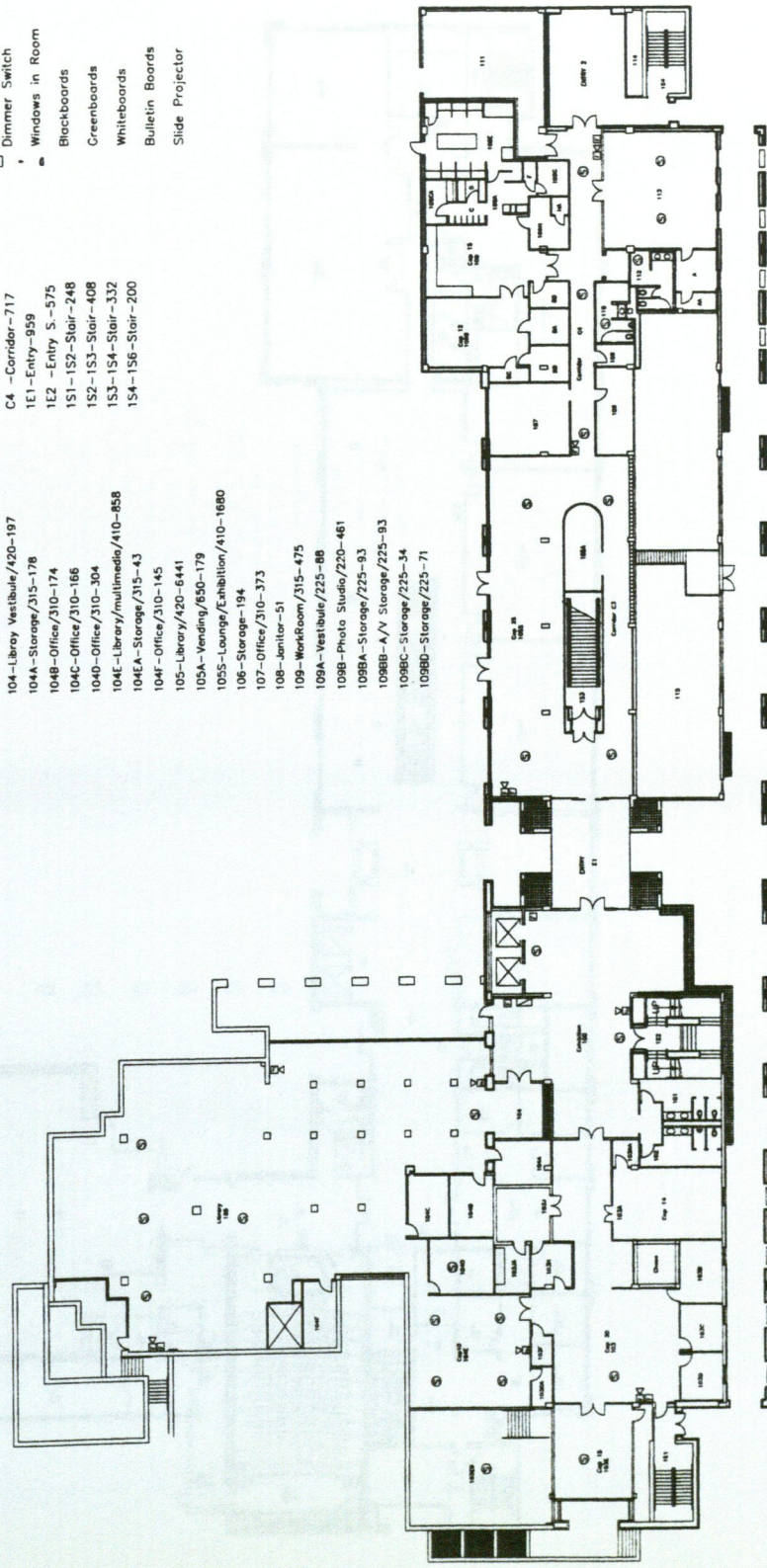
<u>Room Number</u>	<u>Description</u>	<u>Room Number</u>	<u>Description</u>
100	Entry/Display	204	Auditorium/Theater
101/102	Restrooms	205	Storage
103	Computer Lab	206	Reception/Main Jury/Exhibit
104/105	Library	207/208	Restrooms
105	Student Lounge/Reading/Vending	209/210/211/215	Studios: Basic Studios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

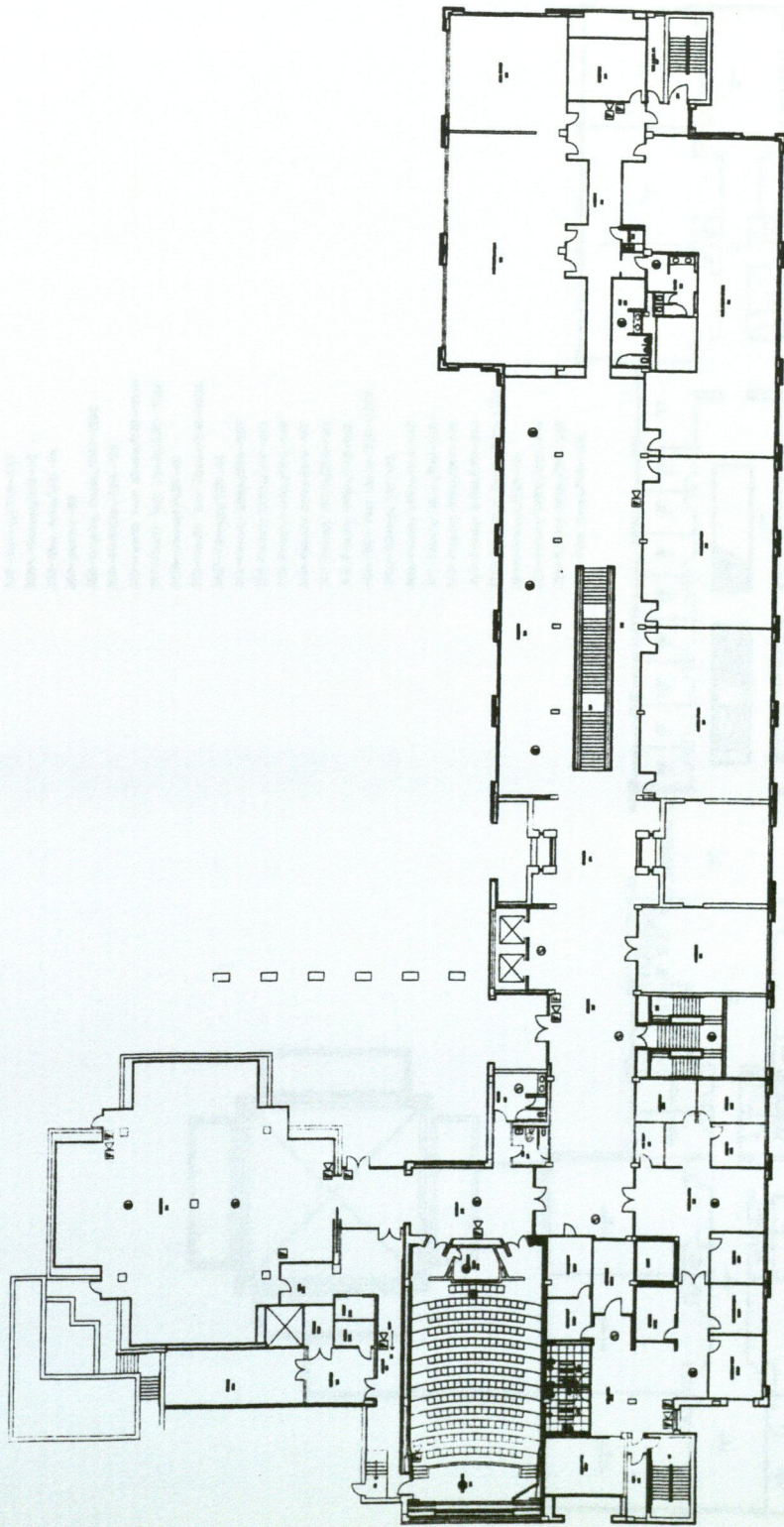
- ☉ Smoke Detector
- ☒ Fire Alarm Pull Station
- ☒ Fire Extinguisher
- ☒ Fire Alarm Strobe
- ☒ Fire Alarm Horn Strobe
- ☒ Fire Alarm Control Panel
- ☒ Fire Hose

- ROOM NO. - USE / CODE - SQ. FT.
- 100 - Lobby and Exhibit Area / 620-2016
- 101 - Women-179
- 102 - Men-179
- 103 - Computer Lab./220-1518
- 103A - Computer Lab./210-495
- 103AA - Storage/215-44
- 103B - Office/310-172
- 103C - Office/310-129
- 103D - Office/310-127
- 103E - Computer Lab./220-468
- 103EA - Tel. & Elect. Room-142
- 103EB - Archives/420-1033
- 103F - Com. Closet/715-43
- 103GA - Electrical Closet-55
- 103H - Office/310-120
- 103J - Office/310-181
- 103JA - Storage/315-106
- 104 - Library Vestibule/420-197
- 104A - Storage/315-178
- 104B - Office/310-174
- 104C - Office/310-166
- 104D - Office/310-304
- 104E - Library/multimedia/410-858
- 104EA - Storage/315-43
- 104F - Office/310-145
- 105 - Library/420-6441
- 105A - Vending/650-179
- 105S - Lounge/Exhibition/410-1680
- 106 - Storage-194
- 107 - Office/310-373
- 108 - Janitor-51
- 109 - WorkRoom/315-475
- 109A - Vestibule/225-88
- 109B - Photo Studio/220-461
- 109BA - Storage/225-93
- 109BB - A/V Storage/225-93
- 109BC - Storage/225-34
- 109BD - Storage/225-71

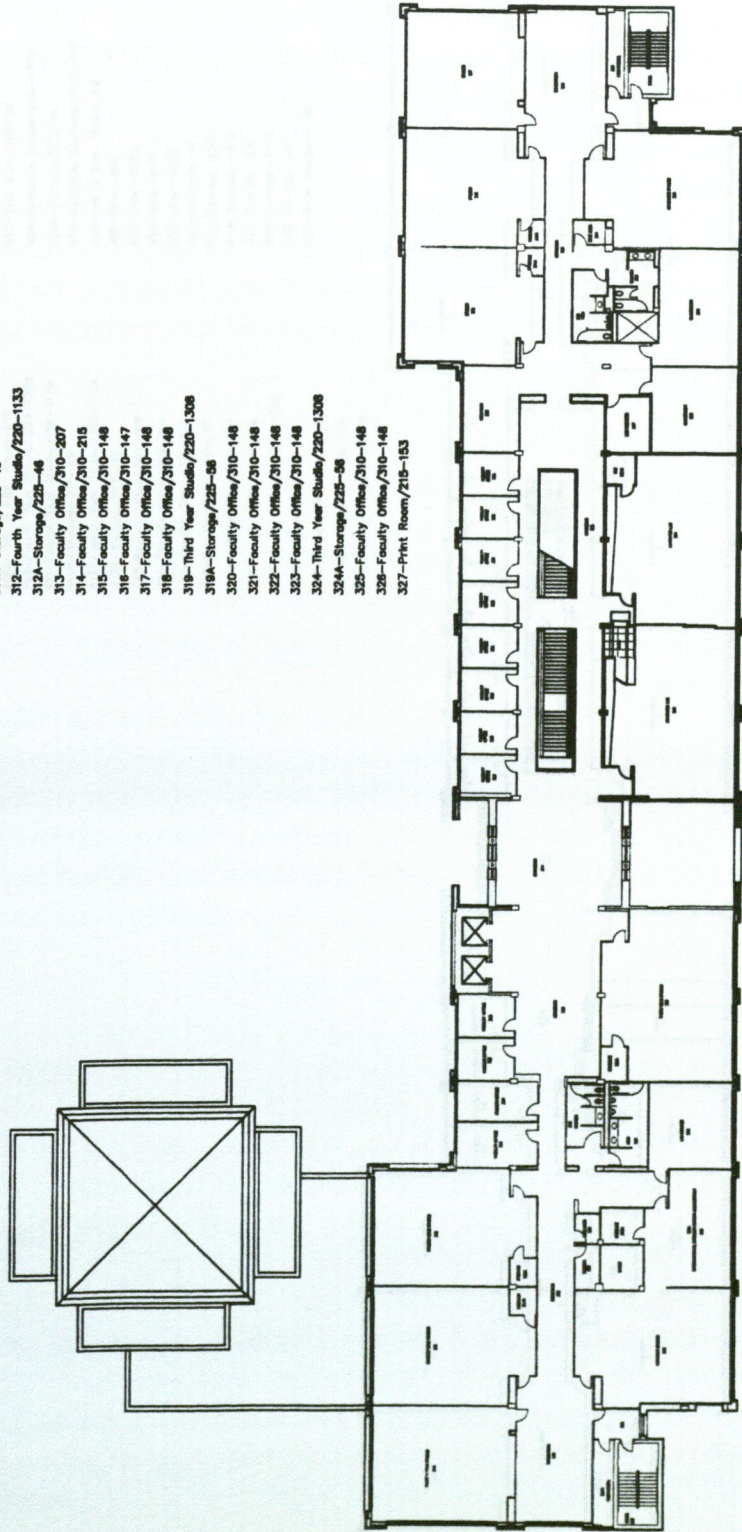
- ☒ Instructor Desk
- ☒ Instructor Podium
- ☒ Instructor Platform
- ☒ Overhead Projector
- ☒ Rear Projection Eq.
- ☒ Microphone Available
- ☒ Telephones/Jacks
- ☒ Computer Projection Eq.
- ☒ TV/VCR video Eq.
- 4 TV/VCR Video Ready
- ☒ Computers in Room
- ☒ Network Connections
- ☒ Satellite Comm. Links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

- 109C - Workroom/250-88m
- 109CA - Dark Room/250-58
- 109D - Negative Develop./250-30
- 109E - Dark Room/250-23
- 109F - Storage/255-17
- 109G - Dark Room/250-90
- 109H - Office/310-91
- 109HA - Storage/315-12
- 110 - Men-137
- 111 - Research/250-805
- 112 - Women-158
- 113 - Shop/720-838
- 113A - Office/310-107
- 113AA - Storage/725-45
- 114 - Tel. & Elect. Rm.-94
- 115 - Mechanical-2717
- C3 - Corridor-880
- C4 - Corridor-717
- 1E1 - Entry-959
- 1E2 - Entry S.-575
- 1S1 - 1S2 - Stair-248
- 1S2 - 1S3 - Stair-408
- 1S3 - 1S4 - Stair-332
- 1S4 - 1S6 - Stair-200



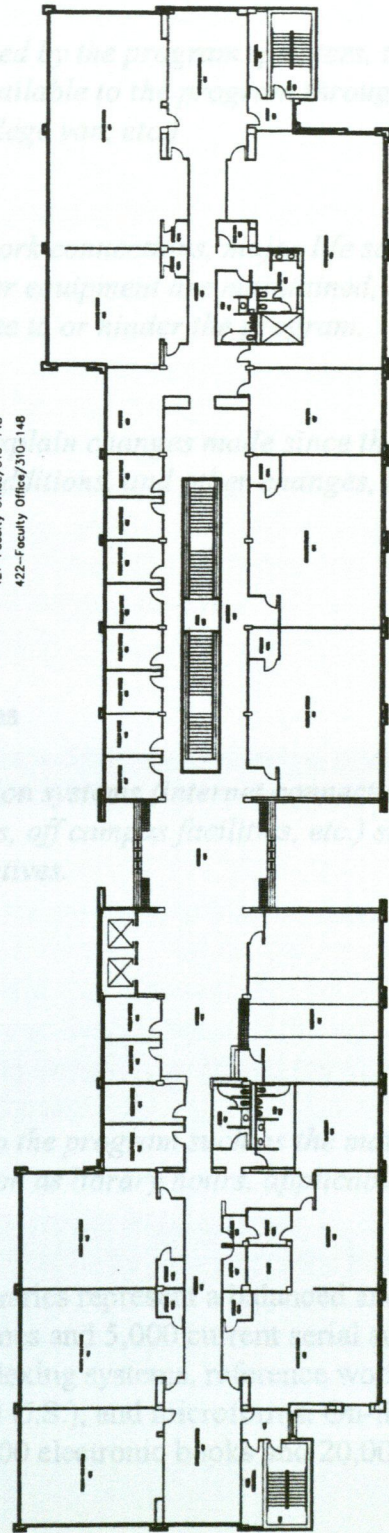


- ROOM NO.-USE/CODE-SQ.FT.
- 301-Third Year Studio/220-1303
 - 301A-Storage/225-81
 - 302-Women-148
 - 303-Men-188
 - 304-Lab. Service/215-445
 - 305-Storage/215-587
 - 305A-Storage/215-83
 - 306-Shr. Area/215-44
 - 307-Janitor-88
 - 308-Drawing Studio/220-1052
 - 309-Exhibition/820-708
 - 310-Fourth Year Studio/220-1034
 - 311-Fourth Year Studio/220-1133
 - 311A-Storage/225-48
 - 312-Fourth Year Studio/220-1133
 - 312A-Storage/225-48
 - 313-Faculty Office/310-207
 - 314-Faculty Office/310-215
 - 315-Faculty Office/310-148
 - 316-Faculty Office/310-147
 - 317-Faculty Office/310-148
 - 318-Faculty Office/310-148
 - 319-Third Year Studio/220-1308
 - 319A-Storage/225-88
 - 320-Faculty Office/310-148
 - 321-Faculty Office/310-148
 - 322-Faculty Office/310-148
 - 323-Faculty Office/310-148
 - 324-Third Year Studio/220-1308
 - 324A-Storage/225-88
 - 325-Faculty Office/310-148
 - 326-Faculty Office/310-148
 - 327-Print Room/215-153



Room Numbers/Use--Sq. Ft.

- 401--Classroom/110-1301
- 402--Women-197
- 403--Men-186
- 404--Classroom/110-445
- 405--Classroom/110-584
- 405A--Storage/115-83
- 406--Sink Area/115-44
- 407--Janitor-66
- 408--Drawing Studio/220-1052
- 408A--Storage/225-38
- 409--Seminar/Exhibition/620-708
- 409A--Tel. & Elec. Room-105
- 410--Fourth Year Studio-220-1034
- 411--Fourth Year Studio/220-1134
- 411A--Storage-225-46
- 412--Fourth Year Studio/220-1134
- 412A--Storage/225-46
- 413--Faculty Office/310-209
- 414--Faculty Office/310-215
- 415--Faculty Office/310-151
- 416--Faculty Office/310-147
- 417--Faculty Office/310-147
- 418--Faculty Office/310-148
- 419--Graduate Studio/220-1308
- 419A--Storage/225-55
- 420--Faculty Office-310-148
- 421--Faculty Office/310-148
- 422--Faculty Office/310-148
- 423--Faculty Office/310-148
- 424--Graduate Studio/220-1308
- 424A--Storage/225-55
- 425--Faculty Office-310-148
- 426--Faculty Office/310-148
- 427--OTA/GRA/220-707
- 428--Commons/650-507
- 429--Graduate Studio/220-1751
- 430--Graduate Studio/220-939
- 430A--Storage/225-46
- 431--Men-128
- 432--Women-151
- 433--Sink Area/225-55
- 434--Graduate Studio/220-1773
- 434A--Storage/225-46
- 435--Exhibition/Seminar/620-709
- 436--Tel. & Elec. Room-99
- 451--Stair-200
- 452--Stair-1520
- 453--Stair-205
- 455--Stair-1520
- 461--Vestibule-81
- 462--Corridor-890
- 463--Corridor-1018
- 464--Corridor-851
- 465--Corridor-1537
- 466--Corridor-687
- 467--Stair Vestibule-86



9.3 Library and Other Information Systems

Describe how library and other information systems (including systems, botanical collections, main library, branch libraries, off campus facilities, etc.) support the program's mission and educational objectives.

9.4 Extent of Collection

Describe the library facilities available to the program (main library or major branch libraries. Include such information as size of holdings, and the distance from major program spaces).

The University of Texas at Arlington Libraries has an expanding collection of more than one million volumes and 5,000 periodical subscriptions together with appropriate resources in including yearbooks, theses, abstracts, governmental publications (both Texas and federal), and electronic journals. Access is also provided to more than 30,000 electronic journals as database.

The Libraries of UT Arlington include the Central Library, the Architecture and Fine Arts Library, and the Science and Engineering Library. The primary materials for landscape architecture are located in the Architecture and Fine Arts Library, although some

Include floor plan(s) on standard 8 ½" by 11" sheets. Label these plans to identify various types of spaces and who controls/uses it. If spaces are shared by other programs or departments, indicate this on the spaces affected.

List significant equipment owned/controlled by the program (printers, transits, projectors, etc.) Also list that which is available to the program through the college or other sources. (college computer lab, college van, etc.)

Describe availability and number of network connections, major life safety code noncompliances, how computers and other equipment are maintained, and any other space and equipment issues that contribute to or hinder the program.

In this section the program may wish to explain changes made since the last SER and describe planned improvements, moves, additions, and other changes, but make it clear what is existing and what is planned.

9.3 Library and Other Information Systems

Describe how library and other information systems (internet connections, botanical collections, main library, branch libraries, off campus facilities, etc.) support the program's mission and educational objectives.

9.4 Extent of Collection

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

The University of Texas at Arlington Libraries represent a balanced and expanding collection of more than one million volumes and 5,000 current serial subscriptions together with appropriate resources in indexing systems, reference works, abstracts, government publications (both Texas and U.S.), and microforms. On-line electronic access is also provided to more than 30,000 electronic books and 20,000 electronic journals as database.

The Libraries of UT Arlington include the Central Library, the Architecture and Fine Arts Library, and the Science and Engineering Library. The primary materials for landscape architecture are located in the Architecture and Fine Arts Library, although some

supporting material can be found in other locations. This library is located in room 104 of the Architecture building.

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

Digital Media Studio

A self-service multimedia production and training facility designated to serve the needs of UTA students, faculty, and staff.

A wide variety of multimedia software is available in the studio. Software in the DMS enables digital audio and video editing, graphics and animation creation, 3D design, web site development, photo and image manipulation, desktop publishing and multimedia authoring, located in the basement of the Central Library.

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

9.5 Acquisitions

Describe the manner in which important new library acquisitions, equipment and software are obtained and the means for involving the program faculty in the selection process.

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

In order to ensure equitable collection development in all subject fields, the Library budget for acquisitions is apportioned into departmental allocations. These allocations are derived for each academic department within the University for both the serial and monographic purchases. Because landscape architecture is a program area within the School of Architecture, all materials purchased for the Program come from the departmental allocation assigned to Architecture. The following is a chart showing the expenditures for the School of Architecture for the past several years:

2005/2006:	monographs	\$27,000
	serials	10,200
2004/2005:	monographs	24,500
	serials	9,500
2003/2004:	monographs	21,200
	serials	9,400

* alum drive

9.6 Effective Use and Integration into Coursework

Describe how coursework integrates available facilities, equipment, and information systems into the curriculum.

9.7 Maintenance and Management

Describe how the maintenance and management of facilities, equipment and information systems affect the program's mission and educational objectives. (Include updating of equipment and software, availability, hours computer labs are open, computer technician services, etc.)

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

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

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

A daily courier service operated among the area universities makes possible twenty-four hour delivery of research materials requested through Interlibrary Loan. For requests that

have a RUSH status, the Interlibrary Loan Office has telefacsimile equipment and on-line delivery.

TexShare member libraries may issue "TexShare Cards" to undergraduate and graduate students and faculty members, permitting direct use of faculty and graduate students of libraries of other Texas Libraries. Thus, expeditious access to a wealth of research materials is available to support the Landscape Architecture Program.

At a time when there is an emphasis to do more with the same fiscal resources, the Libraries are seeking new ways to assist in providing the information resources needed to support research and teaching. The following programs have been implemented to assist in these areas.

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

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

Faculty Resource Delivery Service: Library staff will retrieve books, bound periodicals and media held in the UTA libraries and deliver them to the faculty member's campus mail box.

Reciprocal Faculty Borrowing Program: UT Arlington makes available several reciprocal borrowing programs. UTA faculty may be able to have access to libraries that participate in the OCLC Reciprocal Faculty Borrowing Program. Nearly 200 universities in the US and Canada are current participants. The University of Texas System provides borrowing privileges from any of the UT component institutions through the TexShare program.

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

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

Government Publications On-line: The libraries subscribe to three databases that provide access to government information of interest to Landscape. *GPO Access* provides official,

full-text information from the three branches of the Federal Government in an A-Z listing of databases. *GPO Monthly Catalog* contains records for documents printed by the US Government Printing Office. *Agricola* provides citations of the agricultural literature created by the US National Agricultural library and its affiliates cover all aspects of agriculture and allied disciplines. Some citations link to full-text documents.

9.8 Special Equipment, Space and Facilities

Landscape Architecture Program - Self Evaluation Report Visual Resource and Digital Imaging Facilities

The Digital Imaging Lab consists of a studio for digital photography of architectural models and drawings and the Visual Resources production area.. Models and drawings can be photographed with film or with available digital cameras, and downloaded to various storage formats.

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. Architectural theory and criticism are also taught using this collection..

The process of building a digital image collection began several years ago. The image collection, as of July 2005, contains almost 79,500 slides available, and some 9,000 digital images. Of these, at this writing, about 4500 slides and 6000 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 resource professional, who has access to 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 half the entire collection of slides is produced from duplication of faculty-contributed originals.

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 22 years. He administers and manages both the visual resources facility and the digital imaging lab.

Design Resource Center

(Room 153, Fine Arts Bldg.)

The Design Resource Center moved into a renovated 2600 square foot facility in August 2004. The administration, working closely with student organizations, instituted a shop fee of \$60.00 to be paid by students enrolled in studio courses. This fee provides the Design Resource Center with an annual operating budget in addition to establishing an account to fund the acquisition of additional equipment and to expand the shop's capabilities. The operating budget also provides for the full-time salary of the shop manager as well as a full-time assistant.

Over the course of the first year in its new location, the Design Resource Center has acquired a number of new tools (listed below). The additional space and equipment has also allowed students to more freely pursue ambitious projects and to explore the possibilities of new materials and techniques. One notable example of the shop's expanded capabilities is the role it played in the 2005 design/build studio project. The shop provided this studio with the resources to build the full-scale components used in the construction of a 1500 square foot arts and performance space.

The Design Resource Center provides students access to a safe and effective working environment seven days a week while classes are in session. The shop is generally open in the evenings until 10:00 p.m. or later, depending on the day of the week.

The shop currently provides the students the use of the following equipment:

1 – 10" right tilting table-saw	New equipment as of 8/2004:
1 – 12" combination miter-saw	1 – 10" left-tilting table-saw
1 – 16" band-saw	1 - 12" radial-arm saw
1 – 9" band-saw	1 – 14" band-saw
1 – 24" scroll-saw	1 - vertical panel saw
1 – 17" variable-speed drill-press	1 - 7" x 12" horizontal band-saw
1 – 12" disc x 48" belt sander	1 – 7 1/4" circular saw
1 – 8" disc x 1" belt sander	1 – biscuit/plate joiner
1 – bench oscillating spindle-sander	1 – variable speed reciprocating saw
1 – 13" planer	1 – fixed/plunge base router
2 - speed-bloc finishing sanders	1 – router table with router
1 – jig-saw	1 – 3" x 18" belt sander
1 – micro-table-saw	1 – 1/2" hammer-drill

1 – pneumatic brad-nailer

1 – pneumatic staple gun

2 – battery-operated drills

1 – Universal X2-660 laser cutter

1 – 3/8” electric hammer-drill

1 – 4 1/2” angle grinder

4 – orbital hand sanders

1 – arc welder

1 – oxy/acetylene welding and cutting torch

1 – sand-blasting cabinet

1 – 14” metal cut-off wheel

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 fifteen Dell Precision 340 Pentium 4 Workstation computers, four Dell Precision 370 Pentium workstations, and two AMD Opteron Dual Processor equipped rendering and animation workstations, for a total of twenty one computers.

This facility provides graduate landscape students with a variety of hardware and software for class instruction and program research.

The lab is staffed by one full time lab supervisor, Charles Schneider. He is assisted by ten to twelve work-study lab assistants.

The lab computers have the following software installed:

Adobe Acrobat, Illustrator, PhotoShop, AutoCAD 2004, AutoDesSys FormZ, Accurender, Bentley MicroStation V8, ESRI ArcView GIS, Microsoft Office 2003, Microsoft Windows XP Pro (Operating system) Rhino, and Penguin.

The lab computers are networked via Ethernet to the following printers/plotters: Two HP 800 DesignJet D size color inkjet plotters, one HP 1220C DeskJet tabloid color Inkjet printer, one HP9000n LaserJet high speed black and white/grayscale printer.

Scanning peripherals include one Epson Expression medium format flatbed scanner, and nine Canon LIDE 30 USB letter size flatbed scanners.

The lab is also equipped with a ceiling mounted digital projector for instruction and presentation purposes.

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.

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

Administrative Computing in the School of Architecture

The graduate landscape architecture program is supported by the School of Architecture's six main office administrative support staff, each equipped with a Dell 340 Precision Pentium 4 Workstation, Canon Lide 30 scanner, and HP1200 LaserJet printer. There is one Work Study assistant desk equipped with a Dell GX300 Pentium III Workstation, and HP1200 LaserJet printer. Each computer has the following software: Adobe Acrobat, Microsoft Office 2003, Microsoft XP Pro (Operating System) Hummingbird Communication and Terminal Emulation.

These computers are used for document processing, budgeting, student advising, course registration, public relations, and other support functions. Financial and academic records are maintained using terminal emulation software connected to the UT System Mainframe via campus Internet (Ethernet and fiber optic) The main office computers are supported onsite by Charles Schneider, Computer System Lab Manager, and via phone with the Office of Information Technology's Help Desk.

The Office of Information Technology Desktop Support division provides a number of open PC, Macintosh and UNIX labs around the campus. These labs are located in the Fine Arts building, the Central Library, Nedderman Hall, Ransom Hall, and University Hall. All users in these labs have Internet access.

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			