



UNIVERSITY OF
TEXAS
ARLINGTON

COLLEGE OF ARCHITECTURE,
PLANNING AND PUBLIC AFFAIRS

Program in Landscape Architecture



SELF EVALUATION REPORT Master of Landscape Architecture Program

Site Visit November 3-7-2018

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SELF EVALUATION REPORT

For the First Professional
Master of Landscape Architecture Program
July 15, 2018

Submitted to the



Landscape Architectural Accreditation Board

**American Society of Landscape Architects
636 Eye Street, N.W.
Washington, D.C. 20001-3736**

LAAB

Table of Contents

Request for Review	8
Program Self –Evaluation Report	10
Minimum Requirements	13
Introduction	14
Program Mission and Objectives	22
Program Autonomy, Governance & Administration	29
Professional Curriculum	38
Student and Program Outcomes	50
Faculty	55
Outreach to the Institution, Communities, Alumni & Practitioners	59
Facilities, Equipment & Technology	64
Addenda	79

SELF-EVALUATION REPORT FORMAT



SELF-EVALUATION REPORT FORMAT

First Professional Degree Programs in Landscape Architecture

GUIDELINES AND INSTRUCTIONS

Preparing a self-evaluation report is a valuable part of the accreditation process. To receive the maximum benefit of the accreditation process, it is in the program's interest to examine itself carefully and present information in a clear and concise manner. The following provides a procedure where those involved with a first professional program may make a concise self-evaluation of its performance. The visiting evaluators, assigned by the Landscape Architectural Accreditation Board (LAAB), will review this report prior to and during their visit, approaching the task as colleagues interested in understanding the program and its stated objectives within the framework of the institution and the accreditation standards.

The attached form is an outline of the *Self-Evaluation Report (SER)* to be completed by the program for which accreditation is being requested. All of the instructions in this document are considered to be responsive to the LAAB Standards and Procedures documents with those documents having primacy.

Most of the information to be presented in the SER will be directly related to the landscape architecture program being reviewed. Any supporting or related programs may be described in the appendix. They will be reviewed only with respect to their relationship to and/or effect upon the program under review.

Report Preparation

Bring as many faculty members, administrators, students, graduates, staff and employees as possible into the preparation of this self-study. These instructions are intended to be guidelines for the development of the SER and Schools/SER authors should adapt them as necessary to give a clear picture of the conditions and outcomes of their program as they can. For special circumstances not addressed herein, please consult with the Accreditation Manager.

Terminology

The *institution* is the university, college, institute or other parent body through which the program is administered.

The *program* is administered by some division of an institution such as a college, school, division or department responsible for the curriculum and the students enrolled.

The *program administrator* is the chair, director, head, dean, coordinator, or other official immediately responsible for the program.

Definitions, Interpretations and Application

Accreditation - A voluntary process of peer review designed to evaluate programs based on their own stated objectives and the accreditation standards that follow.

Administrative Probationary Status – Administrative Probationary Accreditation status is assigned when an institution/program fails to comply with one or more of the following administrative requirements:

1. paying annual fees within 105 days of the invoice date;
2. paying a late fee by the due date;
3. submitting reports or other required information within 45 days of the due date; and/or

4. Agreeing to a reasonable on-site evaluation visit date at or near the time established by LAAB staff.

Administrative Probationary Accreditation is an accreditation category not subject to appeal. The Program is recognized and listed as accredited with this designation until the underlying requirement has been fully satisfied. Failure to completely remedy the situation by the date specified in the probationary letter may result in Revocation of Accreditation.

Assessment - Each criterion has one or more questions that seek qualitative and quantitative evidence used to assess the level of compliance with or achievement of the related criteria.

Candidacy Status – Candidacy is an accreditation classification granted to any program which is in the planning or early stages of development or an intermediate stage of program implementation.

Compliance - Achieved when the LAAB concludes, after review of relevant indicators or other evidence, that a standard is met or met with recommendation as defined below. To achieve accreditation a program must demonstrate to LAAB, through the Self Evaluation Report, site visit, and technical accuracy review of the visiting team report, that it complies with all standards.

Considerations for Improvement – Informal counsel offered to the Program as a part of the Visiting Team’s Report, but not included in the Final Action Letter from LAAB to the Program. These may include areas where the program can build on a strength or address an area of concern that does not directly affect accreditation at the time of the LAAB review. (“*Considerations for Improvement*” replaces “*Suggestions for Improvement*”. Considerations are not stipulated in the Final Action Letter, whereas Suggestions had been included.)

Criteria - Each standard has one or more criteria statements that define the components needed to satisfy the related standard. Not satisfying a criterion does not automatically lead to an assessment of a standard as ‘not met’. To be accredited a program demonstrates progress towards meeting the criteria. In this document, criteria are identified by letters (for example: A. Program Mission).

Final Action Letter – Official communication from LAAB to a Program reporting the accreditation status and any recommendations affecting accreditation of the program.

First Professional Program - A first professional program encompasses the body of knowledge common to the profession and promotes acquisition of knowledge and skills necessary to enter the professional practice of landscape architecture:

...at the bachelor's level in a context enriched by the liberal arts and natural and social sciences.
...at the master’s level by providing instruction in and application of research and or/scholarly methods.

FTE- Faculty Full-time Equivalent: The aggregate number of full and part time faculty committed to teaching in a department or program, including full time faculty who have their duties or teaching assignments split between an undergraduate and a graduate program and/or faculty who may have their assignments split between landscape architecture and another discipline. A faculty member with a part-time appointment of 50% would be expressed as a 0.5 FTE and would have a teaching/scholarship/service assignment roughly equivalent to half that of a 1.0 FTE faculty member in a similar program at the institution.

Initial Accreditation – The first period of accreditation for a program leading to a degree in landscape architecture. Students who graduate within two years prior to initial accreditation by LAAB will be considered to have graduated with an accredited degree.

Intent - Explains the purpose of the standard.

Program – An inclusive term for the coursework and other learning experiences leading to a degree and the supporting administration, faculty, staff, facilities and services which sponsor and provide those experiences.

Recommendation Affecting Accreditation - Are issues of serious concern, directly affecting the quality of the program. Recommendations Affecting Accreditation are only made when the visiting team assesses a standard as met with recommendation or not met. Recommendations are derived from the identified areas of weakness in meeting a standard that are described in the rationale sections of the visiting team report. The program is required to report progress regularly on these issues. Recommendations Affecting Accreditation identify issues, and do not prescribe solutions.

SER – Self Evaluation Report – A document prepared by the program that describes its expectations, operations, resources and assesses its progress towards meeting its mission, goals, objects and the performance against the criteria for accreditation.

Shall...is defined as mandatory.

Should...is defined as prescriptive.

Standards - Qualitative statements of the essential conditions an accredited program must meet. A program must demonstrate adequate evidence of compliance with all standards to achieve accreditation.

Standard Met - Evidence shows that overall program performance in this area meets LAAB minimum standards. A standard may be judged as met even though one or more indicators are not minimally met.

Standard Met With Recommendation - Deficiencies exist in an area directly bearing on accreditation. The problem or problems have observable effects on the overall quality of the program.

Standard Not Met - Cited deficiency is so severe that the overall quality of the program is compromised and the program's ability to deliver adequate landscape architecture education is impaired.

REQUEST FOR REVIEW



REQUEST FOR REVIEW

LANDSCAPE ARCHITECTURAL ACCREDITATION BOARD

Date: 10/30/2017

Invitation to review is extended by: Vistasp M. Karbhari, PhD, President

Identify the program in Landscape Architecture to be reviewed and the name of the institution.

Program in Landscape Architecture

College of Architecture, Planning and Public Affairs

University of Texas at Arlington

This landscape architectural program certifies that it has been in operation since 1978 and is legally entitled to confer the following first professional degree: Master of Landscape Architecture (MLA)

Preferred Dates for Review: Indicate first, second, and third preferences.

1. November 5-November 7, 2018

2. October 29-October 31, 2018

3. November 12-November 14, 2018

Please give complete address for the program requesting review. Include the name, phone number, and e-mail address for the program administrator.

Diane Jones Allen, D. Eng, MLA, PLA, ASLA, Program Director

817-272-3215

Diane.allen@uta.edu

PROGRAM SELF-EVALUATION REPORT



PROGRAM SELF-EVALUATION REPORT

For the Academic Year: 2018-2019

Institution: The University of Texas at Arlington

Program in Landscape Architecture

Degree Title/Degree Length Master of Landscape Architecture (MLA)/2-3yr

Chief Administrative Official of the Institution Vastap M. Karbhari, President
name *title*
321 Davis Hall, Box 19125, Arlington TX 76019-0125
address
vkarbhari@uta.edu 817-272-2101
e-mail address *phone number*

Chief Administrative Official of the College Adrian Parr Dean of CAPP
name *title*
CAPP Building Suite 203, Arlington TX 76019-0108
address
Adrian.parr@uta.edu
e-mail address *phone number*

Chief Administrative Official of the Division (if applicable)

name *title*

address

e-mail address *phone number*

Chief Administrative Official of the Department

name *title*

address

e-mail address *phone number*

Chief Administrative Official of the Program Diane Jones Allen Program Director
name *title*
Box 19108, CAPP Building, Arlington TX 76019-0108
Address
diane.allen@uta.edu 817-272-3215
e-mail address *phone number*

Report Submitted by Diane Jones Allen 7/15/2018
name *date*

MINIMUM REQUIREMENTS



MINIMUM REQUIREMENTS

For Achieving and Maintaining Accredited Status

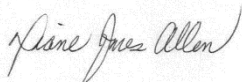
1. The program title and degree description incorporate the term "Landscape Architecture".
2. An undergraduate first-professional program is a baccalaureate of at least four academic years' duration.
3. A graduate first-professional program is a master's equivalent to at least three academic years' duration.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

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

The University of Texas at Arlington, Master of Landscape Architecture program meets the minimum conditions to apply for LAAB accreditation.

Diane Jones Allen
Program Administrator Name

Director
Title



Program Administrator Signature

Date

INTRODUCTION



INTRODUCTION

1. History of Program.

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

Overview of the University

The University of Texas at Arlington (UTA) is one of nine campuses, and the second largest in the University of Texas System. It has experienced extraordinary growth in the past decade and had a total global enrollment of 58,664 for Academic Year 16-'17. The students come from every state and more than 100 countries, resulting in one of the most diverse campus populations in the nation. It has more than 180 bachelors, masters and doctoral degrees in a board range of programs. UTA is a Carnegie Research 1, the highest research activity, institution. UTA was recently cited by *U.S. News & World Report* as having the second-lowest average student debt among U.S. universities surveyed.

Founded in 1895 as Arlington College, a private liberal arts institution, UT Arlington today is comprised of ten main components: The College of Architecture, Planning and Public Affairs; College of Business; College of Education; College of Engineering; Honors College; College of Liberal Arts; College of Nursing and Health Innovation; College of Science; School of Social Work; and University College.

The University is located midway between Dallas and Ft. Worth which are the core communities in the sixteen county metropolitan area, now the fourth largest in the United States. About 65 percent of the University's 210,000 alumni live in North Texas and contribute to the annual economic impact of \$12.8 billion in the region. As a key institution in the North Texas area, UTA has several collaborations with institutions tied to landscape architecture including the Botanical Research Institute of Texas (BRIT), the Dallas Arboretum and Botanical Garden, the Fort Worth Botanic Garden, the Texas AgriLIFE Dallas Urban Solutions Center, and the North Central Texas Council of Governments. The College of Architecture Planning and Public Affairs (CAPPA) and Landscape Architecture Program at UTA have many organizational partnerships and affiliations with professional societies both local and national. These include Landscape Architecture Foundation (LAF), Urban Land Institute (ULI), Council of Landscape Architecture (CELA), American Society of Landscape Architecture-Texas and National (ASLA), American Institute of Architects Sustainable Design Assistance Team Program (AIA), Vision North Texas, the Council of New Urbanism, the Transportation Research Board (TRB), and the Urban Design Centers in Arlington and Dallas.

The Early Program

Groundwork for the Landscape Architecture began in 1975 when the Dean of the School of Architecture engaged the services of long-time local practitioner Richard Myrick to teach courses in site design to architecture students. The response to this offering was so successful that an option for a bachelor's degree in landscape architecture was offered in 1977.

In 1978, Professor Myrick added Mr. Oliver Windham, ALSA to the teaching faculty, and both men were named Outstanding Teacher of the Year for the School of Architecture for their excellent performance and service to students. Both faculty members also continued successful practices in the Dallas Fort Worth area, setting a standard for close ties with the professional landscape architecture community that still exists today. This relationship with the professional design community in Dallas Fort Worth is one of the program's strengths and allow access for students to highly qualified landscape architects through part time professors, studio critics, and practicums.

Gary O. Robinette, FASLA, FCELA, a registered landscape architect, became a member of the UT Arlington faculty in 1988, and was program director from 1988 to 1991. He retired in 2011 bringing the fulltime number of faculty to three. Pat Taylor joined the faculty in 1992, as Program Director. He was followed by Dr. Sangwoo Lee whose tenure as a full time assistant professor lasted between 2003 and 2005. David Hopman, ASLA, joined the landscape architecture faculty in 2004 strengthening the program's offerings in plant materials and ecology, ecologically performative landscapes, computer visualization, landscape aesthetics and critical regionalism. Jim Richards was an adjunct lecture from 2005-2006, a visiting associate professor from 2006-2007 in the Landscape Architecture Program at UTA. Taner Ozdil joined the faculty in 2007 bringing knowledge of physical planning practices in mixed-use environments, high density urban areas and metropolitan regions. There were also various adjunct professors from the private sector in this period. In 2010 the Programs stature was enhanced by its ranking in Design Intelligence Quarterly as one of the top 15 graduate landscape architecture programs. An outcome of this ranking was the dedication by the Provost of Enhanced Graduate Teaching Assistantships (EGTA) for the Landscape Architecture Program. EGTA's provided for 9 months stipends of \$15,300 plus full tuition remission for the 9 credits per semester. The MLA Program received 4 EGTAs until 2016 when the program was discontinued for Masters Students. The stipends were converted into traditional Graduate Assistantships at the rate of two GRA or GTA positions for each EGTA position for each EGTA position that was lost.

Current Summary (Events since the last review)

The UTA Landscape Architecture Program was ranked 13th in the nation in 2013 by Design Intelligence. Jim Richards became Associate Professor of Landscape Architecture in 2012, bringing his award winning expertise in landscape architecture, town planning, and urban design and sketching to the program full time. He developed an elective in urban sketching. The program had steady leadership under Program Director Pat Taylor until his retirement in June of 2016. Pat Taylor also has been Executive Director of the Council of Educators of Landscape Architecture (CELA) since 2011. Associate Professor Taner Ozdil was awarded for teaching excellence by CELA for the year 2015. In 2016 Associate Professor David Hopman took on the role of Interim Director at the time of Taylor's retirement. With the departure of Jim Richards and the retiring of Pat Taylor, the program had to rely on two fulltime faculty, Associate Professors Hopman and Ozdil, and a dedicated cadre of highly qualified part time lecturers, for the 2016-2017 academic year.

The School of Architecture (SOA), in which Landscape Architecture was housed, and the School of Urban and Public Affairs (SUPA) in which Planning was housed, no longer exist as independent schools. They became part of a new collaborative, the College of Architecture, Planning and Public Affairs (CAPP), under the new incoming dean, Nan Ellin, in 2015. Landscape Architecture and Planning came together into one department under the formation of the College of Architecture, Planning and Public Affairs (CAPP). Currently the department of Planning and Landscape Architecture (PALA) does not have a Chair. The Program of Landscape Architecture and the Program of Planning operate independently. There have been efforts and PALA meetings held in the 2017-2018 year to see where there is room for collaboration, especially in the areas of course and curriculum overlap. A new director for the Planning Program began tenure on February 15, 2018. Under the advisement and assistance of the Interim Director and the Landscape Architecture Advisory Council, the Dean allocated 2 new hires for the Landscape Architecture Program in 2017. These included Assistant Professor Dr. Joowon Im and Program Director and Associate Professor, Tenured, Dr. Diane Jones Allen, PLA. These hires have increased the fulltime faculty by 100%, have increased the diversity of the faculty, have helped to provide much needed course coverage and stability, and have increased the program's national presence. Since the departure of Dean Nan Ellin in spring of 2017, CAPP has had 2 interim Deans. Fortunately, a Dean's search was held in the fall and spring semester of 2017-2018 with the successful candidate, Dr. Adrian Parr, being in position for fall of 2018.

Currently the student enrollment is at 30, there has been a steady decrease in enrollment since 2014, but with strategic planning and proposed changes to course scheduling, curriculum, program vision, additional faculty, new recruitment efforts, and collaboration with local firms it is predicted that there will be an uptick in enrollment. One of the major benefits to our program is its location in the Dallas Fort worth (DFW) area, with the opportunity for urban research, community engagement and large number of Landscape Architecture and Land Planning Firms and Planning Agencies to provide internships, collaborative project and research opportunities for Students. The MLA Program at UTA intends to utilize DFW as our urban lab by enhancing these opportunities, in order to provide growth to the program, unique learning experiences for students, and to make a meaningful impact on the surrounding communities. There is capacity and planning to have a yearly cohort of 15 with an overall enrollment of 45 within the next 2-5 years.

The Landscape Architecture Program is very important to CAPPAs overall mission, reputation and responsibilities. The Program is planning collaborative efforts with the both the Program in Planning and the Department of Architecture, including a CAPPAs wide speaker's series for fall 2018. Some of our students participate in a dual degrees program with Planning and several of our courses are listed at the 4000 level enabling undergraduate students in Architecture enroll and eventually enter the MLA program if desired. Our students also benefit from the research centers in CAPPAs, including the Urban Institute, The Arlington Design Center, and the Center for Transportation Equity, Decisions and Dollars (CTEDD) through Graduate Assistantships, Grant Opportunities and Programing.

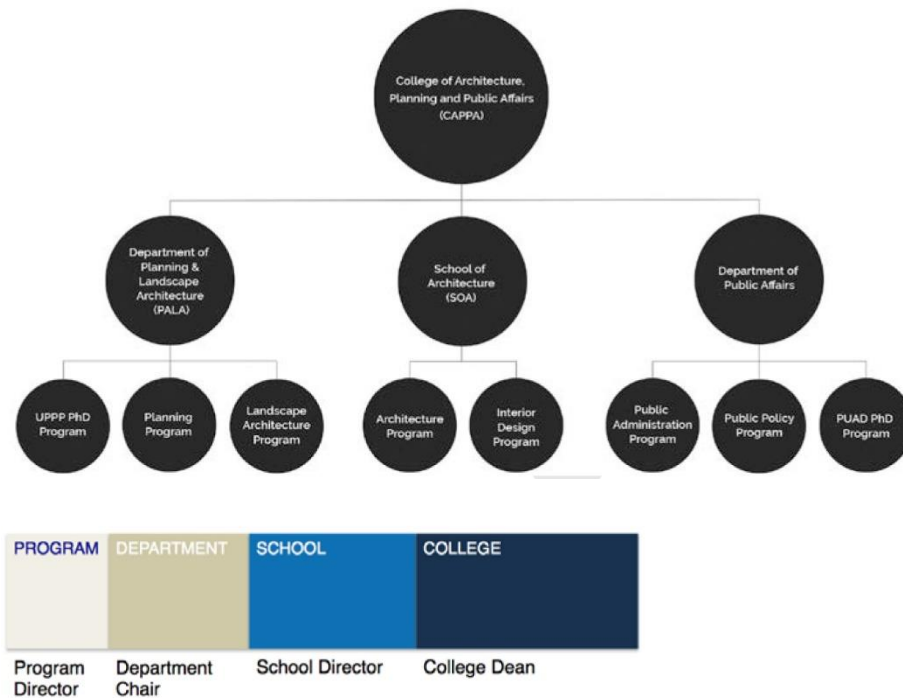
The Provost and President the University of Texas Arlington have made clear the importance of CAPPAs and the Landscape Architecture Program's essential to role in enacting its Strategic Plan 2020 which aims to make UTA the model 20th Century Urban Research University. The plan's four pillars, Sustainable Urban Communities, Health and the Human Condition, Data Driven Discovery, and Global Environmental Impact are in sync with the mission and vision of the Landscape Architecture Program at UTA.

2. Organizational Structure of the Program.

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

Landscape Architecture and Planning came together into one department under the formation of the College of Architecture, Planning and Public Affairs (CAPPA). Currently the department of Planning and Landscape Architecture (PALA) does not have a Chair. The Program of Landscape Architecture and the Program of Planning operate independently. The Master of Landscape Architecture Degree Program is the only landscape architecture program under review by LAAB, and the only one in the College of Architecture and Urban Affairs.

II. Academic Structure



Academic units are Programs (with Program Directors), Departments (with Department Chairs), Schools (with School Directors), and the College (with Deans), CAPPA houses the School of Architecture, the Department of Planning and Landscape Architecture, and the Department of Public Affairs. These academic units house Programs, and offer bachelor, masters, and doctoral degrees as well as undergraduate minor and graduate certificates. Faculty appointments reside in these units.

3. Response to Previous LAAB Review.

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

Standard 1: Program Mission and Objectives

Recommendation Affecting Accreditation: Develop a long-range plan that clarifies the Program vision within the context of the profession.

Program Response:

- 2018 The development of the long-range plan is continuing through fall of 2018.
- 2017-2018 As part of strategic planning, a continued visioning and goal setting process, guided by M. Ann McFadyen, Ph.D. Associate Professor of Strategic Management at the University of Texas at Arlington, College of Business Administration, the Landscape Architecture faculty and Landscape Architecture Advisory council finalized a new vision, mission, and values for the Landscape Architecture Program.
- 2016-217The faculty aided by the Landscape Architecture Advisory Council started strategic planning and visioning to clarify the Landscape Architecture Programs vision.
- 2016 The mission and objectives will be reviewed before final decisions are made on criteria for faculty hires during the 2016-2017 academic year.

Standard 2: Program Autonomy, Governance & Administration

Recommendation Affecting Accreditation: Provide adequate faculty capacity to accommodate the dual emphasis on both research and design/professional education.

Program Response:

- 2017 New faculty were hired in fall of 2017 bringing the faculty back up to 4 full time faculty.
- 2016 The new strategic faculty hiring process will help assure that the mission and objectives of the program are adequately addressed by the faculty. Additionally, the resources of the new College of Architecture, Planning, and Public Affairs will be utilized more effectively to create more diverse course offerings.

4. Describe current strengths and opportunities.

- a. The program has a faculty who are well committed to the growth and sustainability of the program, who are dedicated to the students and the program's competitiveness, who are productive in research and services activities, and who are engaged with communities off and on campus.
- b. Location in the Metroplex (DFW area) provides access to firms and a dynamic urban environment. This provides a tremendous opportunity for students to interact with firms and real world problems and issues.

- c. Research and Practice focus. As professional landscape architects place increase emphasis on the importance of research in tackling the challenges of the built environment, schools that produce students with both excellent graphic and form making skills, but the ability to execute and apply research will be increasingly in demand.
- d. The program has the opportunity to increase the number of students through recruiting from across the campus and in CAPPa.
- e. Although relatively small, the MLA program at UTA has many organizational partnerships and affiliations, including Landscape Architecture Foundation (LAF), Urban Land Institute (ULI), Council of Landscape Architecture (CELA), American Society of Landscape Architecture-Texas and National (ASLA), American Institute of Architects Sustainable Design Assistance Team Program (AIA).
- f. One of the few design schools that require a written thesis. The Program, starting fall 2018, will also offer a thesis option with a design component.
- g. Our students come from all around the country and the world. They have come from diverse professions, and are diverse in experience and expertise.
- h. The program enjoys tremendous support from the alumni, especially those in the DFW area. The alumni have spearheaded programs, such as the Mentorship Program and participated actively in other program efforts.

5. Describe current weaknesses and challenges.

- a. Recruiting: Achieving program visibility for potential students; competing with other programs in the region (UT Austin, Texas A&M, etc.); and obtaining funding for attracting new students are challenges faced by the program which impact recruiting. Also getting information regarding the Landscape Architecture Program to students across campus, particularly undergraduates to spark interest in the program is a challenge.
- a. Branding: Determining and marketing what makes us unique and an attractive choice for students.
- b. Graduate Student Financial Support: There is a need to increase the amounts and duration, the ability to give 3 year scholarships or full rides, of financial support to students.
- c. Sustaining enrollment: There is a challenge in finding and retaining the right cohort of students to keep the program at capacity and prevent classes from being cancelled.
- d. Increasing the Endowment and other financial support: Fund raising and increasing donations is a challenge.
- e. Additional tenure track faculty: There is a need for additional junior faculty for the sustainability of the program. Although, our adjunct faculty set us apart as we take advantage of our location in a large design center.

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

Since the last accreditation, Landscape Architecture and Planning came together, in 2015, into one department during the formation of the new College of Architecture, Planning and Public Affairs (CAPPa). Currently the department of Planning and Landscape Architecture (PALA) does not have a Chair. The Program of Landscape Architecture and the Program of Planning operate independently.

A new Director for the Landscape Architecture Program, Diane Jones Allen, D.Eng. ASLA, PLA, began tenure on August 1 2017. An assistant professor Joowon Im also joined the faculty at that time. These faculty replaced the previous director (Dr. Pat Taylor) and a professor (Gary Robinette) who retired.

In fall 2017 a new vision, mission, and values were developed to give clearer direction to the program and define our core values and fundamental purpose for the institution, faculty, students, and prospective students. This was also in response to the previous LAAB Review.

Old Mission: *The mission of the Landscape Architecture Program is to educate the ultimate leadership in the landscape architecture profession. This mission requires the development and exercise of both intellect and sensibility.*

New Mission: *The UTA Masters in Landscape Architecture Program advances design and planning solutions for ecological and environmental resiliency, urban place making, quality of life, and well-being. Through interdisciplinary teaching, research, and service activities, the program will promote leading-edge design and planning in the natural and built environments, capitalizing on our unique position within a transferable urban lab environment (DFW).*

In spring 2018 a Design Thesis Option and guidelines were developed. The Written Master Thesis is a required component of the Master of Landscape Architecture Program at UTA. We will now offer an option of a Master's Thesis or Design Master Thesis as a requirement for degree completion. The Design Master's Thesis option will also require the students to conduct both independent research, and also design investigations to demonstrate their capacity for rigorous original thinking. The design thesis, and the written thesis, will include a research proposal, a written research portion and also design products (analysis and design drawings) that meet the highest standards of academic excellence and contribute significantly to the discipline and profession. The option was given approval by the Vice Provost for Academic Planning and Policy. This option will commence in fall of 2018.

As part of our planning to enhance both the curriculum and delivery of the program the studio hours were adjusted from 6pm to 9:50pm to 3pm to 7pm starting in fall of 2018.

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

The primary author of the SER was Diane Jones Allen, Program Director, along with the MLA faculty who contributed heavily to the development of the SER and many of the components herein, including the P&T and FAR guidelines and the past history of the program. Frequent discussions and development sessions regarding the contents and process of preparing the SER were undertaken. In addition, critical to the SER, issues and important processes such as Strategic Planning and the development of the new program vision and mission was done with the faculty and program Advisory Council.

Students were also important to the Accreditation Process. A file system for the collection of work samples was constructed by a graduate assistant. The student ASLA chapter were responsible for the accreditation exhibits and organizing tours. A student survey assessing the program was also administered in fall 2017 and it included in Volume II. The results from this survey were invaluable to and greatly informed our strategic planning efforts.

An online survey was also administered to alumni during spring of 2018. Results are included in Volume II. The results from this survey are also important to our strategic planning efforts.

1. PROGRAM MISSION and OBJECTIVES



1. PROGRAM MISSION and OBJECTIVES

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

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

A. Program Mission

1. The UTA Masters in Landscape Architecture program advances design and planning solutions for ecological and environmental resiliency, urban place making, quality of life, and well-being. Through interdisciplinary teaching, research, and service activities, the program will promote leading-edge design and planning in the natural and built environments, capitalizing on our unique position within a transferable urban lab environment (DFW).

This mission was adopted fall 2017

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

The UTA Masters of Landscape Architecture Program's mission statement reflects the purpose and values of the program by focusing on the advancement of design, planning and research skills that will produce landscape architects who champion and have great impact on environmental resiliency, urban place making and quality of life. The mission reflects our understanding of and commitment to the Dallas Fort Worth area and the opportunities presented by our place within it. Our mission also reflects the acknowledgement of the benefits of being in the College of Architecture Planning and Public Affairs and, the value cross disciplinary education has to the achievement of the program's goals.

The University' Mission is as follows:

The University of Texas at Arlington is a comprehensive research, teaching, and public service institution whose mission is the advancement of knowledge and the 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 program's mission statement relates to the institution's mission statement in that it specifies the use of research, teaching and service to advance knowledge. In the case of the Landscape Architecture Program, this knowledge is of design and planning for environmental resiliency, urban place making, quality of life, and well-being. The institution's mission stresses the pursuit

of excellence, as does the program's mission, as it puts forward the desire to create leading edge design and planning solutions.

B. Educational Goals

1. State the academic goals of the program.

Excellence in our education programs – we value excellence, and therefore seek to achieve the highest standards in teaching by offering opportunities and engaging students to develop creative and critical thinking, appreciation of life time learning, and professional skills related to current and future issues of landscape architecture, urban design, sustainability, and quality of life.

Diversity and sharing a wide range of cultural values – we value promoting diversity in our students, faculty, and design and planning practices, and see diversity as an important goal and one of the strengths of our program.

Research and scholarship as a central component in achieving the programs mission – We value and promote original research and scholarly activities, and seek to apply the diverse interests of the faculty and students to the complex and varied issues in urban context.

Collaboration with the academic, nonprofit, and development communities– we seek collaboration with our students, within our MLA faculty and CAPP, across the University, and with current and developing business, government and nonprofit community partners.

Service to our community – we value and promote collaboration and service as a key element of structured experiential learning that results in creative solutions to urban landscapes, urban design, sustainability, and city building, and fosters quality of life and well-being with advanced design integrating culture, nature, and people in a transferable urban lab.

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

The academic goals are a direct extension of the program's mission to give students the critical thinking skills and ability to develop solutions to problems they will be presented with in the practice of landscape architecture. The goals place value on diversity and collaboration in order to advance the program's mission of environmental resiliency, urban place making and quality of life while promoting diversity in thought and values for students who will be practicing the profession in multifarious communities.

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

The program evaluates its goals through biannual goal evaluation and setting sessions, and biannual Landscape Architecture Advisory Council meetings where selected items are presented for discussion and comment.

The program evaluation also occurs through the University's Strategic Planning requirements currently under the rubric of the Unit Effectiveness Plan (UEP). Recognizing that strategic planning needs more specificity at the unit level, the UEP provides for the development and implementation of unit plans. These unit plans help ensure that each unit of the University is engaged in activities and initiatives that support the University's strategic plan and address the

institutional priorities. The Landscape Architecture Program uses the UEP to assess student competencies and outcomes and to evaluate the programs progress in meeting its goals.

C. Educational Objectives

1. List the educational objectives of the program.

Landscape Architecture Program

Providing a creative and engaging classroom, and experiential learning environment that promotes critical and creative thinking about advanced solutions for current and future urban landscapes. We are also committed to continual growth of the profession with dedicated degree programs that foster lifetime learning opportunities including continuing education, certificates, licensure workshops, and executive programs for working professionals.

The Department of Planning and Landscape Architecture

The Landscape Architecture Program will work with the Program in Planning to strengthen the department by sharing resources, knowledge and courses, and by providing a students the opportunity to take advantage of a myriad of research opportunities, programs, and course offerings including the PHD program in planning, urban seminars, and site planning and land development courses in landscape architecture.

College of Architecture, Planning and Public Affairs (CAPPA)

The Landscape Architecture program encourages collaborative teaching and research within the College of Architecture Planning and Public Affairs by drawing upon the unique diverse research and outreach accomplishments of the Landscape Architecture faculty.

University of Texas at Arlington

The Landscape Architecture program encourages collaborative teaching, research and outreach programs across the University with such programs as Planning, Engineering, Environmental Sciences, Sociology, Architecture, Real Estate Development and Business Administration, while providing distinctive and creative contributions to the implementation of the University's Strategic Plan:

- Health and the Human Condition – by fostering design for cities of well being
- Sustainable Urban Communities – by teaching, developing and transferring knowledge regarding the changes in our natural, cultural and social environments
- Global Environmental Impact –by attracting and engaging a diverse student body and faculty to study issues and disseminate research in regards to urban landscape

Community Outreach

The Landscape Architecture program acts as a bridge between academia and industry by providing a hub for service learning opportunities that benefit a wide range of community partners, our students, and the University by capitalizing on the broad and diverse expertise of faculty research, offering design creativity related to viable, sustainable, and resilient urban communities, and by integrating creative and thoughtful design throughout the culture, nature, and people in a rapidly growing metropolitan environment.

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

The Landscape Architecture Program's educational objectives were derived from and targeted to achieving the programs goals and mission at various levels, from the Program the College, and the Community. The objectives inform curriculum development, research and design pedagogy, community engagement activities, collaboration and interactions with other College and University faculty and personal, collaboration and interaction with offices of practice and professional organizations, and faculty research, outreach and services activities for the purpose of implementing our educational goals and fulling the programs mission.

D. Long Range Planning Process

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

Since the last SER the program has used the UEP Unit Effective Plan as the method for accomplishing its long range and strategic planning. The UEP focuses on student competencies and has resulted in regular systematic improvements to course learning objectives. However, as assessed by the past Dean, Interim Program Director and the faculty, and also recommended in the last accreditation report, there was the need for a Long Range Plan for the Landscape Architecture Program in addition to the UEP.

In fall of 2016 the Interim Director and Dean convened a Landscape Architecture Task Force which held its initial meeting on October 19, 2016. The purpose of the meeting as stated in the meeting minutes, which are included in the addenda was to "respond to the recommendation and suggestions from the 2012 accreditation report and bring our Landscape Architecture program into the top 10 in the nation". To accomplish this the task force aimed its efforts at redefining the program's mission and vision, and initiating a Long Range Planning Process. This meeting explored the program's identity and defined components and themes that were needed to focus the mission statement. A second meeting was held in November 21, 2016. At this meeting the program's identity was readdressed and the following items necessary to strategic and long range planning were addressed:

- Curriculum that addresses where the profession is and is going
- Recruiting
- Reaching across disciplines

This process continued in in fall of 2017 by the faculty and Advisory Council building on the outcomes of the Landscape Architecture Task Force. As part of the Long Range Planning Process, continued visioning and goal setting was undertaken, guided by M. Ann McFadyen, Ph.D. Associate Professor of Strategic Management University of Texas at Arlington, College of Business Administration. During this process, the Landscape Architecture faculty and Landscape Architecture Advisory Council finalized a new vision, mission, and values for the Landscape Architecture Program.

Faculty continued to work on the plan during the spring semester focusing on the MLA Curriculum and course scheduling and delivery. Input from the Advisory Council continued in the spring with the draft being developed at the spring 2018 Faculty Retreat.

The planning framework included the following:

- Goal of the Long Range Plan
- Immediate Plans for Improvement
- Actions/Efforts that can be undertaken in 2-5 years
- Strategies to Implement these Efforts

The final draft will be presented to the Advisory Council for review and comment in fall 2018

It is expected that the new Dean of the College of Architecture and Planning will begin in fall 2018. Comments and review by the Dean will be accepted and the document should be approved and adopted by the beginning of spring 2019. The document will be continually revised for program guidance and update at faculty meetings and retreats.

See Volume II: Addendum K- Long Range Plan,

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

The long range plan will address how the program mission and objectives are met and documents the review and evaluation process. The long range plan outlines which changes to the program's curriculum and course delivery have and will be made in meeting the program mission and objectives.

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

The long range plan will be used as a guide and measure for curriculum and course development. It will be reviewed and referred to regularly during faculty meetings, and revised and updated at faculty retreats, which occur each spring. The long range plan will represent a realistic and attainable method for advancing the academic mission of the Landscape Architecture Program. The process of Long Range planning will not only include a guide to obtainable and measurable outcomes for improvement derived from the UEP, but also strategies, techniques, and sustainable methods for advancing the academic mission developed through faculty assessment and input.

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

The major recommendations affecting accreditation from the previous review focused on the long range plan, clarifying the program's mission and vision, and on providing adequate faculty for both the research and design focuses. The program has responded to the recommendations and consideration for improvement in the following ways:

- The program has begun a long range planning process to be completed by the end of fall 2018. The program has revised its mission and vision in an effort to frame the strategic planning process, and to focus our academic goals and position within CAPP and the profession.
- The long range plan will address changes to the curriculum content to improve efficiency in delivery and increase electives outside of the curriculum. Towards that effort, by the fall of 2018, course times especially those for studio courses will have been changed for more effective delivery and to allow time after studio for additional courses, work, or study. The studio courses have been adjusted from 6-9:50pm to 3-7pm. These hours are more in sync with the architecture program studios in CAPP and also allow students scheduling time for planning electives if desired. Several Courses have been cross listed with planning to encourage and allow students to take planning courses, and interact with the other discipline in the Department of Planning and Landscape Architecture. These changes also allow faculty time and space for the both the dual focus on research and design.
- The program has also added a Design Thesis option for the required thesis to allow students to undertake research projects with a design component. This option will become available in fall 2018. The program is also investigating Urban Design and

Sustainability certificates to increase outreach and enrollment. The previous accreditation review recommended we look at such options.

See Volume II: Appendix K-Long Range Plan

E. Program Disclosure

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

Information regarding the program and its mission/vision, values/objectives, curriculum, accreditation and admission are readily and easily accessible online at the program's website. The public information fact sheet with program housing, meal, books and supply cost can be found via the following links:

<http://www.uta.edu/cappa/academics/planning-landscape-architecture/landscape-architecture/index.php>

<http://www.uta.edu/cappa/student-work/landscape-architecture/index.php>

Program information is also disseminated through the College of Architecture Planning and Public Affairs's Communications Assistant who prepares and distributes news releases to the College of Architecture Planning and Public Affairs web site, and various print and board cast media in North Texas. Faculty are encouraged to draft items of interest, select images and other graphics, and forward them to the Communications Assistant for placement on the web or distribution. The system works well as evidenced by the rate in which items are published and posted. The Student newspaper, the Shorthorn has also assigned a student reporter to our program.. This allows information regarding the Landscape Architecture Program to reach students across the main campus, particularly undergraduates, and possibly spark interest.

See Volume II: Appendix Q-Visibility

2. PROGRAM AUTONOMY, GOVERNANCE & ADMINISTRATION



2. PROGRAM AUTONOMY, GOVERNANCE & ADMINISTRATION

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

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

A. Program Administration

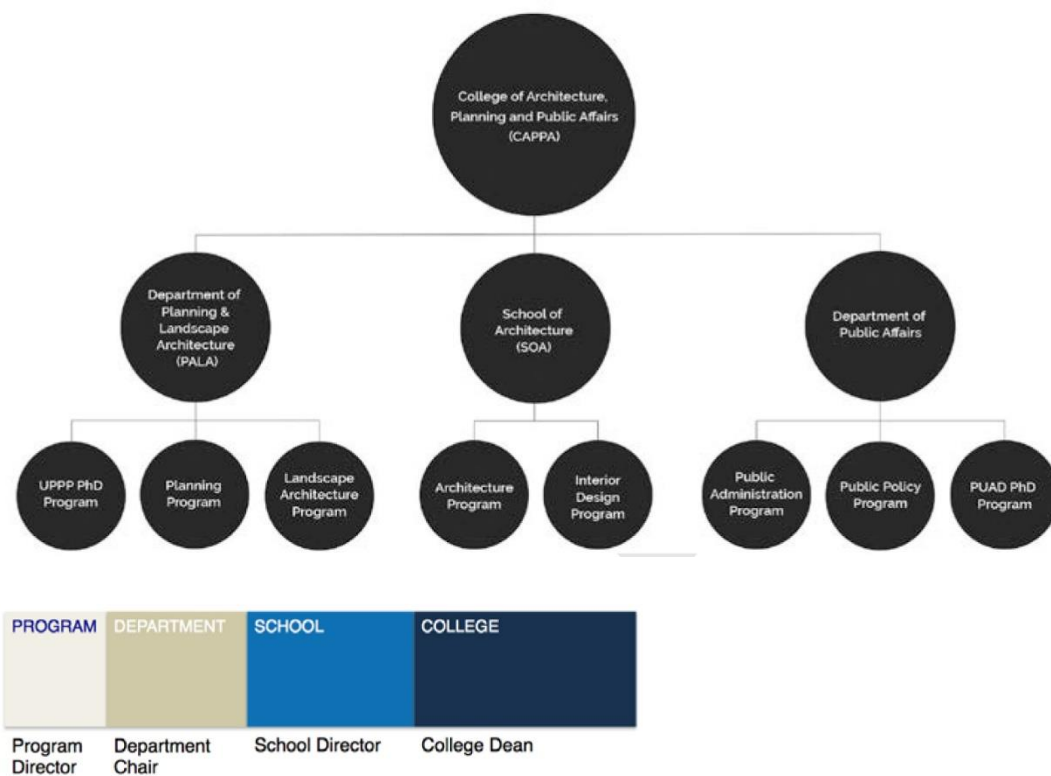
Describe the location of the program related to institutional academic structure and to other administratively related programs. Is the program a part of a Department of Landscape Architecture or is it a component of a multidisciplinary department or school? If it's a part of a complex academic unit, what are the other disciplines and degrees offered within the unit? What are the other units in the larger division and/or college?

The Landscape Architecture Program is in the Department of Planning and Landscape Architecture which is housed in the College of Architecture, Planning and Public Affairs.

If the landscape architecture program is a part of a multidisciplinary unit, describe the administrative structure of the unit, including a description of who is designated by the central administration as the person with primary authority for budget, faculty personnel review, and faculty instructional assignments. If these duties are held by more than one person, explain how the landscape architecture program administrator effects or influences those decisions. The SER author may choose to use an organizational chart or other graphic to illustrate these relationships.

The Department of Planning and Landscape Architecture does not have chair so the Program of Landscape Architecture operates under the leadership of its Program Director.

II. Academic Structure



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

The Landscape Architecture Program is seen as a discrete and identifiable program with the institution.

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

The program administrator holds a faculty appointment in landscape architecture and is a tenured member of the faculty.

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

The program administrator exercises leadership through working collaboratively with the faculty and students in the Landscape Architecture Program at the University Texas at Arlington. The program director provides leadership and guidance to set goals and implement actions for research, creative activities, and capital development and enhancement, centered on the engagement of the larger scholarly and professional community, in the mission of the Landscape Architecture Program.

The primary responsibilities and authority of the Director include the following:

- *Academic Advising*
- *Allocating discretionary budget funds*

- *Conducting annual assessment of the Program status (through faculty meetings, student meetings, annual retreat)*
- *Facilitating annual review of the faculty (through organizing annual review committees) and manages all reappointment, promotion and tenure proceedings with in the Program.*
- *Coordinating class and studio schedules and responsibilities with full time and adjunct faculty*
- *Coordinating development activities with Dean, the College Development officer and UTA the Director of Development*
- *Initiating and sustaining and appropriate collaborations between the unit, the department, the college, university community and other broader constituencies.*
- *Leading Strategic Planning effort for the program*
- *Mentoring Faculty*
- *Leading the LAAB accreditation process for the program*
- *Recruiting prospective students*
- *Representing the Program to appropriate audiences on campus, in the community, and in the profession.*
- *Responding to College, university, professional and public obligations regarding the program*
- *Service on the College Coordinating Committee*

B. Institutional Support

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

The University has had to make budget reductions which have increased costs on the College and the Program. This has limited support for professional memberships, conference registrations, and discretionary purchases of text, software, printing and other academic expenditures.

Currently incoming faculty are provided startup funds for support in developing funded grants, attendance at conferences, computers and appropriate software, other types of equipment, and technical support. All faculty receive a yearly stipend of \$1,250.00 for attendance at conferences and other presentation opportunities. This award is relatively small and doesn't support attendance at more than one conference. Therefore, other means of support must be found. In this effort the faculty has focused on seeking external funding to support their research and interests, and also external funding from studio projects to support student focused endeavors. The Program Director also works with the Office of Development to strengthen donations coming directly to the Program for faculty research and student scholarships. The University provides annual and semi-annual awards for presentations. These awards are for \$500 and come from the Faculty Senate, the Graduate School, and the office of sustainability. Faculty may access these awards for presentation, travel, research, etc. by applying and meeting the stated criteria. The monies for the awards are subject to termination at any time as they do not have a long-term funding mechanism.

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

The student/faculty ratio in students is 7.5 to 1. (The student faculty ratio overall is 7 to 1). The student faculty ratio does provide ease in delivery of curriculum and individual attention for students, but unfortunately it is due to decreased enrollment since 2014. Ten to twelve students per instructor for studios is considered normal and ideal within institutional culture and practice.

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

The Program is able to support students through graduate assistantships and scholarships. Out of state students receiving graduate assistantships pay in state tuition. The scholarship funding is limited, in that students must apply yearly for limited amounts of scholarship funding, which comes through endowments to the Program. The Program is the beneficiary of 6 endowments, five are dedicated to scholarships and one supports visiting lecturers. The scholarships are used where possible to recruit students, and offset costs for exceptional students in the program who are attempting to attend school fulltime. Most awards are approximately \$1,000.00

The Endowments are as follows:

Glick Family Endowment - Established 3/31/05

To provide programmatic and scholarship support for the Program in Landscape Architecture at UTA. The purpose of the Glick Family Endowment is to honor the connections between persons and place, exemplified by the professional and educational experiences shared between Prof. Dean Glick, father of the principal donor, and Prof. Richard B. Myrick, founder of the Program in Landscape Architecture at UTA.

Myrick, Richard B. Scholarships in Landscape Architecture - Established 2/12/81

For purpose of education in the field of landscape architecture. Guidelines are: Only income shall be used; the moneys shall be used at both the undergraduate and the graduate levels; awards shall be made by a committee formed of the Dean of SOA and Environmental Design and two members of the landscape faculty appointed by the program director, or in his absence, by the Dean. This committee shall consider as criteria the student's commitment to become a professional in the field of landscape architecture and excellence in scholastic standing. This committee shall be responsible for publicizing these scholarships and for developing definitive guidelines; Shall be awarded annually as the committee deems advisable. In the event the professional degree program in landscape architecture at UTA is discontinued for any reason, the funds are to be transferred to Texas A&M University and its Landscape Architecture Program.

The Elbert R. Spence Endowed Graduate Fellowship in Landscape Architecture. (Name changed 5/14/13 - Formerly known as: Spence, Elbert R. Endowed Scholarship for Residential Design in Landscape Architecture) - Established - 3/19/08

To provide scholarship support to graduate students enrolled in the Landscape Architecture Program who are in good standing and residents of the State of Texas. Priority will be for those who hold a previous degree in architecture, or demonstrate appreciable professional experience in architecture, or demonstrate understanding of the commonalities and distinctions between architecture and landscape architecture. The ideal candidate would exhibit these qualities reminiscent of Elbert Spence; love of the design process, attention to details, dedication to life-long learning and self-improvement, appreciation for and incorporation of aesthetics in their work, and congeniality with clients, co-workers, and tradesman alike. Preference will be given to students interested in pursuing residential work.

Texas Chapter American Society of Landscape Architects Student Scholarship Endowment - Established 3/19/08

Distributions from the endowment will be used to provide scholarships for students in the Landscape Architecture Program in the SOA at UTA..Scholarship recipients should receive a minimum award amount of \$1,500 per year if distributions permit. As distributions from the endowment increase, award amounts and numbers of awards should be adjusted accordingly....If,

at any time, the program of Landscape Architecture at UTA should.....be terminated altogether, the endowment principal and any unspent distributions shall be transferred to another institution within The University of Texas System that has an accredited Landscape Architecture program.

Tiller, Kay/Alumni Endowed Fund for Writing in Landscape Architecture - Established in 7/18/01

Provide programmatic and scholarship support at UTA to benefit the Landscape Architecture Program. It will also provide scholarship assistance to eligible full time students pursuing a degree within the landscape architecture program.

Gilson Visiting Critic/Lecturer Endowment - Established 5/2005

Support the introduction of talents, experiences and ideas from accomplished practitioners and academicians in landscape architecture and related fields.

Currently we are unable to fund full tuition three year scholarships or fellowships.

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

There are adequate support personnel to accomplish the program mission and goals. We are fortunate to have an academic advisor dedicated to the program, and also to share an administrative assistant with the Planning Program. There is also a Business Operations Manager for the College, and Assistant Dean who advises the Program Director, and other personnel involved in finance, recruiting, and publicity for the Program

C. Commitment to Diversity

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

Since the last Accreditation visit, the Program has made a diversity a priority and renewed it efforts to recruit female candidates during upcoming faculty searches. The Program, which had only male fulltime faculty, has been successful in its efforts to increase its faculty diversity. In Fall 2017, Assistant Professor Joowon Im, and Program Director and Tenured Associate Professor Diane Jones Allen, joined the faculty not only increasing the gender diversity, but also the ethnic diversity.

It is the policy of The University of Texas at Arlington ("the University")" that no person shall, on the basis of race, color, national origin, religion, age, sex, sexual orientation, disabilities, genetic information, and/or veteran status, be denied employment with or admission to the University; or be excluded from participation in, denied the benefits of, or subject to discrimination under, any program or activity that the University sponsors or conducts. Retaliation against persons who oppose a discriminatory practice, file a charge of discrimination, or testify for, assist in, or participate in an investigative proceeding relating to discrimination is prohibited. Constitutionally-protected expression will not be considered discrimination or harassment under this policy".

The program recruits, accepts and retains a diverse body of student's in terms of culture, ethnicity, race, and gender. There are currently no African American Students in the program. There is an African American female currently slated to enroll for Fall 2018.

This is important in that the DFW area is 25% African American. As the program wishes to make DFW its lab, it is important to educate professionals that reflect the communities in which we work.

D. Faculty Participation

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

The program operates under a procedure of shared governance. The faculty, in concert with the administrative responsibilities of the Program Director, have a voice in the purposes and procedures which impact the program. The faculty has access to decision making and the ability to make recommendations on the development and implementation of the program's curriculum and operating practices. The faculty understand the current fiscal constraints of a publically financed university, and based on this knowledge make reasonable requests for resource allocations and use innovative methods for acquiring revenues from nontraditional sources to support the Program's mission and goals. Through regularly held faculty meetings and yearly program level retreats, the faculty enacts its fundamental responsibility for all matters affecting the program's governance, operation, and welfare.

See Volume II: Appendix I- Landscape Architecture By-Laws

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

Yes, the faculty, in accordance with institutional guidelines, have participated in revising existing criteria and developing new criteria and procedures for annual review, and promotion and tenure of faculty. Associate Professor Taner Ozdil, through his service and knowledge gained on the University Senate, has been most helpful in guiding the Landscape Architecture Program's faculty in the development of P&T guidelines for Landscape Architecture.

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

The faculty have been involved in developing the Landscape Architecture Guidelines for Promotion and Tenure which spell out the policies, expectation and procedures for tenure and promotion. Faculty have also participated in reviewing and revising the guidelines for annual review. The Program and the College follows university policy for the development of its guidelines for Annual Review and Promotion and tenure. Information regarding University Guidelines for promotion and tenure can be found at the following website:

<http://www.uta.edu/provost/administrative-forms/tenure-promotion/>

The process for annual review is evolving in that the University is implementing the Digital Measures system which will produce annual review reports from information that faculty have input into the system. This process should make the process of annual review easier for upper level administrators, but that has not yet been determined since the system will not yet be fully activated until Fall 2018.

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

In accordance with institutional guidelines landscape architecture faculty participates on search committees for unit leadership, developing and applying criteria for appointments. In addition

faculty in consultation with the Dean compose a periodic review committee to evaluate existing program unit leadership.

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

Dialogue is continually open for faculty to discuss policies, expectations and procedures for annual evaluations, and for tenure and promotion to all ranks. Faculty take an active role in the review and assessment of policies and procedures for annual evaluations, tenure and promotion. Junior level faculty are mentored by tenured and senior faculty regarding policies and expectations. This mentoring takes place one on one and in faculty meetings and group discussions.

E. Faculty Numbers

1. Describe the faculty resources (as either full-time positions dedicated to the program, full-time positions split between programs with a percentage committed to the landscape architecture program or part-time positions within the program). Describe how the program meets the appropriate standards:
 - a. An academic unit that offers a single first-professional degree program at the emerging or Initial Accreditation status has at least three FTE instructional faculty who hold professional degrees in landscape architecture, at least one of whom is full-time.
 - b. An academic unit that offers a first-professional degree program at both the bachelor's and master's levels at the emerging or Initial Accreditation status has at least six FTE instructional faculty, five of whom hold professional degrees in landscape architecture, at least two of whom are full-time.
 - c. An academic unit that offers a single first-professional degree program at the continuing full Accreditation status has an FTE of at least five instructional faculty. At least four of these faculty members hold a professional degree in landscape architecture and at least three of them are full-time.

The program has 4 full time faculty:

- Assistant Professor Joowon Im. Ph.D., MLA
- Associate Professor, Tenured, Taner Ozdil, Ph.D., MLA
- Associate Professor, Tenured, David Hopman, MLA
- Associate Professor, Tenured, Program Director, Diane Jones Allen, D.Eng., MLA

The program also has 2 part time adjunct assistant professor/lecturer positions and 4 part time adjunct professor positions. Additionally, one shared tenured professor from the School of Architecture, Associate Professor, Kate Holliday, teaches history courses for the Landscape Architecture Program.

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

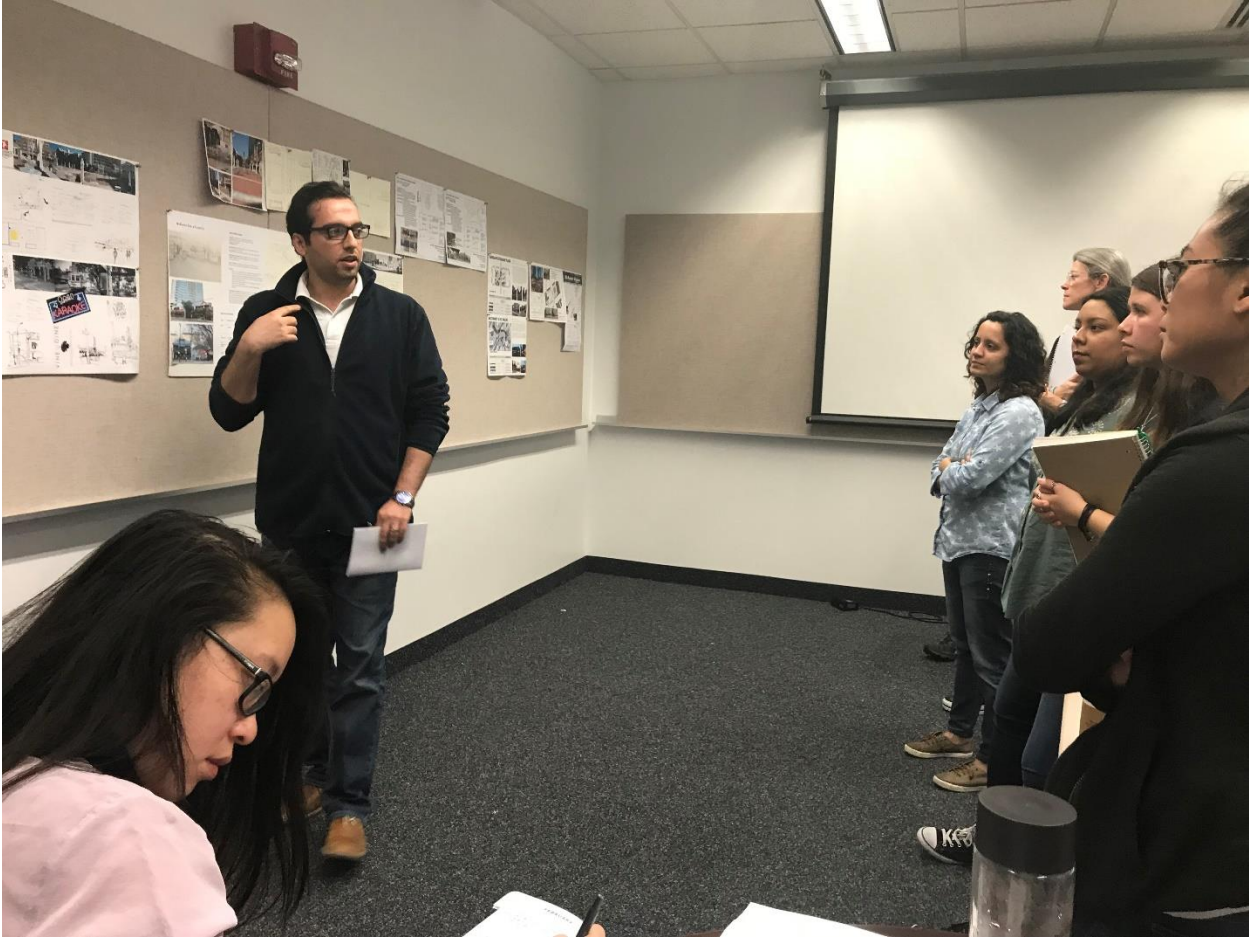
3. Does the strategic plan or long range plan include action item(s) for addressing the adequacy of the number of faculty?

Yes. The long range plan addresses recruitment, increasing student numbers and course offerings and delivery, and therefore stresses the future need for an additional faculty line, if student numbers increase significantly.

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

Yes, based on current faculty student ratio and course offerings, the faculty is adequate to achieve the program's mission and goals and individual faculty development effectively.

3. PROFESSIONAL CURRICULUM



3. PROFESSIONAL CURRICULUM

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

- a. In addition to the professional curriculum, a first professional degree program at the bachelor's level shall provide an educational context enriched by other disciplines, including but not limited to: liberal and fine arts, natural sciences, and social sciences, as well as opportunities for students to develop other areas of interest.**
- b. In addition to the professional curriculum, a first professional degree at the master's level shall provide instruction in and application of research and or/scholarly methods.**
- c. A first professional degree at the master's level that does not require all students to have an undergraduate degree before receiving the MLA shall meet the requirements for both a and b.**

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

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

Paragraph B is relevant to this review.

The Program provides instruction in and application of research and/ or scholarly methods through course work (advance studio courses IV and V, Research Methods LARC 5380, LARC Master's Comp/Thesis Prep. LARC 5294, Thesis Research LARC 5698) as well as through scholarly design or written thesis required of all MLA candidates.

A. Curricular Expression of the Mission and Objectives

(This criterion isn't directed towards the evaluation of the Mission and Objective, but rather on how the curriculum is developed and delivered in carrying out the expectations of the Mission and Objectives.)

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

The curriculum is developed and evaluated by its reinforcement of the key values that shape the program mission. Program advances design and planning solutions for environmental resiliency, urban place making, quality of life, and well-being through the following areas:

- Design theories, methodologies, and applications
- Landscape history and theory
- Natural and cultural Systems
 - Landscape planning and management at various scales and applications
- Site design and construction such as grading, drainage and circulation

- Communication in written, verbal and visual application
 - Plants and ecosystem at various scales and situations
 - Construction materials, methods, technologies and applications
 - Professional practice methods, values and ethics,
 - Computer applications and other advanced technologies
 - Community service, outreach and engagement
2. How does the program identify the knowledge, skills, abilities and values it expects students to possess at graduation?

Through interaction with the landscape architecture professional community, timely research and knowledge attainment of the issues particular to landscape architecture education and practice, and ongoing involvement with and assistance of landscape architecture organizations such as ASLA, CELA, LAF and IFLA, the Program's faculty is made aware of and can identify the knowledge base, abilities and values its students are expected to possess. The program offers interactions with professionals through studio courses, including a professional co-teaching option to be implemented in Studio V starting fall 2018. Through these interactions students' preparedness for the profession can be accessed. This process and topic is on-going in faculty meetings, during individual student evaluations, portfolio reviews, during annual reviews of first year students, studio pinups, and routine class and studio grading procedures.

The Program is continuing its curriculum review which began in spring of 2017. This review includes an evaluation of characteristics expected of Program graduates. In addition, all class and studio syllabi include student learning outcomes which are outgrowth of the long range and Unit Effectiveness Planning.

B. Program Curriculum

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

Coverage is achieved through the courses and studios listed beneath each curriculum category:

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

LARC 5312 History/Theory
 LARC 5300 Introduction to Landscape Architecture (elective)
 LARC 5395 Design and Human Behavior (elective)
 LARC 5382 Urban Design Seminar (elective)
 LARC 5302 Land Development and Planning (elective)
 LARC 5663 Site Planning and Design Studio III (regionalism and aesthetics theory)

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

LARC 5301 Site Planning and Development Process
 LARC 5661 Design Studio I
 LARC 5622 Design Studio II
 LARC 5663 Site Planning and Design Studio III
 LARC 5664 Regional Planning and Design Studio IV
 LARC 5665 Urban Design Studio V

LARC 5344 Park Planning and Design (elective)

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

LARC 5301 Site Planning and Development Process

LARC 5344 Park Planning and Design (elective)

LARC 5663 Site Planning and Design Studio III

LARC 5664 Regional Planning and Design Studio IV

LARC 5330 Plant ID and Ecology

LARC 5331 Planting Design

LARC 5302/PLAN 5305 Land Development and Planning (elective)

LARC 5342 Land Tech II Construction Documents

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

LARC 5320 Communications for Landscape Architects

LARC 5321 Advanced Communications (elective)

LARC 5380 Research Methods

LARC 5342 Land Tech II Construction Documents

LARC 5331 Planting Design

LARC 5663 Site Planning and Design Studio III

LARC 5665 Design Studio V

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

LARC 5331 Planting Design

LARC 5341 Land Tech I Grading and Drainage

LARC 5342 Land Tech II Construction Documents

LARC 5330 Plant ID and Ecology

LARC 5664 Regional Planning and Design Studio IV

LARC 5340 Professional Practice

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

LARC 5330/PLAN 5356 Introduction to GIS (elective)

LARC 5320 Communications for Landscape Architects

LARC 5321 Advanced Communications (elective)

LARC 5664 Regional Planning and Design Studio IV

LARC 5351 Advanced Computer Visualization (elective)

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

LARC 5664 Regional Planning and Design Studio IV

LARC 5663 Site Planning and Design Studio III

LARC 5301 Site Planning and Development Process

Professional practice-values; ethics; practice; construction administration

LARC 5340 Professional Practice

LARC 5301 Site Planning and Development Process

LARC 5302/PLAN 5305 Land Development and Planning (elective)

LARC 5382 Urban Design Seminar (elective)

LARC 5668 Design Practicum

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

LARC 5380 Research Methods

LARC 5698 Thesis

LARC 5294 Masters Comp. /Thesis Prep.

LARC 5395 Design and Human Behavior (elective)

3. How does the curriculum address the designated subject matter in a sequence that supports its goals and objectives? If the unit offers two degrees or two tracks within its MLA offering (such as a first-professional MLA and a post-professional MLA; referred to by some institutions as MLA-I and an MLA-II), it should identify how they differ and how decisions are made relative to the curricular program of individual students within each track.

The Master of Landscape Architecture Program is composed of core courses, design studios and electives that support its goals and objectives. Our program offers 3 paths within in its MLA Program. Each path is designed to maximize the interrelatedness of subject matter between courses regardless of the MLA path the student is pursuing.

- Path A takes approximately 3 years and requires a minimum of 92 credit hours. This path is designed for applicants who hold a bachelor's degree in a field other than design. In the spring semester of the first year of Path A, a pinup of student work is held to review and assess student progress and provide direction. Portfolios are accepted but not required for admittance to the Program under Path A.
- Path B takes approximately 2 years and requires a minimum of 59 credit hours. This path is designed for students holding a design degree in a related field. A portfolio is required for admittance to the Program under Path B.
- Path C takes approximately 1 year and requires a minimum of 30 credit hours. This path is designed for students who hold a professional degree in Landscape Architecture and/or are licensed Landscape Architecture practitioners. A portfolio is required for admittance to the Program under Path C.

The Core Curriculum-Path A

Course #	Hours	Course Name	Grade	Semester	Comments
SEM I (FALL)					
5661	6	Design Studio I			
53xx	3	Communications for Landscape Arch.			
5312	3	Comprehensive History/Theory			
5330	3	Plant Identification and Ecology			
SEM II (SPRING)					
5662	6	Design Studio II			
5350	3	Computer Applications			
5382	3	Urban Design Seminar			
5331	3	Planting Design			
SEM III (FALL)					
5663	6	Design Studio III: Site Planning			
5380	3	Research Methods			
5341	3	Landscape Technology I			
5301	3	Site Planning and Dev. Processes			
SEM IV (SPRING)					
5664	6	Design Studio IV Regional Planning			
5340	3	Professional Practice			
5342	3	Landscape Technology II			
5302	3	Land Development Planning			
SEM V (FALL)					
5665	6	Design Studio V (Comprehensive)			
5668	6	Practicum			
53xx	3	LARC Elective			
SEM VI (SPRING)					
53xx	3	LARC Elective			
5698	6	Thesis Research			
5294	2	Masters Comprehensive Exam			

TOTAL HOURS REQUIRED: 92

Advanced Standing –Path B

The following coursework is a suggestion to meet the program mission. Each student's course will be advised based upon interests and academic background to develop an appropriate degree plan. Minimum Program for Advanced Standing (Students from Fields of Study Related to Landscape Architecture, primarily with architecture degrees).

SEMESTER 1: TOTAL CREDIT HOURS: 15

LARC 5663 Design Studio III
LARC 5330 Plant Identification and Ecology
LARC 5301 Site Planning and Development
LARC 5313 History and Theory of Landscape Architecture

SEMESTER 2: TOTAL CREDIT HOURS: 15

LARC 5664 Design Studio IV
LARC 5382 Seminar in Urban Design
LARC 5331 Planting Design
LARC 5302 Land Development Planning

SEMESTER BETWEEN ACADEMIC YEAR 1 AND 2: TOTAL CREDIT HOURS: 6

LARC 5681/5381 Professional Practicum or
LARC 5695 Independent Study Abroad or
LARC 5683 Independent Study Area of Specialization

SEMESTER 3: TOTAL CREDIT HOURS: 15

LARC 5665 Design Studio V
LARC 5xxx LARC Elective
LARC 5380 Research Methods in Landscape Architecture
Study in focus area (3 hours)

SEMESTER 4: TOTAL CREDIT HOURS: 14

LARC 5340 Professional Practice
LARC 5698 Thesis
LARC 5294 Master's Comprehensive Examination
Study in focus area (3 hours)
Minimum Credit Hours Required for Graduation: 59

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

Through pinups, studio and portfolio reviews, which include landscape architecture professionals it is assessed how and if the curriculum is providing students with the appropriate content to enter the profession. Through competitions, including State ASLA awards competitions, and other methods of comparison with other programs it is also determined how well the curriculum is providing students the appropriate content for entry into the profession. The United Effective Progress (UEP) is also used to create an assessment plan and measures which is used by the program to demonstrate how effective the curriculum is at providing students the appropriate skills for entering the program.

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

The Program curriculum requires a practicum (paid internship) LARC 5668, prior to graduation. This program opportunity allows students to work in a professional setting and receive feedback from landscape professionals as to their ability and preparedness for the profession, and to then gear their academic interest toward professional entry requirements.

Other means that students have for pursuing academic interests is through 12 elective credits built into the core curriculum, through independent study, independent study abroad, and through the selection of a thesis topic for the written or design thesis. While most electives from within the LARC curriculum students do have the opportunity to select courses in Planning, Architecture and outside of CAPP.

Students are encouraged to pursue thesis research that will support their professional pursuits, if they desire. In addition student who serve as Graduate Research Assistants on sponsored projects are also encouraged to develop thesis topics from their research efforts.

See Volume II, Appendix O-Thesis Titles (complete list of thesis research titles since the last SER)

C. Syllabi

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

The University of Texas at Arlington Office of Graduate Studies that oversees all graduate programs requires all courses to have an accompanying Standard Course Syllabus Forms that contain material for dissemination that contains the following:

- Course Number and Title
- Instructor Information including office hours
- Course Meeting Times
- Course Description**
- Course Overview**
- Course Objectives**
- Required References
- Additional References
- Teaching Methodology**
- Grading Policy and Method of Evaluation**
- Other Requirements
- Attendance
- Grade Grievances
- Drop Policy
- Retaining Student Work
- American with Disabilities Act
- Non Discrimination Act and Title IX
- Academic Integrity
- Student Support Services
- Electronic Communications
- Final Review Week
- Emergency Exit Procedures
- Course Content/Schedule

The syllabi contain course objectives, course description and overview and the criteria and methods that will be used to evaluate student performances.

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

Course syllabi, as shown in the response to C1 syllabi, specify grading criteria and methods. Faculty also use other methods to make sure the curriculum is advanced and students complete courses successfully including the following:

1. Providing a syllabus for each course
2. Ensuring that each syllabus
3. Posting a copy of each syllabus to the Faculty Profile System. Faculty also post syllabi on Black Board.
4. Honoring the official course schedule
5. Refraining from scheduling required activities
6. Respecting the policy regarding Final Review Week
7. Enter course grades in MyMav on time.

In addition, the MLA faculty use desk critiques and one to one meetings with students to assess student strengths and challenges in studios and as well as lecture courses. These meetings focus on changes and methods that will improve student performance in subsequent work. Faculty also is required to provide all students with interim progress reports mid semester accompanied by specific actions that the student can take to address deficiencies.

See Course files with syllabi

D. Curriculum Evaluation

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

Through the review and assessment process, and contact with students through teaching, course scheduling and advising the program measures how effectively the curriculum is working to help to students achieve the program's learning objectives in a timely way.

Since the last SER the Program began requiring full-time enrollment and it developed three curricula or degree plans to better predict the length of time associated with matriculation. These were the 9 Credit Degree Plan, the 12 Credit Degree Plan and the 15 Credit Degree Plan (See appendix)

Students are allowed to divert from these plans from time to time depending on their background and academic standing. Those pursuing the 15 credits generally are able to graduate in 2-3.5 years; those pursuing the 12 Credit Curriculum in 3 to 3.5 years, and those pursuing the 9 Credit Curriculum in 3.5-4.5 years.

As part of the Program in Landscape Architecture's Long Range Planning process, in fall 2017 we undertook a thorough review of our curriculum. This included an examination of how the curriculum meets areas of coverage laid out by LAAB, how it meets the requirements of professional practice, course sequencing, and how it achieves a closer connection between curriculum objectives and the measures for reaching them.

2. How does the program demonstrate and document ways of:
 - a. assessing students' achievements of course and program objectives in the length of time to graduation stated by the program?

The program lays out milestones such as first year pin up, and 2nd year portfolio review to assess and document student's achievements of course and program objectives in the length of time to graduate as stated by the program. An assessment tool is used measure student competencies and assess how they are meeting the curriculum objectives. (See addendum). The program also uses the aforementioned degree plans to guide students to guide students through the MLA curriculum in an effective and efficient manner. During advising sessions, each semester, each student's place in their path to matriculation is discussed and documented in the student's files.

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

The curriculum review process the faculty undertook for the Long Range Plan as described above will be instituted yearly to access an evaluate the effectiveness and timeliness of instructional methods and curriculum . Also there are also ongoing discussions during weekly faculty meetings, annual MLA faculty retreats, and biannual advisory council meeting regarding curriculum effectiveness. (

See Volume II: Appendix R-Meeting Agendas.

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

The fulltime faculty of the Program participate in conferences including ASLA, CELA, AICP, and EDRA annual conferences where industry leaders discuss evolving technologies, methodologies, theories and values of the profession. Faculty also undertake research projects with professional partners, industry leaders, and others which allow for an exchange and transfer of current and evolving knowledge, technology, and methods critical to the profession. The participation in these faculty learning and research activities also impact teaching and strengthen the curriculum knowledge base of the Program.

The adjunct professors, quest lecturers, and review critiques who are practitioners and come from professional offices provide an effective way of keeping the program knowledge base current and timely, and informing of new technology being used in the profession. In addition MLA Advisory Council works to ensure the program not only meeting its mission and vision, but it providing students with current and evolving technologies, methodologies, theories and values of the profession.

Evolving technologies, methodologies, theories and values of the profession are also explored by students through rigorous and timely research topics for scholarly written and design (option to be offered starting Fall 2018) thesis required of all MLA candidates. Students also take a required practicum (internship) which allows emersion into practice and current professional techniques and technologies.

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

In addition to teaching evaluations, student participate in a survey, addressing the program's courses and curriculum, administered directly through program. The current Program Director

has instituted a yearly meeting with all students in which the survey responses are discussed as well as other topics of concern.

Responses to the survey and issues that surface and student input that arise from the discussion with the Program Director are presented to the faculty for review and/or consideration, and when clearly beneficial and appropriate student priorities are formally acted on. For example, students expressed a need for increase access to professionals and community integrated projects. To that end, the fall 2018 Studio V (last studio in the sequence) will be co-taught with a Landscape Architecture Professional, and housed in a studio space in downtown Dallas.

See Volume II: Appendix N-Student Survey and Responses, 2017-2018

E. Augmentation of Formal Educational Experience

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

Room is provided in the curriculum for electives and student participation in co-curricular activities, internships/practicums, off campus studies, and research assistantships. Not only is there opportunity for these types of engagement but many of these activities are a requirement for MLA Candidates. Practicum LARC5368 is a required course in which students work in a practice office for a minimum of 10 weeks. The program also provides research assistantships for students to work alongside faculty on research projects that contribute to the theory and science of the discipline.

Students in the program also participate in many non-required co-curricular activities including conference presentations, design competitions, student ASLA activities such as Parking Day, College sponsored research centers and programs, and University wide programs, groups and activities.

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

As a requirement of the Practicum a report to the Program Director is prepared by the student describing their experience and how it contributed to their understanding of the Landscape Architecture. A report to the Program Director is also prepared by the student's supervisor evaluating the students' performance in his or her responsibilities. These reports help to determine the effectiveness of this opportunity. Evaluations of graduate and research assistants are also reviewed by the faculty and director each semester.

The Program also views student awards in design and research as evidence of student competency reflected in this co-curricular activity.

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

Students do make presentations occasionally about these experiences through Student ASLA (SASLA) events. Informal reporting and discussion also occurs as through student interaction and as a part of studio culture. Student activities, awards and other successes are announced and recognized at the Annual Student Award Banquet held in April each year.

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

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

NA

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

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

NA

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

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

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

LARC 5380 Research Methods is a required course for all MLA students. The object this course is for students to develop techniques and skills in formulating research approaches to landscape architecture; to understand the characteristics of qualitative, quantitative and descriptive research techniques; and to demonstrate applications of these techniques and skills in academic and non-academic practice. Students in this course are required to submit a full thesis proposal that meets the content and format requirements for the Program and the University.

LARC 5294 Master's Comprehensive Exam, to be taken by both written and design thesis students, focuses on the presentation of research findings. Speaking, audio and video, and visual presentations, presentation content and the challenges of presenting complex ideas and theories are the focus of this final stage of the research process. This course is taught each semester.

In addition, a course added to the curriculum in spring 2018, LARC 5395, Design and Human Behavior, presents various methods of environmental and design assessment. The class introduces students to a number of quantitative and qualitative research and analytic methodologies and techniques for the study of interaction of humans with the environment. It also assists students in developing a theoretical framework for designing spaces based on research methods leading to an understanding of the relationship between design form and human behavior.

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

Students undertaking a thesis must have a Committee (including a chair) comprised of at least three full time members of the landscape architecture faculty. Depending on the specialized interest of students others who have proper qualifications can be added to MLA thesis committee as an additional member. The committee insures the quality of the thesis, and that a significant research/scholarly component is contained.

The MLA program at the UT Arlington is known for the scholarly rigor of its thesis research. Students and recent alumni are successful in both submitting and presenting papers from their thesis research. This is viewed as a demonstration of the quality of the research and a measure of its significant and scholarly standards.

4. STUDENT and PROGRAM OUTCOMES



4. STUDENT and PROGRAM OUTCOMES

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

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

A. Student Learning Outcomes

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

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

The majority of our students receive employment upon leaving the MLA program at UTA. This high level is due to the quality of the portfolios and work presented, that demonstrates student competency for entry level positions. In addition, anecdotal evidence suggests that faculty and visiting critics view student work as more-than-competent for entering the profession, depending on the student. The Program maintains extensive involvement with practitioners and practices, through studio projects, adjunct positions, and practicums/internships, etc. The faculty is therefore able to assess the preparedness of students and their quality of work in comparison with that generally found in private and public practice offices.

A measure is also found in alumni survey data in which 37.5 percent agree with the following statements:

A UT Arlington landscape architecture degree makes an individual marketable to employers. My total educational experience, while in the UT Arlington Landscape Architecture Program, was geared to prepare me for a successful career (18).

See Volume II: Appendix H-Alumni Survey

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

The yearly student portfolio review in which student work, of those who have completed Studios I and II, is not only reviewed by faculty, but also reviewed by practitioners as a way to assess student work and competency in obtaining entry-level professional positions. Students who are in Studio III or above submit a portfolio annually. Students in their first year (Studios I and II) are reviewed through pin-ups of their work before LARC faculty. Both pinup and portfolio evaluations are documented for each student. Students may be required to conduct remedial steps to bring their work up to faculty expectations, or when appropriate, take additional course work, or be held back from continuing the studio sequence until their work meets expressed standards

See Volume II: Appendix M- Portfolio Evaluation forms

Student work in studios is assessed through on going desk critiques, pin-ups and juries, attended by various clients or sponsors, practitioners, adjuncts and other College and Program faculty. Typically, jurors are asked to give an assessment of the student work based on the project undertaken and based on the jurors' professional experience. Studio grades are issued by the faculty on an A, B, C, D and F basis.

Student work in lecture and technical courses is evaluated primarily by the course instructor on an A, B, C, D and F basis. Jurors from the program faculty, the college, or from off campus frequently review student work in such non-studio courses such as LARC 5301 Site Planning, LARC 5331 Planting, Design, LARC 5340/5341, Land Technology I and II, LARC 5380 Research Methods, LARC 5344 Park Planning and Design, or various electives including LARC 5395 Design and Human Behavior, LARC 5331 Advanced Computer Applications, and LARC 5321 Advanced Communications.

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

Through studio projects, design and planning competitions, independent projects and design centered projects, students demonstrate their achievement of the program's learning objectives. The program provides varied opportunities, as mentioned, for students to demonstrate their abilities, including portfolio review and pinups, and also during their practicum experiences. Students demonstrate their competency in these areas through performance in graphics (hand and computer generated), design skills, technology, and writing and verbal skills.

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

Second and third year portfolio reviews, and 2nd pin ups are used to assess the preparation of students in the above areas. The assessment of students through the University required Unit Effectiveness Process (UEP) has been very effective in measuring competency. The competency and preparation of students are also evaluated according to faculty members grading criteria. Grading criteria are used to reflect the level to which student competency in expected outcomes as spelled-out in every class or studio syllabus. Discussions, regarding the competency levels students bring to subsequent courses, are held by faculty. These dialogues help to guide changes or modifications to syllabi and course objectives.

B. Student Advising

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

The MLA Program strives to provide students with effective advising and mentoring throughout their educational careers. Advising is handled primarily by the Graduate Advisor in consultation with the Program Director. The Academic Advisor, Ms. Ana Maria Peredo-Manor, maintains graduate records for both landscape architecture and architecture. No student may register until he or she has been advised. Students then request by email to be "cleared" to enroll in the courses agreed-upon with the Advisor. The approval process usually takes place the same day. The advisor's role is as follows:

- Provide the student with accurate, up-to-date information about the University's programs, policies, and procedures.
- Assist in developing an educational plan that takes into consideration academic background, course prerequisites, and career plans.
- Guide student so that he or she may take advantage of the wide variety of services and educational opportunities that are offered by UTA.
- Periodically evaluate progress toward academic goals.
- Offer advising assistance when academic difficulties arise.
- Allow convenient access to advising services through scheduled appointments.
- Answer questions clarifying transfer credits, and if appropriate, initiate the process to have transfer courses re-evaluated.
- Keep a detailed record of issues discussed during advising appointments, and follow-up with the student, in a timely manner, on issues not resolved during the appointment.

Students also meet with the Program Director for discussion of courses and academic plans prior to registering. This process also helps keep faculty informed regarding upcoming class enrollments, thesis committee loads, and likely graduating dates.

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

The Program Director, Academic Advisor and Faculty examine and evaluate each student's record and academic progress each semester. The faculty discusses the student's progress and current status within the program based on the track in which they were placed and proposed date of graduation. This allows assessment of the effectiveness of the advising and mentoring provided to students in the program.

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

Faculty play an important role in academic and career mentoring for students. Faculty hold office hours to provide both academic and career mentoring. The Program Director maintains an open door policy, wherein students may drop in for academic advising and mentoring without an appointment. This procedure makes students a priority, reduces the advising "crunch" at semester's end, and better enables students to resolve advising issues quickly.

In fall 2017 a mentoring program was initiated by an alumna of the MLA Program, Dorothy Witmeyer of Hocker Associates, and the Student ASLA (SASLA). The program matches up individual alumni who are landscape architecture professionals with individual students. The purpose of the program is to provide students with a mentor and guidance regarding academic and career development, during their study. The program has only been around for a year and an assessment of its effectiveness has not yet been undertaken.

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

Students are made aware of this issues starting with the New Student Orientation. Issues related to licensure, practice, continuing education, landscape architecture organizations, an emerging topics such as post-licensure certification are reviewed in courses such as LARC 5340 Professional Practice, LARC 5301 Site Planning and Development, LARC 5380 Research Methods, and LARC 5341/5342 Technology I and II. Student also made of these issues through the Practicum in professional offices and other organized contacts with Landscape Architecture

Professionals, including participation in the chapter and national American Society of Landscape Architects annual meetings.

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

Students report no significant dissatisfaction with the overall experience and preparation received from the program. In fact they express pride in being at UT Arlington. Students, however, have expressed concern with particular issues, including timing of studios, wanting professionals to teach some studios, and the written thesis. These concerns have been expressed through the annual survey given students, in the Annual Student Director Meeting, and on an individual basis in conference with both the Program Director and Faculty. Several of the initiatives to address these concerns will occur in fall 2018.

See Volume II: Appendix N-Student Surveys

C. Participation in Extra Curricular Activities

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

Students have several opportunities to participate in campus, college and program opportunities. These range for clubs, student government and community service organizations, and career and pre-professional organizations that are open to students at UT Arlington. Much of the student engagement happens in the MLA program through the Student Chapter of the American Society of Landscape Architects (SASLA). The SASLA Executive Committee members conduct bi-monthly meetings which frequently include lectures by practitioners, public agency leaders, international students and faculty throughout the college and across campus. The organization on occasion conducts pro bono projects, and community service projects. Social outings such as canoe trips, or special events such as operating College of Architecture Planning and Public Affairs and/or Landscape Architecture booths, and public events, or participating in Parking Day activities in downtown Dallas are some of the social and organizational activities SASLA organizes for MLA students.

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

Students are very involved with local DFW ASLA Chapter events, and participate heavily in Texas ASLA. They participate regularly in the Texas ASLA design competition with the other three accredited programs in the state, and attend the annual Texas ASLA conference meeting. Winners of the competition are given free registration where UT Arlington Students are regular winners. Our students took home four prizes during the 2018 Texas ALSA meeting. Three in the general design category and one in planning and analysis. Students also attend the National ASLA convention and submit to the National ASLA Student Design Competition.

Students also submit abstracts based on thesis research, and collaborative research and design projects with faculty, to CELA. Students presented 5 projects at the 2018 CELA conference.

Students have not been active in participating in LaBash, mainly due to lack of information regarding the meeting. The program intends to remedy this lack of information, and support students in attending in the meeting.

5. FACULTY



5. FACULTY

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

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

A. Credentials

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

Yes the faculty is well qualified and balanced to meet the program mission, and to teach students seeking the first professional degree. The four full time faculty have a combined service of over 30 years in professional practice and 20 years in higher education. Two of the four are license landscape architects, two hold PhD's, one holds a doctorate degree and all four hold MLA's from highly ranked university's for landscape architecture, including Harvard and the University of California, Berkeley. Research focuses, which include ecology, urban place making, green infrastructure and equity, and service activities of the faculty not only serve but enhance the program's mission, vision, and values.

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

Yes the faculty assignments are in sync and well matched with the course content, program mission and faculty expertise.

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

Through meetings with the Director, by attending faculty meetings when they can, by responding to input or advice on an as needed basis adjunct and part-time faculty are integrated into the program. Full time faculty also treat adjuncts in a collegial manor, as essential and valuable members of the Program, through respectful reception of their opinions and contributions, through collaboration on projects and participation in their course reviews and critiques, and by recommending to students that particular adjuncts, based on expertise, be included on thesis research committees.

B. Faculty Development

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

The College of Architecture, Planning and Public Affairs has recently added a Communication Assistant, Caroline Lopez. Faculty forward their activities to Ms. Lopez, and she is responsible for disseminating them through the appropriate media. Faculty are also active in submitting abstracts, articles and texts to appropriate outlets including refereed media. See Appendix ___ (Visibility Regarding service and research activities of faculty).

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

Faculty in Landscape Architecture typically teach nine credits, which is often broken up into six credit studios and one 3 credit elective courses. Some semesters a faculty may teach 2 three credit electives and a lab. These schedules allow sufficient opportunity to pursue advancement and professional development. Faculty also generate external funding which allows for release time to pursue research and creative works. Fulltime tenured faculty can also apply for Faculty Development Leave.

The standard workload distribution is 40% teaching, 40% research, 20% service, and 0% administration (See Appendix-LARC Workload). Faculty may vary their work distribution as assigned through the annual review process, where faculty propose their work distribution subject to approval of their director/chair and dean. Faculty in Landscape Architecture duties, work load, and opportunities are similar to other faculty within the Collage of Architecture Planning and Public Affairs.

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

Through the annual review process, peer observation of teaching, and student teaching evaluations, development and teaching effectiveness of faculty and instructional personal are systematically evaluated.

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

Faculty are given the reports from the review and evaluation processes, and discuss the findings with the Director, so that an individual plan for improvement may be implemented. These evaluations also form the basis for merit salary increases, and for reflecting Program accomplishments to the Dean and Central Administration. They also provide the Program with an on-going record of how faculty efforts relate to Program priorities and student capabilities, and can therein guide program improvement.

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

There is a set amount of funding per year for each faculty to for travel to conferences. Faculty also make request for travel and other means of support to the Program Director who passes these request on to the Dean, and also actively seeks funding from additional sources for faculty research and development.

In most cases faculty travel requests are granted when one has been invited to present a paper or is otherwise performing a service related to the faculty member's interests.

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

Faculty share their research through presentations in the Program, and discussions and updates at faculty meetings. Faculty nominate other faculty for College and University and other awards based on their research and services. Professor David Hopman was nominated by a faculty member and recognized for his community service work by the Arlington Sunrise Rotary as University of Texas Arlington Teacher of the Year, 2018.

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

Faculty are active in service to the University through standing and ad hoc committees. We have members of the MLA faculty on several communities, including Professor Ozdil who represents the Program as a member of the University Senate. Faculty areas of expertise is noted across campus and in the profession, as noted by calls for input and participation from various sources. Active participation in professional societies by the MLA faculty greatly enhances the Program and benefits our students.

The faculty works closely with the MLA student advisor to ensure that students have the right sequence of courses and benefits from all the Program has to offer.

C. Faculty Retention

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

Compensation is one of the primary methods of retaining productive faculty. Through the annual review process, accomplishments, research, service and recognition are evaluated to establish merit pay increases. On a relatively frequent schedule, approximately every 2-3 years, faculty salaries are benchmarked against peer institutions and salary adjustments are made.

2. What is the rate of faculty turnover?

There was a loss of faculty since the last SER, mainly to do retirement and career change. The former Director of the Program, Pat Tayler Retired and Jim Richards left to pursue other career interests. Other than those instances, the faculty remains very stable. Current faculty members, David Hopman and Taner Ozdil, have been in the Landscape Architecture Program at UTA for over 10 years. There also has been a marked consistency of adjunct faculty who teach core and lecture courses.

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



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

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

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

A. Interaction with the Institution, and Public

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

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

Service learning activities are incorporated into several of our studios and class projects. Studio III and Planting Design are taught by David Hopman, who has used 34 service learning projects as integral components of the learning experience for several of his classes since 2004. These projects provide valuable professional practice experience for the students in the graduate master of landscape architecture program, deliver a diverse selection of community partners important design help, and instill the values of service as an important component of both professional design education and personal growth.

Two of our faculty, Joowon Im and David Hopman, have participated in the Faculty Fellows Program at the UT Arlington Center for Service Learning. Fellows gain tools for integrating service into an existing course in an academically rigorous way. The Program encourages Fellows to build relationships with faculty across disciplines and with community agencies, and to conduct and present original research. Faculty Fellows are required to:

- Attend and participate actively in seminars and designated activities
- Integrate service learning into at least one course in the semester following the Faculty Fellows program
- Engage in a semester-long program of academic and pedagogical reflection
- Give a final presentation based on their proposed service learning initiative during the end of program lunch

Faculty Fellows are encouraged to:

- Give a presentation on a service learning project at a regional or national conference
- Develop a publication based on that project

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

Faculty compile lists of community partners and organizations that are engaged. Program deliverables from service learning activities are retained by the Program for the duration of the Program's accreditation cycle.

Projects that are design-build are also photographed and documented, with the documentation being retained by the program. It is also common for news releases regarding these activities to be made public either by the University, the hosts/sponsors, and community partners, and/or by the College of Architecture Planning and Public Affairs, through the Assistant Director of Communications. Public presentations by students are often required a part of service learning.

Students are also required to write a reflection of their experience with the service learning project. These essays illustrate to both student and to the professor how the student's thinking and learning is evolving as a designer in response to the service learning experience. Each reflection addresses what the student learned, how they learned it, why it matters, and what they will do in light of it.

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

The faculty of Landscape Architecture are members of several of the University wide committees including the Graduate Assembly, the Institutional Review Board, and the Faculty Senate. Faculty also participate in steering committees for other colleges and departments within the University. The faculty actively participates in cross disciplinary programs and grant research. Currently several of our faculty are working on research teams and grant applications with faculty from other disciplines across the institution.

The Program also serves students from outside of landscape architecture in selected courses, LARC 5300 Introduction to Landscape Architecture. This allow interaction with students across the institution and an introduction to the profession.

Our faculty is very much involved with the greater community and public within the Dallas Fort worth Metroplex. Faculty have given presentations sponsored by community based and local organizations throughout the Metroplex, and participate as members for several organizations within the Metroplex, including the Greater Dallas Planning Council, and the DFW ASLA Chapter.

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

The program assess its effectiveness in interacting with the institution and the public through the annual review process and informal feedback loops. Written and verbal feedback from institutional and community partners are incorporated into the annual review report filed by individual faculty, and captured in the Directors files of faculty accomplishments. Discussion on such feedback is had between individual faculty and the Program Director, and when appropriate, at LARC faculty meetings amongst all faculty.

B. Interaction with the Profession, Alumni and Practitioners

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

The Program has very strong connections with professional organizations, alumni and practitioners, and works very hard to continue to nurture, enhance and strengthen those connections. The past Program Director, Pat Taylor, was also the Executive Director of the Council of Educators in Landscape Architecture (CELA). The current Program Director, Diane

Jones Allen, is on the board of the Landscape Architecture Foundation (LAF), and our faculty are very involved with both CELA and LAF. The faculty is also very involved in both the national and local chapters of ASLA. The DFW ASLA held its chapter meeting here at UTA, this past fall semester, in collaboration with the Program in Landscape Architecture.

The practitioners in the DFW Metroplex are essential and important assets to our Program. They provide practicums/internships for our students and permanent job placement. They teach as adjunct professors, attend student critiques, and come to the campus annually for portfolio reviews and to interview student finalists for the ASLA Honor and Merit Awards. Faculty also frequently take students to local design offices, which host studio reviews, visits, and other course field routines.

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

The Program maintains a current registry of alumni that contains email addresses, and home and office information. New information is shared with the University Alumni Association. The program periodically undertakes an alumni survey (See Appendix_) which gathers material regarding current employment, professional activity, post graduate study or significant professional accomplishments.

This year we had one of our alumni, Dorothy Witmeyer, help with updating the registry with alumni working in the area, who were somehow missed. Independently, a registry of alumni email addresses is updated by Program staff and the SASLA secretary. Contact information from this list is retained allowing students to continue receiving emails once they graduate.

4. Does the program use the alumni registry to interact with alumni?

Yes. This year we used the alumni registry to invite alumni to the annual awards banquet, to participate in the mentorship program, and attend other program events.

The alumni registry is the primary source for the alumni survey which we email, and for special email from the Program Director and the Dean. The ever-expanding list is used frequently to announce lectures, special events and to extend invitations to alumni to reconnect with the Program.

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

Alumni, practitioners, allied professionals, and friend comprise the Landscape Architecture Program Advisory Council. This past academic year we activated ad hoc committees as part of the Advisory Council, which include a development, technology, and recruiting, allowing the council to be active all year, not only at bi annual meetings, or when call upon by the Program Director. Landscape Architecture alumni participate heavily in the mentorship program, which was initiated by a UTA Landscape Architecture Program Alumni, Dorothy Witmeyer, and also the annual job fair held at the College of Architecture, Planning and Public Affairs (CAPPA). Several of our adjunct professors are alumni and practitioners. Alumni and practitioners also participate in the LARE review which is held at UTA annually.

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

Through the alumni survey, informal measurement, practitioner and alumni participation on the Advisory Council, and other service to the Program, the progress and effectiveness of engagement is assessed. In addition, the Development offer for CAPPAs call on selective alumni to assess their willingness to support the Landscape Architecture Program Financially. The Director of the Program interacts with various practitioners and alumni on a regular basis, and also annually at the State and National ASLA conventions. This interaction allows for an assessment of the Programs engagement with those outside of the faculty.

7. FACILITIES, EQUIPMENT & TECHNOLOGY



7 ■ FACILITIES, EQUIPMENT & TECHNOLOGY

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

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

A. Facilities

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

Fulltime faculty, staff, and administration serving the Program in Landscape Architecture are provided private offices within the CAPPa building. The faculty have offices on the 4th floor close to where the MLA studios and most classrooms are located.

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

Students are assigned individual desks at the beginning of each semester, and when possible, studio spaced is reserved so that students moving from Studio IV to Studio V can remain in the same studio during the academic year.

MLA GRA’s had 24 hour, 7 days a week access to Room 107, the Program’s research office. The office was equipped with two workstations, two desktop computers, along with a shared scanner and laser printer. This space was taken away to make room for an architecture faculty office. The MLA GRA’s will now share a space with other CAPPa program GRA’s in a space adjacent to the library.

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

Staffing for maintaining facilities and equipment is adequate for the purposes of the Program. Daily cleaning routines exist in the offices, studios and classrooms. Computer equipment maintenance is shared between staff of College of Architecture, Planning and Public Affairs (CAPPa), and the University’s Office of Information Technology.

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

There are no non-issues of compliance deficiencies in these areas.

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

B. Information Systems and Technical Equipment and Facilities

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

Faculty are provided with work stations and/or high performance lap top computers, along with printers, for lecture, conference and research use. Faculty also acquire additional equipment with startup funds and grant monies.

Students are required to own a lap top, but also have access to the CAPPAs computers in the Computer Graphics Lab (1st floor CAPPAs), and the University Computers through the Office of Information Technology (CAPPAs 319 and 324). Equipment in both locations are available for Landscape Architecture Program students when it is not in use for class purposes.

In 2015, in response to student requests for expanded access to printing and plotting, first floor printing facilities and a digital classroom were developed. The digital classroom (Room 103E) is equipped with 24 workstation computer seats, plus an instructor workstation and 80" LCD screen. The room is exclusively reserved for CAPPAs instruction and specialized software for CAPPAs courses may be installed in this classroom.

Additional plotting and printing available to all CAPPAs students resides on the south end of the first floor. Room 109 offers medium and large format scanners, laser printers, and large format plotters for bond and specialty paper presentations. The first floor digital facilities are jointly managed by CAPPAs and UT Arlington's Office of Information Technology (OIT). It is operated by two fulltime OIT staff members, Jonny Le and Joel Parra.

The Office of Information Technology maintains two classrooms on the third floor (Room 319 and 324) for instruction and general student use. With a total capacity of 42 stations computer lab these labs are configured with a comprehensive suite of software applications for general academic and design computing. CAPPAs has the primary use of these rooms for instruction; however, they are open to the entire University for scheduling.

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

Machines on the UTA domain receive automatic updates on standard software packages.

Server and Network Maintenance		occurs on Sunday from 2:00 AM to 7:00 AM (CST)
Microsoft products updates		starting the second Wednesday of every month
Others (Adobe CC, Cisco VPN, etc.)		starting on the fourth Tuesday of every month

CAPPAs IT Committee also send out an email to all faculty reminding everyone about the request period for software prior to each semester.

1st Monday in May for Fall request
1st Monday in October for Winter and Spring request

1st Monday in March for Maymester and Summer request

Below is the current listed of software available in the computer labs. For CAPP provided software, the department IT personnel assist with license renewal and updates annually.

University Provided Software
Microsoft Office 2016 Suite:
Word, Excel, PowerPoint, Access, One Note, Publisher
Accrender Nxt, Irender Nxt
Adobe Suite 2018 CC:
Bridge, Dreamweaver, Encore , Fireworks , Flash Pro, Illustrator, InDesign, InCopy, and Photoshop
Adobe Acrobat Pro
AutoDesk 2019:
AutoCAD, Revit, and 3D Studio Max
Autodesys: FormZ
ESRI: ArcGIS 10.6
Google Earth
IBM SPSS 25 Statistics
MathWorks Matlab
Maxwell Render Suite V3
CAPP Provided Software
McNeel:
Grasshopper, Rhinoceros 6
Lumion
SketchUp Pro
SU Podium
R for Windows
formZ
HLM Windows
Inkscape

In regard to CAPP technology replacement policy. Ideally, the department plans to upgrade Windows devices every 4 years as each purchase devices has a 4-year warranty. While for Apple devices, every 5-6 years due to the cost difference.

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

The Office of Information Technology computer labs in room 319 & 324 open all year long.

OIT 319 & 324				
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Fall		Monday - Friday	7:00 AM to 2:00 AM
		Saturday - Sunday	9:00 AM to 2:00 AM
Wintermester		CLOSED	
Spring		Monday - Friday	7:00 AM to 2:00 AM
		Saturday - Sunday	9:00 AM to 2:00 AM
Summer		Monday - Friday	8:00 AM to 10:00 PM
		Saturday - Sunday	9:00 AM to 10:00 PM

While the CAPP computer lab in 109 only opens during the Fall and Spring semesters.

CAPPA 109			
Fall		Monday - Friday	8:00 AM to 10:00 PM
Wintermester		CLOSED	
Spring		Monday - Friday	8:00 AM to 10:00 PM
Summer		CLOSED	

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

Through faculty and student feedback, the department determines if these times are sufficient. Also, the department understands the students often stay late to work on for projects, so it would be helpful to have access to particular software both during and after classes.

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

Both adjunct and full time faculty are aware of the digital technology needed to support their activities and the programs mission. In addition, there is a Program representative on the CAPPA's Technology Committee which monitors needs and current technology, making them know to the Program Directors and the Dean.

C. Library Resources

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

A branch of the UT Arlington Libraries, the Architecture and Fine Arts Library is located on the ground level of the College of Architecture, Planning, and Public Affairs (CAPPA) Building in the northeast section in room 104. The landscape architecture collection is housed primarily therein and is administered by the Libraries. In addition to books, periodicals, maps, portfolios, rare books, videos, and CD's, the library provides reference and support materials, and access to a number of electronic resources that include databases, e-journals, and e-books. Access to the journal literature is provided through the online Avery Index to Architecture Periodicals and through several other databases.

Reference service and information literacy instruction is provided during all hours that the library is open, including general orientation tours, subject-specific orientation, specialized research assistance for faculty or students, and course-related library instruction. Library services are also

publicized via the Libraries web site, which includes a directory of services and subject librarians. Telephone, email, and chat assistance is also available.

The Architecture Librarian meets regularly with the landscape architecture faculty to keep them informed of current policies, procedures, and library developments. Changes in program emphasis, new programs, and changes in library needs due to other factors are an important part of the continuing dialogue between the Library and the landscape architecture faculty and students.

The Architecture and Fine Arts Library provides comfortable seating and tables. There are different types of seating areas for reading and studying. Tables in the front of the library may also be used for group study. A small conference room seating six to eight is available at the front of the library for group work. This room is equipped with a white board and computer projection technology. A quiet study area is provided in the rear of the library.

Sixteen public workstations and an assortment of laptops, iPads, MacBooks, Chromebooks, and Surface Tablets are available for student use and require UT Arlington authentication. These provide access to the library online catalog, electronic resources, and the Internet. The public workstations include the Microsoft Office Suite, Adobe Illustrator, Adobe Photoshop, Adobe DreamWeaver, ArcGIS, AutoCad, Blender, SketchUp, and SPSS. Cost-based printing is available in both black and white, and color. A self-service copier and a no-cost large format quick scanner are also available.

If the Libraries do not own a needed item, the user may order the item through interlibrary loan, also providing the user the ability to manage their transactions online. There are no direct fees to the user associated with this service. Additionally, document delivery is available to faculty and graduate students. They can request items physically held in the libraries to be delivered to their offices on campus.

The Libraries participate in TexShare, a multi-type resource sharing consortium composed of public and private academic libraries, public libraries, medical libraries, and law libraries in Texas. Participation in TexShare provides students and faculty web access to electronic books and full text journals from databases, as well as physical access to TexShare member library collections in the immediate area and throughout the State of Texas. The nearly seven hundred members of TexShare include almost one hundred public and private colleges and universities in Texas.

Services in the Architecture and Fine Arts Library continue to be exemplary, considering general budget limitations. The Library is open 86 hours per week and complies with the standards of the Americans with Disabilities Act. In addition, the Library is an extremely pleasant environment in which to browse, read, or study. Floor to ceiling windows look south into a tree lined courtyard. Work tables and comfortable seating invite long-term use.

The UT Arlington Libraries overall collections budget is currently at \$5,000,000. Most of that budget is allocated for electronic journals, database, and e-books, which are not assigned by collection area. Due to the ever-increasing cost of serials, monograph budgets have been reduced. To adapt to this obstacle UT Arlington Libraries has joined many tier-one university research libraries such as Cornell, Kent State, and Columbia by changing our acquisitions philosophy. The new model is a just-in-time plan in which faculty see a record for an e-book in the library catalog and immediately acquire it without ever knowing that the library did not own it to begin with. For faculty who prefer print, the Libraries provide access to print items in this same way.

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

Individual landscape faculty members and Program Director provide suggestions as needed for additional materials in landscape architecture and related areas. The Architecture Librarian and library staff also consult with landscape faculty and the Program Director about matters of holdings and acquisitions.

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

The Architecture and Fine Arts Library is the research laboratory for landscape architecture and architecture studios. It is not unusual for a professor to bring the students into the Library during a studio to continue working with and researching a project, designer, or topic. The Architecture Librarian is normally available at a moment's notice for such occasions. In addition, the Architecture Librarian is also available to address a class on the process of information seeking strategies and on the rudiments of performing comprehensive literature searches.

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

The Architecture and Fine Arts Library is open 86 hours a week.
Monday through Thursday 8:00am to 11:00pm
Friday 8:00am to 6:00pm
Saturday 10:00am to 6:00pm
Sunday 1:00pm to 9:00pm

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

Entrance gate counts and occasional special hourly counts are kept by the Library to determine effective use of the facilities. Library hours have been occasionally adjusted, equipment purchased, and seating arrangements modified depending on student needs and usage patterns.

6. How does the program assess its library resources?

The Library and the librarian receives direct input from the landscape faculty and students. In addition, the librarian brings prospective materials and services to the attention of the faculty and the Program Director as a means of staying in touch with appropriate materials.

ADDENDA



ADDENDA

Addenda information is considered important to giving a full understanding for the program.

A. Program Details (as illustrated by the following tables)

B. Curriculum / Syllabi (The syllabi may be provided in digital format and don't need to be provided in paper in the paper SER document.)

C. Student Information

D. Alumni Information

E. Faculty Information

(The individual faculty records for each faculty member may be provided in digital format and don't need to be provided in paper in the paper SER document.)

F. Facilities Information

(The floor plans may be provided in digital format and don't need to be provided in the printed SER document.)

Accompanying Information:

Visit Schedule (will be sent separately)

Visit Map

Include a one-page map showing the locations (labelled) of buildings, meeting locations, lodging, library, and program resources into the SER making it easily accessible by Visiting Team Members during the visit.

A. PROGRAM DETAILS

Faculty Resources

1. Budgeted Faculty Resources: TOTAL

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

	Current Year (2017-2018)	Last Year (2016-2017)	2 Years Ago (2015-2016)	3 Years Ago (2014-2015)	4 Years Ago (2013-2014)	5 Years Ago (2013-2012)
Professors (Tenured/Tenure-track)			94,603			
Associate Professors (Tenured/Tenure-track)	265,277	160,227	152,403	308,811	355,444	274,604
Assistant Professors (Tenured/Tenure-track)	72,000					
Instructors/Lecturers (Tenured/Tenure-track)						
Professors (non-Ten./Ten.-track)						
Associate Professors (non-Ten./Ten.-track)						
Assistant Professors (non-Ten./Ten.-track)						
Instructors/Lecturers (non-Ten./Ten.-track)		11,000	25,000	15,500	20,500	21,500
Adjunct Faculty (non-Ten./Ten.-track)	27,500	54,500	35,000	15,500	15,000	12,000
Sessional Faculty (non-Ten./Ten.-track)						
Totals	364,727	225,727	307,006	339,311	390,944	308,104

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

Faculty Resources (continued)

2. Budgeted Faculty Resources: Male

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

	Current Year – (2017-2018)	Last Year (2016-2017)	2 Years Ago (2015-2016)	3 Years Ago (2014-2015)	4 Years Ago (2013-2014)	5 Years Ago (2012-2013)
Professors (Tenured/Tenure-track)						
Associate Professors (Tenured/Tenure-track)	160,227	160,227	152,403	229,771	277,004	274,604
Assistant Professors (Tenured/Tenure-track)						
Instructors/Lecturers (Tenured/Tenure-track)						
Professors (non-Ten./Ten.-track)						
Associate Professors (non-Ten./Ten.-track)						
Assistant Professors (non-Ten./Ten.-track)						
Instructors/Lecturers (non-Ten./Ten.-track)		11,000	25,000	15,500	20,500	13,500
Adjunct Faculty (non-Ten./Ten.-track)	21,500	39,500	27,000	15,000	15,000	12,000
Sessional Faculty (non-Ten./Ten.-track)						
Totals	181,727	210,727	299,006	260,271	312,504	300,104

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

Faculty Resources (continued)

3. Budgeted Faculty Resources: Female

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

	Current Year – (2017-2018)	Last Year (2016-2017)	2 Years Ago (2015-2016)	3 Years Ago (2014-2015)	4 Years Ago (2014-2013)	5 Years Ago (2013-2012)
Professors (Tenured/Tenure-track)						
Associate Professors (Tenured/Tenure-track)	105,00			79,040	78,440	
Assistant Professors (Tenured/Tenure-track)	72,000					
Instructors/Lecturers (Tenured/Tenure-track)						
Professors (non-Ten./Ten.-track)						
Associate Professors (non-Ten./Ten.-track)						
Assistant Professors (non-Ten./Ten.-track)						
Instructors/Lecturers (non-Ten./Ten.-track)						8,000
Adjunct Faculty (non-Ten./Ten.-track)	6000	15,000	8,000			
Sessional Faculty (non-Ten./Ten.-track)						
Totals	183,000	15,000	8,000	79,040	78,440	8,000

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

Faculty Resources (continued)

4. Budgeted Faculty Resources: Race/Ethnicity

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

	Current Year – (2017-2018)	Last Year (2016-2017)	2 Years Ago (2015-2016)	3 Years Ago (2014-2015)	4 Years Ago (2013-2014)	5 Years Ago (2012-2013)
American Indian/ Alaska Native						
Asian	1					
Native Hawaiian/ Other Pacific Islander						
Black / African American	1					
Hispanic / Latino						
White / Non-Hispanic	2	2	3	4	5	4
Mixed						
Unknown						
Totals	4	2	3	4	5	4

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

Faculty Resources (continued)

5. Budgeted Faculty Resources: FTE Allocation Among Multiple Programs

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

NA

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

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

Faculty Resources (continued)

6. Budgeted Faculty Resources: Degrees

Record the number of degrees earned by current LA faculty.

	Undergrad degree in Landscape Architecture (BLA or BSLA)	MLA	Doctorate
Professors (Tenured/Tenure-track)			
Associate Professors (Tenured/Tenure-track)		1	2
Assistant Professors (Tenured/Tenure-track)			1
Instructors/Lecturers (Tenured/Tenure-track)			
Professors (non-Ten./Ten.-track)			
Associate Professors (non-Ten./Ten.-track)			
Assistant Professors (non-Ten./Ten.-track)			
Instructors/Lecturers (non-Ten./Ten.-track)			
Adjunct Faculty (non-Ten./Ten.-track)		2	1
Sessional Faculty (non-Ten./Ten.-track)			
Totals		3	4

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

Other Program Resources

7. Other Budgeted Resources:

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

	Current Year (2017-2018)	Last Year (2016-2017)	2 Years Ago (2015-2016)	3 Years Ago (2014-2015)	4 Years Ago (2013-2014)	5 Years Ago (2012-2013)
Guest Speakers or Critics	4,655	3,887				
Endowed Positions						
Undergraduate Teaching Assistantships						
Graduate Teaching Assistantships			6,201			
Undergraduate Research Assistantships						
Graduate Research Assistantships (sponsored by the institution)	49,140	49,140	30,972	24,804	20,700	20,700
Graduate Research Assistantships (sponsored by outside sources)		5,735			12,400	12,400
Other (explain)		30,600	30,600	30,600	61,200	61,200

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

B. CURRICULUM

1. Required / Elective Courses

Total Units/Credit Hours required to graduate: ____ units or _92_ credit hours

Elective Units / Credit Hours required to graduate: ____ units or _12____ credit hours

Required Courses	Units/Credit Hours
Landscape Architecture	92
Architecture	
City & Regional Planning	
Natural Sciences	
Horticulture	
Engineering	
Art or Design	
Computer Applications/Technology	3
Other	
Other	

Group or Controlled Elective Choices	Units/Credit Hours
Natural Sciences	
Social Sciences	
English, Speech, Writing	
Other	12(LARC Electives)
Free Electives	

2. Typical Program of Study

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

Instructions

1. List specific LA courses required (e.g., LA 31 Landscape Architecture Studio 4). Course numbers must correspond with those used in other sections of this report.
2. Show group or controlled elective requirements by title (e.g., Social Science Elective, Planning Elective).
3. List free electives as "Electives."
4. The sequence of courses is to be typical student coursework.

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

Example

	Fall	Spring
First Year	LARC 5661 Design Studio I (6) LARC 5312 Comprehensive History/Theory (3) LARC 5330 Plant Identification and Ecology (3) LARC 5320 Communications for LARC (3)	LARC 5662 Design Studio II (6) LARC 5350 Computer Applications (3) LARC 5331 Planting Design (3) LARC 5312 Urban Design Seminar (3)
Summer First or Second Year	LARC 53XX Elective (3)	
Second Year	LARC 5662 Design Studio III: Site Planning (6) LARC 5380 Research Methods (3) LARC 5341 Landscape Technology I (3) LARC 5301 Site Planning and Development Process (3)	LARC 5664 Design Studio IV Regional Planning (6) LARC 5340 Professional Practice (3) LARC 5342 Landscape Technology II (3) LARC 5302/PLAN 5305 Land Development Planning (3)
Summer	LARC 5668 Practicum (6 or 3) LARC Elective (3)	
Third Year	LARC 5665 Design Studio V: Comprehensive (6) LARC 5668 Practicum (3) LARC 53XX Elective (3)	LARC 53XX Elective (3) LARC 5698 Written Thesis or LARC 5695 Design Thesis (6) LARC 5394 Master's Comprehensive Exam (2)

3. Landscape Architectural Courses Offered During Past Academic Year¹

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

Fall 2017

Course Title	Course Number	Instructor	Credit Hours	Contact Hours / Week	# of Students
Masters Comp Exam	5294	Ozdil	2	1	5
Site Planning & Dev. Process	5301	Allen	3	3	9
History/Theory	5312	Holliday	3	3	6

¹ Annual report curriculum Question 14

Communication for LARC	5320	Im	3	3	5
Plant ID and Ecology	5330	Hopman	3	6	8
Land Tech I (grading and drainage) +Lab	5341	Fain	3	6	4
Design Practicum	5368	Allen	6	NA	1
Research Methods	5380	Archambeau	3	3	8
Design Studio I	5661	Im	6	8	4
Design Studio III	5663	Hopman	6	8	4
Design Studio V	5665	Ozdil	6	8	10
Thesis Research	5668	Allen	6	NA (Varies Self Study)	1
Thesis Research	5668	Ozdil	6	NA (Varies Self Study)	1
Thesis Research	5668	Hopman	6	NA (Varies Self Study)	3
Spring 2018					
Master Comp Exam	5294	Im	2	1	4
Planting Design +Lab	5331	Hopman	3	6	9
Professional Practice	5340	Dennis	3	3	8
Land Tech II Construction Doc	5342	Hopman	3	6	5
Computer Applications	5321/4395	Im	3	3	4
Urban Design Seminar	5382	Ozdil	3	3	8
Design and Human Behavior	5395/4395	Allen	3	3	12
Thesis Research	5698	Allen	6	NA (Varies Self Study)	2
Design Studio II	5662	Fain	6	8	4
Design Studio IV	5664	Ozdil	6	8	5
Independent Research	5391	Allen	3	NA (Varies Self Study)	1
Intro to Landscape Architecture	4300	Im	3	3	10

C. STUDENT INFORMATION

1. Overview

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

Academic Year	In-State		Out-of-State		Foreign		TOTAL	
	Male	Female	Male	Female	Male	Female	Male	Female
Current Year	6	6			3	3	9	9
1 Year Ago	6	8			4	3	10	11
2 Years Ago	5	10			4	3	9	13
3 Years Ago	2	3			2	2	4	5
4 Years Ago	3	8			1	4	4	12

2. Ethnic Group/Diversity

Include only full-time current landscape architecture students.

0 % American Indian 7 % Hispanic
0 % Black (non-Hispanic) 11 % Caucasian
2 % Asian or Pacific Islander 9 % Other

3. Applications

	Current Year	Last year	2 Years Ago	3 Years Ago	4 Years Ago	5 Years Ago
Total number of applications	24	21	16	34	21	30
Applications from males	10	8	5	12	10	12
Applications from females	14	13	11	22	11	18

4. Enrollments

	Current Year	Last year	2 Years Ago	3 Years Ago	4 Years Ago	5 Years Ago
Total enrollment	28	31	31	51	52	69
Males	11	12	11	21	28	29
Females	17	19	20	30	24	40

5. Student Ethnic Backgrounds

	Caucasian	African-American	African Descent	Asian/Pacific	Hispanic	Native American	Other
Total	10	0	0	2	7	0	8
Males	3	0	0	1	3	0	4
Females	7	0	0	1	4	0	4

D. ALUMNI INFORMATION

1. Degrees Awarded

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

Academic Year	Males	Females	TOTAL
Current Year	1		1
1 Year Ago	1	5	6
2 Years Ago	1	6	7
3 Years Ago	5	3	8
4 Years Ago	2	5	7
5 Years Ago	7	5	12
6 Years Ago	2	12	14

2. Record of Advanced Study

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

Institution	Degree	Number of Students	Year LA degree awarded	Year advanced degree awarded
UT Arlington	PhD	1		
Texas A&M	Master	1		

This information was taken from the Alumni Survey

3. Current Employment

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

Present Occupation	Males	Females	TOTAL
Advanced Study and Research	1	1	2
Teaching	1	2	3
Private Practice	9	16	25
Public Practice	3	5	8
Landscape Hort./Design Build	1	3	4
Volunteer Service (Specify)			
Other (Specify)	1	3	4
Unknown	4	5	9
TOTAL	20	35	55

This information has not been collected in the past by our Development Office which handles Alumni relations. The University is currently working on plans to collecting such information and distribute it the various departments. The information provided was taken from the Alumni Surveys distributed by the Program in Landscape Architecture. It therefore may not represent a total picture.

E. FACULTY INFORMATION

1. Previous and Present Faculty

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

Rank/Title	Current	1 Year Ago	2 Years Ago	TOTAL
Professor/LA			1	0
Assoc. Professor/LA	4	3	3	
Asst. Professor/LA	1			
Instructor				
Asst. Professor/Arch.				
Visiting Lecturer/ Adjunct	5	7	6	
TOTALS	10	10	10	10

2. Instructional Assignments

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

Teaching: Percentage FTE assigned to courses taught/instruction.

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

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

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

Faculty member	Degree	Teaching %			Research %	Service %	Admin / other %	TOTAL %
		Land. Arch. Bachelors Program	Land. Arch. Masters Program	Other non-L. A. programs				
Diane Jones Allen	D. Eng.		20%		40%	20%	40%	120%
David Hopman	MLA		40%		40%	20%		100%
Joowon Im	Ph.D.		40%		40%	20%		100%
Taner Ozdil	Ph.D.		40%		40%	20%		100%
John Fain	MLA		20%					70%
Amy Archambeau	MLA		10%					30%
DeOnna Garner	MLA		10%					10%
Mark Dennis	MLA		10%					10%
Mathew Kessler	MLA		10%					10%
Kate Holiday	Ph.D		10%	30% ARCH	40%	20%		100%

3. Courses Taught by Individual Faculty Members

Complete the following table for each instructor.

Courses Taught: Use current year or last academic year. Depending on time of report preparation

Term Symbols: Use the institutional terminology. For example: Fall Semester - FS, Spring Semester, SS, Fall Quarter - FQ, Winter Quarter - WQ, Spring Quarter SQ, Summer Term - ST.

Contact Hours: Actual number of scheduled contact hours per week between instructor and students.

FTE Students: Multiply credit hours by number of students and divide by 15 for undergraduate courses, 12 for graduate level courses.

Fall/Spring 2017-2018

Diane Jones Allen						
Course Taught	Course Number	Term	Credit Hours	Contact Hrs. / Week	Number of Students	FTE Students
Site Planning@ Development Process	LARC 5301	FS	3	3	9	2.25
Design and Human Behavior	LARC 5395	SS	3	3	7	1.75
Design and Human Behavior	LARC 4395	SS	3	3	4	.8
Design Practicum	LARC 5668	FS, SS	6	NA(Internship)	4	2

Thesis Research	LARC 5698	FS, SS	6	NA(Varies Self-study)	3	1.5
David Hopman						
Course Taught	Course Number	Term	Credit Hours	Contact Hrs. / Week	Number of Students	FTE Students
Studio III	LARC 5663	FS	6	8	4	2
Plant ID and Ecology	LARC 5330	FS	3	6	8	2
Planting Design	LARC 5331	SS	3	6	9	2.25
Landscape Technology II	LARC 5342	SS	3	6	5	1.25
Taner Ozdil						
Course Taught	Course Number	Term	Credit Hours	Contact Hrs. / Week	Number of Students	FTE Students
Studio V	LARC 5665	FS	6	8	10	5
Masters Comp	LARC 5294	FS	2	1	5	.83
Studio IV	LARC 5664	SS	6	8	5	2.5
Thesis Research	LARC 5698	SS	6	NA(Varies Self-study)	1	.5
Urban Design Seminar	LARC 5382	SS	8	3	8	
Joowon Im						
Course Taught	Course Number	Term	Credit Hours	Contact Hrs. / Week	Number of Students	FTE Students
Studio 1	LARC 5661	FS	6	8	4	2
Communications for LARC	LARC 5320	FS	3	6	5	1.25
Masters Comp	LARC 5294	SS	2	1	4	.66
Introduction to Landscape Arch.	LARC 4300	SS	3	3	9	1.8
Introduction to Landscape Arch.	LARC 5300	SS	3	3	3	.75
Computer Applications	LARC 4395	SS	3	3	4	1

John Fain						
Course Taught	Course Number	Term	Credit Hours	Contact Hrs. / Week	Number of Students	FTE Students
Land Tech I	LARC 5341	FS	3	6	4	1
Studio II	LARC 5662	SS	6	8	4	2
Kate Holliday						
Course Taught	Course Number	Term	Credit Hours	Contact Hrs. / Week	Number of Students	FTE Students
History and Theory	LARC 5312	FS	3	3	6	1.5
Amy Archambeau						
Research Methods	LARC 5380	FS	3	3	8	2
Mark Dennis						
Professional Practice	LARC 5340	SS	3	3	8	2

4. Visiting Lecturers/Critics

List the name, specialty, dates in attendance and the contribution of visiting critics and lecturers, resource personnel, etc. who served the program. List only persons who were brought in for the program under review. Indicate by an asterisk (*) those sponsored jointly with other departments or sponsored at the college or school level. Use the format below to list this information for the present and two preceding academic years.

Name	Field/Specialty	Date(s)	Contribution
Morgan Chivers	Computer lap (FabLab)	02/26/2018	Lecturer
Don Gazke	Architecture (College of Architecture, Planning and Public Affairs UTA)	12/05/2017	Final presentation studio critic
Oswald Jenewein	Architecture (College of Architecture, Planning and Public Affairs UTA)	12/05/2017	Final presentation studio critic
Tore Terrasi	Art (Department of Art + Art History)	12/04/2017	Final presentation studio critic
Nick Nelson	Landscape Architecture (Pacheco Koch)	04/17/2018	Lecturer
Lee Battle	Land Planning (City of Allen)	02/06/2018	Lecturer
Emily Drake	Landscape Architecture (RTKL)	12/05/2017	Final presentation studio critic
Willis Winters	City of Dallas - Architecture/Landscape Arch.	9/1 & 9/22/18	Studio.5-Prj.1 - West End Plaza Project Introduction & Final Jury
Jennifer Sanders	Dallas Innovation Alliance/Psychology-Economy-Tech	9/14 & 9/22/18	Studio.5-Prj.1 - West End Plaza Mid. Review & Final Jury
Stan Cowan	MESA Design Group - Landscape Arch.	9/22/18	Studio.5-Prj.1 - West End Plaza Final Jury
Fred Walters	MESA Design Group - Landscape Arch.	9/22/2018, & 02/1/18	Studio.5-Prj.1 - West End Plaza Final Jury, & Panelist for Entry to Profession
Even Sheets	City of Dallas - Architecture/Urban Design	9/22/18	Studio.5-Prj.1 - West End Plaza Final Jury
Biff Sturgess	HOCKER Design - Landscape Arch.	11/2/18	Studio.5-Prj.2 - Better Philadelphia Challenge Final Jury

Lawrance Agu	AECOM- Architecture/Planning	11/2/18	Studio.5-Prj.2 - Better Philadelphia Challenge Final Jury
Dylan Stewart	HOCKER Design - Landscape Arch./Env. Design	11/2/18	Studio.5-Prj.2 - Better Philadelphia Challenge Final Jury
Yao Lin	HOCKER Design - Landscape Arch.	11/2/18	Studio.5-Prj.2 - Better Philadelphia Challenge Final Jury
Ashlee Lehmann	HOCKER Design - Landscape Arch.	11/2/18	Studio.5-Prj.2 - Better Philadelphia Challenge Final Jury
Geoffrey Hall	Pacheco Koch, Dallas- Landscape Arch.	12/5/18	Studio.5-Prj.3- EPA Rainworks Challenge Final Jury
Anne Harman	Pacheco Koch, Dallas- Landscape Arch.	12/5/18	Studio.5-Prj.3- EPA Rainworks Challenge Final Jury
Amber Davis	Pacheco Koch, Dallas- Landscape Arch.	12/5/18	Studio.5-Prj.3- EPA Rainworks Challenge Final Jury
Camila Simas	CallisonRTKL- Architecture/Urban Design	2/14/18	LARC 5382-Urban Design Review and Discussion/Firm Visit
Eric Dohrer	CallisonRTKL- Architecture/Urban Design	2/14/18	LARC 5382-Urban Design Review and Discussion/Firm Visit
Steven Duong	AECOM - Planning/Landscape Arch.	2/21/18	LARC 5382-Urban Design Review and Discussion/Firm Visit
Lawrance Agu	AECOM- Urban Design	2/21/18	LARC 5382-Urban Design Review and Discussion/Firm Visit
Tatum Lau	AECOM- Interior Design	2/21/18	LARC 5382-Urban Design Review and Discussion/Firm Visit
Lorena Toffer	AECOM- Interior Design	2/21/18	LARC 5382-Urban Design Review and Discussion/Firm Visit
Mark Meyer	TBG Partners - Landscape Arch.	2/28/18	LARC 5382-Urban Design Review and Discussion/Firm Visit
Will Jones	TBG Partners - Landscape Arch.	2/28/18	LARC 5382-Urban Design Review and Discussion/Firm Visit
Gabriella Weber	TBG Partners - Landscape Arch.	2/28/18	LARC 5382-Urban Design Review and Discussion/Firm Visit
Vince Tam	HKS - Architecture/Planning	3/28/18	LARC 5382-Urban Design Review and Discussion/Firm Visit

Paris Rutherford	CATALYST Development Land Devp./Urban Design	01/25/18 & 4/25/2018	101 Center Presenter, & LARC 5382 - Urban Design Review and Discussion/Firm Visit
Fouad Jaber	Texas A&M AgriLife Dallas - Hydrological Engineer	2/2/18	Studio.4-Hydrology Lecture/Review
Dorothy Witmeyer	Pacheco Koch, Fort Worth - Landscape Arch.	2/22/2018	Portfolio Reviews
Vaughn B. Rinner, FASLA	ASLA Past President - Landscape Arch.	4/12-13/2018	ASLA Student Leadership Visit, and Student Annual Banquet Speaker
Lara Moffat	Landscape Forms	4/13/2018	ASLA Chapter Honor and Merit Awards Jury
Kamel Mahadin	American University of Madaba MK Associates, Amman-Jordan	8/30/2017	Lecture
Jason Lockhart	Sinektiks LLC	12/7/2017	Critic
Nan Hou	MESA Design Group - Landscape Arch.	12/7/2017	Critic

5. Individual Faculty Record

Name: Joowon Im

Rank: Assistant Professor

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

Education: (College and higher)

Institution	Number of Years Attended	Degree/Date Granted
Virginia Tech	6	PhD/May 2016
Harvard University	2	MLA/May 2008
Seoul National University	2	MLA/February 2005
Ewha Womans University	4	BA/February 2003

Teaching Experience: (College level)

Institution	Years Taught	Subjects
Dongguk University, Korea	.5	Introduction to Landscape Architecture
University of Seoul, Korea	.5	Foundation Design (1 st year studio)
Seoul National University, Korea	.5	Integrated Environmental Design (4 th year studio)

Practice Experience: (Brief listing; however, if experience in practice is lengthy and you feel strongly about presenting such, please include resume in the Appendix.)

Firm or Agency	Number of Years	Responsibilities
Landscape Welfare Institute, Korea	.5	Landscape design, project management, public engagement, design images, reports
Hill Studio, VA	.8	Landscape design, design images, reports
Group Han, Korea	1.5	Landscape design, project management, design images, reports
AECOM, NY	1	Landscape design, design images, reports

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

n/a

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

2017-Present. Korea Landscape Council, Editor

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

2018 - 2019. Research Enhancement Program Grant at UTA, *Principal Investigator*

Title: A Study of Community Engagement in the Collaborative Design Process of the Pilot Green Infrastructure Planning and Design To Promote Sustainable Development in Downtown Arlington, TX

- October 2018. ASLA Annual Meeting Session Education, *Lead Presenter*
 Title: Rethinking Small Alleys: A path to big hope.
- July 2018. IFLA World Congress Proceedings (Online publication) & Paper Presentation, *Lead Presenter*
 Title: A Study of the Planning and Design Process of Green Infrastructure Focusing on Green Street Approach: Guidance to successful implementation.
- March 2015. CELA Conference, *Lead Presenter*
 Title: Can Green Street Promote Livable Community?
- May 2015. EDRA Conference, *Lead Presenter*
 Title: Green Street Oriented Planning and Design process.
- March 2015. CELA Conference, *Poster*
 Title: A Typological Study of Green Streets in Relation to Land Use contexts.

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

Dr. Joowon Im has experience in developing and designing city comprehensive plans, landscape improvement plans, and sustainable community design in various scales internationally with considerations of natural systems and cultural and historical analyses while working at landscape architecture firms in Korea and the US. While working on the landscape projects, she focused on delivering community needs and promoting sustainable design approaches. Her experience at a non-profit organization in Korea provided her with an opportunity to see the value of small projects and community outreach/engagement in the process of pursuing the sustainable design application. Dr. Im was awarded the Research Enhancement Program grant from the university (UTA) that will support a study of the Downtown Arlington streetscape. The research will investigate the importance of community engagement and promote the sustainable design approach to the community members. She also frequently attends landscape architecture conferences to engage other scholars and professionals and share knowledge with them. Her primary research interest is in creating a sustainable community and resilient environment through water and place sensitive approaches to improve the quality of life concerning health, safety, walkability (+ multimodal system), and livability. She believes that sustainability can be achieved with sincere hearts and open minds and will keep pursuing the advancement of her knowledge in landscape architecture by focusing on people and their communities.

Individual Faculty Record

Name: David Hopman

Rank: Associate Professor

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

Education: (College and higher)

<u>Institution</u>	<u>Number of Years Attended</u>	<u>Degree/Date</u>
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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)

<u>Institution</u>	<u>Years Taught</u>	<u>Subjects</u>
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The University of Texas at Arlington	2003-2018	
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Subjects

2017	LARC 5350: landscape architecture computer applications
2004-2017	LARC 5330: plant identification and ecology
2005-2018	LARC 5331: planting design
2006-2018	LARC 5342: landscape technology II (landscape construction)
2005-2016	LARC 5351: advanced computer applications
2004-2017	LARC 5663: site planning studio
2008 and 2011	LARC 5395: Seattle and Vancouver: Art, Nature, and Urban Design
2003	LARC 5663: site planning; partial semester as lecturer

Practice Experience: (Brief listing; however, if experience in practice is lengthy and you feel strongly about presenting such, please include resume in the Appendix.)

<u>Firm or Agency</u>	<u>Number of Years</u>	<u>Responsibilities</u>
Mesa Design Group, Inc.	3	See appendix
RTKL Associates, Inc.	1	
Huitt-Zollars, Inc.	3	
Kings Creek Landscaping, Inc.	3	
Aubrey V. Hallum, Inc.	.25	
Professional classical guitar performer	19	

Professional Registration: Give profession and state/province(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.

EXTERNAL PROFESSIONAL/ACADEMIC ASSOCIATION ACTIVITIES

1. 2018-2020: CELA representative to national ASLA Landscape Architecture Continuing Education Series (LACES) committee.
2. 2015-2017: Chair ASLA planting design professional practice network (PPN)
3. 2013-2017: CELA conference paper reviewer
4. 2014-2017: BRIT and Fort Worth Botanic Garden ad hoc design committee for BRIT landscape.
5. 2012-2016: Founding member of Botanical Research Institute of Texas Research Advisory Committee
6. 2014-2015: ASLA, officer of planting design PPN; Webpage Editor 2011-2014: National ASLA committee on education

COMMUNITY SERVICE

1. 2011-2015: Member City of Arlington Tree Advisory Council
 - a. Major revisions to Arlington landscape ordinance 2011-2014
 - b. Public tree design and planting advice for tree giveaway at Arlington Eco-Fest 2014
2. 2012-2017: Founding member of Friends of Crystal Canyon Natural Area I Arlington
 - a. Initiated 16,000 sf. of native prairie compost seeding for areas disturbed by construction-installed 9-2012
 - b. Obtained 300 native grasses (1-gal) from city and planted with plant ID class: October 2012
 - c. Organized removal of invasive Chinese Ligustrum (2012-ongoing yearly in the fall)
 - d. Specified, planted, and maintained 25 native ornamental trees (March 2013-2017)

CLASS SERVICE LEARNING PROJECTS-

2017-2018

1. Redesign of therapeutic/healing garden for the Dallas Veterans Administration Spinal Cord Injury Hospital (LARC 5663 and LARC 5331).

2015-2016

1. Complete redesign of two block campus of Saint Luke 'Community' United Methodist Church in Dallas. (LARC 5663): Texas ASLA Award of Merit
2. Installation and maintenance of polyculture test garden adjacent to the CAPPa building (LARC 5330)

2014-2015

1. Overton and Foster Parks: Stream restoration, memorials and park ID for 2 mile linear park in Fort Worth. (LARC 5663)
2. Re-design of the CAPPa courtyard for the new CAPPa Café. (LARC 5331)

2013-2014

1. New master plan, LID structures, and stream restoration for West Campus of Alcuin Montessori School in Dallas (LARC 5663): Texas ASLA award of Merit

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

PROJECTS/GRANTS:

2017-2018: David Hopman Co-Pi for UT-Arlington Interdisciplinary Research Proposal award: GOE! Pilot Testing a Community Gardening and Outdoor Engagement Intervention to Reduce Health Disparities Among Homeless Youth. \$20,000. Dr. Courtney Cronley, Pi and Dr. Larry Nelson, Co-Pi.

2016-2017: David Hopman Co-Pi for UT-Arlington Interdisciplinary Research Proposal award: GREEN STEAM: Using Principles of Design to Power the Development of Outdoor Educational Spaces. \$19,900. Dr. David Sparks, Pi and Dr. Amanda Alexander, Co-Pi.

2016: Participated in a subject matter expert group formed for SITES AP test development in Washington DC., sponsored by GBCI, owner of LEED and SITES. As part of the group, assisted in drafting items for possible inclusion in the SITES AP item bank, and linked such items to test specifications and available reference resources.

2015-2016: CAPP SEED grant awarded for test planting of polycultures developed by professor Hopman on the CAPP campus. \$5,000. Installation November, 2015-Fall 2016 and ongoing.

2014-2016: Set direction for redo of BRIT landscape surround using aesthetically qualified polycultures. This important and highly visible project reconciles the needs of the most important stakeholders at both BRIT and the Fort Worth Botanic Garden and shows a way forward towards a new urban nature in Fort Worth in a very high visibility and frequently visited location. Phase 1 of installation in November of 2015. .

2014-2015: Finding recombinant urban corollaries for regional ecological communities suitable for bioretention structures-with Texas A&M Agri-life Extension in Dallas and BRIT. Plants for first 2,000 sf. test structure installed 2014-2015. All plant related research led by David Hopman.

2014: Collaborative Proposal: The Efficacy of Bioretention Structures, with North Texas Native Plant Communities, for Phytoremediation of Surface Runoff from Hydraulic Fracturing. Submitted as CO-PI to NSF with Dr. Fouad Jaber: Not funded

2012-2013: Faculty Collaborator for study *Environmental and Related Impacts of Shale Gas Development; Case Study of the Barnett Shale* with The Energy Institute at The University of Texas at Austin. Dr. Pat Taylor and Dr. Taner Ozdil Co-principle investigators.

2008-2015: Research, design, project management for implementation, and procurement of donated materials (\$9,000), for first extensive green roof in North Central Texas on the UTA Life Sciences Building: Installed 2008 and removed for roof renovations in 2017.

PUBLISHED WORKS

Postings in 'The Field', ASLA national website for the planting design professional practice network. Series focuses on research relating to plant polycultures and the creation of future viable plant palettes. <https://thefield.asla.org/tag/david-hopman/>

Part 1: Aesthetics, Environment, and Ecology in the Creation of Plant Palettes. December 3, 2015

Part 2: Fine Gardening. December 23, 2015

Part 3: The National Green Industry 'Utility' Plant Palette. January 26, 2016

Part 4: Contemporary Native and Adapted Plant Palette. February 23, 2016

Part 5: Lessons from the Bush Presidential Center: Local Consultants and Urban Prairies. 3-22-16

Part 6: Native Plant Turf Polycultures. April 26, 2016

Part 7: Beginning the Transition to Native Polycultures. May 24, 2016

Part 8: Case Study: Extracting native polycultures for bio-retention structures at The Botanical Research Institute of Texas. June 2016

Part 9: Assembling Polycultures from a Qualified Palette. July 2016

Photograph by David Hopman published in revised edition of *Rural by Design* by Randal Arendt, 2015, p. 203.

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

Personal Research Interests

Design Aesthetics and Critical Regionalism

The manuscript was originally completed in 2009. After an unsuccessful attempt to find a publisher, the project lay fallow until 2014 when it was completely rewritten, updated, and added four chapters were added. The manuscript has made it through the first round of peer review and is currently in development for the University of Chicago Press.

Plant Polyculture Research

The concept I am developing of using aesthetically qualified native polycultures is gaining traction as an important environmental and ecological step forward from the native and adapted plant palettes currently promoted primarily for water savings. This work has been assisted by BRIT resources in my capacity as a research associate at BRIT. BRIT and the Fort Worth Botanic Garden are also collaborating to implement test polycultures I have developed for the more than 52,000 sf. of ecological retention structures at the BRIT campus. The first test beds were installed in the fall of 2015 with other beds to be added as the existing plants are killed out with solarization. A 2,000 sf. test planting at the Texas A&M Agrilife Extension Coit Road facility in Dallas was also installed in the summer of 2014 and will be reviewed over the next few years for water quality impacts (using lysimeters for all incoming and outgoing water from a large parking lot) and also for plant species viability and aesthetic impact. A test planting at CAPP was installed in the fall of 2015 through the fall of 2016. It is being monitored for aesthetic performance, increase/decrease of all species planted, and other indicators of biological activity. The results of the research are being widely disseminated through lectures in the US and abroad, and published essays on the national ASLA website.

Targets of Opportunity

Interdisciplinary Research Grants

For the past two years, I have been co-pi for two Interdisciplinary research grants offered by the President of UTA. These internal grants are highly competitive and only four are funded each year university wide (see above). These grants reflect an interest by faculty in diverse fields in using landscape architecture expertise with outdoor spaces for addressing their areas of expertise. The first grant in 2016-2017 combined landscape architecture with Education and Art Education to test the viability of adding an art component to STEM to create STEAM (Science Technology Engineering Art and Math) gardens in elementary schools in Texas. The second IRP team added expertise in social work and kinesthesiology. This team carefully measured the efficacy of outdoor engagement, including the building and planting of a small urban farm, on wellbeing and psycho-social stress indicators for a population of youth from emergency family shelters.

Extensive Green Roof

The UTA green roof is something that I got involved in as a direct result of students wanting to install a green roof on the UTA campus and facilities management wanting an extensive green roof on the then proposed Engineering Research Building. After discovering that no extensive green roof had ever been built in North Texas, I undertook the research initiative that is documented in the attached dossier. My research, subsequent public outreach, and professional consulting has moved this innovation firmly into the professional practice arena for landscape architects in North Texas.

SITES certification

The sustainable sites initiative has been purchased by the same company that runs the USGBC LEED certification program for buildings. By working through the certification of one of the first three landscapes certified worldwide, we helped develop the product and, importantly, provided momentum for the development at a time when very few other teams were able to overcome the obstacles to certification by this new and rigorous system. I was in charge of the certification effort and have provided important information towards the development of SITES. I was also on the team that wrote the questions for the first SITES AP certification exam in Washington DC in 2016.

Environmental and Related Impacts of Shale Gas Development; Case Study of the Barnett Shale

This important white paper came about through a deep and long-term relationship that Dr. Pat Taylor had with a member of the advisory board of the LARC program. Dr. Taylor and Dr. Ozdil were co-PIs and were primarily responsible for leading the effort. My role was in editing the document, both for language and for clarity of logic and ideas. I also added expertise in my specialty area of plant research. This paper led directly to the collaborative NSF grant proposal cited above.

Professional work

Professional work as a landscape architect is not a primary personal priority but is a valuable component of my creative output. I accept team projects where my special expertise with plants, extensive green roofs, architectural illustration, and writing can have a positive impact. Periodically I accept a solo residential commission, primarily to keep my courses grounded in the realities of professional practice and to test ideas I have been developing in a “real world” situation. I am currently accepting commissions that will permit testing of the native polycultures that I have already developed.

Appendix

SELECTED CREATIVE/PROFESSIONAL WORKS-2004-present

1. New landscape master plan and planting design for Residence in Arlington, TX. 2015
2. Green roof for Flagship Starbucks at The shops at Park Lane with TBG Inc., Dallas, TX 2015
3. Master plan and prairie management and restoration plan for new Blackland Prairie Park in Arlington, Texas with DFL Group, 2013
4. New landscape master plan and planting design for Residence in Roanoke, TX. 2013
5. Planting design for 14,000 sf. green roof at Forrest Park Medical Center with David C. Baldwin, Inc. Landscape Architects. 2011-2013
6. Extensive Green Roof Exhibit for the Botanical Institute of Texas headquarters: Presented in August 2012
7. Intersection enhancements for Timarron subdivision in Southlake, Texas with Landscape Alliance and DFL Group. 2011-2012
8. Planting design for Plano Environmental Education Center. with David T. Retzsch and Associates (2010-2011)

9. Campus landscape assessment for The Southwestern Baptist Theological Seminary. With DFL Group, Inc. (2010-2011)
10. Planting design consultation for the Bush Presidential Library in Dallas, Texas. With Michael Van Valkenburgh Associates, Inc. (2010-2011)
11. Planting design for headquarters building of Mission Arlington, Arlington, Texas, David Hopman, ASLA, Landscape Architect (2007)
12. Trained new computer modeling and rendering graphics group for USA Engineering in Dallas (2007)
13. Pierremont town homes, Dallas, Texas. Planting design for renovation of activities center and other common areas. David Hopman, ASLA, Landscape Architect (2007)
14. Design and construction documents for renovated courtyard of new UT Arlington University Club, David Hopman, ASLA, Landscape Architect (2006)
15. Interpretive signage (30 signs) and planting design consultation for the new Southwest Irving Utilities Building (with Mesa Design Group) (2005)
16. Plant species recommendation (with John Davis of Texas Parks and Wildlife) for ecological zones surrounding detention and retention ponds in North Central Texas. Presented to NCTCOG and used for update of the NCTCOG Integrated Stormwater Management Manual. (2005)
17. Planting design for 1-1/2 mile enhancement project for North Central Expressway in Richardson, Texas (with Mesa Design Group) (2004)

SELECTED CREATIVE/PROFESSIONAL WORKS-1995-2004

Note: The awards on the following pages are shown to illustrate the quality of projects for which Mr. Hopman has had significant involvement. The awards accrue to the principal in charge of the project, the firm, and the entire project team and are not claimed by Mr. Hopman alone.

With Mesa Design Group: Tary Arterburn Principal and Director

1. 5 Acre Central Park at North Park Center, Dallas Texas: 2004-2005
 - a. **Mr. Hopman's role**; design development, computer modeling, and computer rendering
2. Henry C. Beck Jr. Park, Dallas Texas: 2003-2004
 - a. National ASLA award of Honor-2006 (Tary Arterburn, Principal)
 - b. **Mr. Hopman's role**; job captain, design development, planting design, computer modeling, and construction documents
3. The Legacy at Willow Bend, Plano Texas: 2002
 - a. **Mr. Hopman's role**; job captain and schematic design
4. Austin Ranch, Phase III, The Colony, Texas: 2001-2003
 - a. Texas Chapter American Society of Landscape Architects 2004 Honor Award – Commercial Design (Tary Arterburn, Principal)
 - b. **Mr. Hopman's role**; job captain, schematic design, design development, planting design, computer modeling, construction documents
5. George Allen Courts Building Renovation and Expansion, Dallas, Texas: 2002-2003
 - a. **Mr. Hopman's role**; job captain, design development, planting design, and construction documents

With Huitt-Zollars, Inc: Paul Shaw Vice President

1. Austin Ranch, Phase II, The Colony, Texas: 2000-2001
 - a. Texas Chapter American Society of Landscape Architects 2004 Honor Award – Commercial Design
 - b. **Mr. Hopman's role**; job captain, schematic design, design development, planting design, construction documents and construction observation
2. The Shops at Legacy Phase I, Plano, Texas: 1999-2000

- a. Texas Chapter American Society of Landscape Architects 2003 Merit Award (to RTKL, Paul Shaw, Principal)
- b. ICSC Certificate of Merit 2005 (To Huitt-Zollars, Paul Shaw, Principal)
- c. **Mr. Hopman's role;** schematic design and planting design
- 3. Addison Circle Phase III, Addison, Texas: 1998-2000
 - a. Congress for the New Urbanism Charter Award- 2002 (Paul Shaw, Principal)
 - b. **Mr. Hopman's role;** job captain, schematic design, design development, planting design, computer modeling, construction documents, and construction observation
- 4. Shoal Creek Phase I, Austin, Texas: 1998-2000
 - a. Builder Choice Merit Award-2002 (to RTKL, Paris Rutherford Principal)
 - b. **Mr. Hopman's role;** schematic design and planting design
- 5. Bellaire Drive Extension, Fort Worth, Texas: 1999-2000
 - a. **Mr. Hopman's role;** job captain, community involvement, schematic design, computer modeling, composition of newsletter
- 6. Solana Parking and Trail Expansion– Southlake/Westlake, Texas-1998-1999
 - a. **Mr. Hopman's role;** job captain, schematic design, design development, planting design, computer modeling, construction documents, construction administration
- 7. Roosevelt Housing Phases I and II – Phoenix, Arizona: 1998-2000
 - a. Arizona Preservation Foundation, Governors Heritage Preservation Honor Award, (Paul Shaw, Principal)
 - b. **Mr. Hopman's role;** planting design (phase I) and complete schematic design (phase 2)

With Kings Creek Landscaping: Rosa Finsley Proprietor

- 1. Hays Medical Center, Hays, Kansas: 1997-1998
 - a. **Mr. Hopman's role;** project manager, schematic design, design development, computer modeling, design/build construction management and supervision, and on-site stone design
- 2. Bartlit Residence, Castle Rock, Colorado: 1998
 - a. **Mr. Hopman's role;** project manager, schematic design, design development, design/build construction management and supervision and on-site stone design
 - b. Texas Society / AIA Award - 2000: To Lake/Flato, Architects, David Lake Principal
 - c. AIA San Antonio Award - 2000: To Lake/Flato, Architects, David Lake Principal
- 3. Heard Museum native entrance garden, McKinney, Texas: 1996
 - a. **Mr. Hopman's role;** project manager, design/build construction management and supervision, on-site planting and stone design
- 4. New Mental Health and Mental Retardation Center Campus, Laredo, Texas: 1995
 - a. **Mr. Hopman's role;** planting design, computer modeling and construction documents
 - b. Texas Society of Architects / AIA Award- 1999: To Lake/Flato, Architects, Ted Flato, Principal

Individual Faculty Record

Name: **Taner R. Ozdil, Ph.D., ASLA**

Rank: **Associate Professor-Tenured, Landscape Architecture**

Associate Director for Research, The Center for Metropolitan Density

Department or unit: Program in Landscape Architecture, Department of Planning & Landscape Arch.

Education: (College and higher)

Institution	Number of Years Attended	Degree/Date Granted
Texas A&M University	9	Ph.D. in Urban & Regional Science
The University of Colorado at Denver	2	Masters in Landscape Architecture
The University of Ankara in Turkey	4	Bachelor of Science in Landscape Architecture

Teaching Experience: (College level)

Institution	Years Taught	Subjects
The University of Texas at Arlington	2007 to present	<i>Graduate Level (49+ courses)</i> Urban Landscape & Urban Design (Studio.5) Environmental Planning (Studio.4) Advanced Communication Master Comp. Exam, & Thesis Research Independent & Directed Studies Urban Design Seminar Teaching Practicum
Texas A&M University	1999 to 2007	<i>Undergraduate and Graduate Level (24+ courses)</i> Taught, co-taught or assisted all levels of undergraduate studios at least one time each, Introduction to Landscape Architecture Communication, Construction, Irrigation Design & Feasibility, Land Development (Please see CV for details)
Çanakkale18 Mart University, Turkey	1993 to 1999	<i>Faculty Development Abroad</i> This position was held about six years as a result of successful ranking on a national selection exam and award for a full scholarship for language, masters, and doctoral studies (no teaching assignment).

Practice Experience: (Brief listing; however, if experience in practice is lengthy and you feel strongly about presenting such, please include resume in the Appendix.)

Firm or Agency	Number of Years	Responsibilities
<i>Freelance Landscape Designer/Project Manager</i> Built)	Summer 1993	Coastal Park (Design- A Resort Hotel (Phase.I - Design- Built)
<i>Park Peyzaj Landscape Architecture,</i>	1992-1993 (Part-time)	Assisted with various housing & urban landscape projects (<i>Design/Built</i>)
<i>Sera (Greenhouse) Intern,</i>	Summer 1992	Assisted with Various Greenhouse Tasks

Professional Registration: None

Professional & Academic Activities (2013 - May 2018)

Affiliations, Membership and Leadership Positions

National ASLA Urban Design Professional Practice Network (PPN), Approx. 2000 members

- Officer (Past Chair) - Urban Design PPN, 04.2017 to present
- Chair - Urban Design PPN, 10.2015 to 04.2017
- Co-Chair - Urban Design PPN, 2013 to 2015

Professional Competition Jury Member - New York Chapter of ASLA Professional Awards (March, 3rd, 2018). Jury for all categories.

Board Member, Greater Dallas Planning Council (GDPC), 11.2017 to present

Lead Jury - Urban Design Awards, Greater Dallas Planning Council (GDPC), 2017

Board of Directors Member - North Texas Congress for New Urbanism, 2009 to present

Member - Public Advisory Board for Urban Design for the City of Dallas, 2016 to present

Advisory Board Member - Real Estate Program, College of Business, UT, Arlington, 2015 to present

Organizing Committee/Host Committee - Texas ASLA 2016 - Speakers Committee, 2015 to present

Professional Competition Jury Member - *Pennsylvania Chapter of ASLA Professional & Student Awards (2014)*. Jury for all categories.

Lead Jury - Urban Design Awards, Greater Dallas Planning Council (GDPC), 2014

Hosting Committee Member - CNU 23 Dallas/Fort Worth National Congress, 2013 to 2015

Researcher - Sustainable & Resilient Civil Infrastructure (SARCI), College of Engineering, present

Lead Jury - Urban Design Awards, Greater Dallas Planning Council (GDPC), 2013

Faculty Advisor - SASLA Student Organization, UTA, 2007 to present

Member - PRIM&R, Public Responsibility in Medicine and Research, 2011 to 2012

Member - EDRA, Environmental Design and Research Association, 2011-2012

Member - Urban Design Task force, Greater Dallas Planning Council (GDPC), 2013 to present

Member - American Society of Landscape Architecture (ASLA), 2007 to present

Member - Council of Educators in Landscape Architecture (CELA), 2000 to present

Chair, Co-chair, Editorial Board, or Reviewer Roles:

JAPR - A Member of the Board of Editors for the *Journal of Architectural and Planning Research* (JAPR), Peer Reviewed Journal, 2012 to present (2009-2012 ad hoc reviewer)

DLA - Digital Landscape Architecture. International Conference on Information Technologies in Landscape Architecture, Germany

- Editorial Board Member, 2016 to present, invited for 2nd term 2018-2021
- Conference Reviewer, Germany, 2011 to present

CELA - The Council of Educators in Landscape Architecture

- Landscape Performance Track Co-chair, 2016- present
- *Landscape Research Record*, Inaugural Issue (2012), 2013, 2014, and 2017/present, reviewer
- Conference Abstract Reviewer, 2004 to present,
- Research Committee Member, 2012 to 2016

ICLAR - *International Congress on Landscape Architecture Research*, Scientific Committee Member, Sarajevo 2017, & Invited for 2nd time, Bodrum 2018 - present

ECLAS - *European Council of Landscape Architecture*, Book Chapter Review, 2017/present

UDI – *Urban Design International*, Ad Hoc Paper Reviewer, 2016- present

A|Z ITU - *A|Z ITU Journal of the Faculty of Architecture*, Paper reviewer, 2016 - present

IJGW - *International Journal of Global Warming*, Ad Hoc Reviewer, 2014

JUE - *Journal of Urban Ecosystems*, Ad Hoc Reviewer, US, 2012 to 2013

BENA - BENA (Balkan Environmental Association) 2012 Conference, Scientific Review Committee Member, Istanbul, Turkey, 2012 to 2013

EDRA - Environmental Design Research Association, Conference Reviewer, 2012 to 2013

ECLAS - European Council of Landscape Architecture Schools Conference Review & Scientific Committee Member, 2010 to 2013

Research or Education Partnerships:

Organized Research Center of Excellence (ORCE) on Sustainable and Resilient Civil Infrastructure (SARCI), College of Engineering, UTA, 2013 to present

The Center for Metropolitan Density, School of Architecture (CAPP), UTA, 2011 to present,

Vision North Texas Research Collaboration, 2007 to 2014

Upper Trinity Watershed Green Building Infrastructure for Stormwater Management, Texas Agrilife Extension with Dr. Fouad Jaber, TAMU Dallas, 2010 to 2014

NTexCLIM, Regional Climate Change Partnership, Various Schools at UTA and TAMU, 2009-11

Geo Design Consortium, Multiple Universities, National, 2009 to 2016

Academic Information System (AIS), Development of Web Based Information System for CELA Member Landscape Architecture Institutions, Task Force Member, 2007 to 2009, & 2012-2013

Academic Committees: (Only University level is indicated here- See CV for College & Program)

University - The University of Texas at Arlington Faculty Senate Member, 2017 to present

- President's Advisory Council Member
- Special Projects Committee Member
- Executive Committee Member

University - The University of Texas at Arlington International Education Fee Scholarship (IEFS) Committee, 2016 to present

University - The University of Texas at Arlington Institutional Review Board (IRB), Voting Board Member, UTA 2010 – 2016 (two terms). Consulting member starting from Fall 2015 to present

University - The University of Texas at Arlington, Strategic Planning: Guiding Aspiration Groups - Enhancing impactful research and scholarship group member 2014 Summer

University - Graduate Assembly Representative, University Committee, UTA 2009-2015 (two terms);

- Member of Subcommittee on Graduate Students (CGS) between 2009-2012
- Chair of Committee on Program Creation, starting from 2013 to 2015
- Chair of Committee on Graduate Faculty, starting from 2014 to 2015

University - School of Architecture (SOA) & School of Urban & Public Affairs (SUPA) Dean Search Committee, UTA, Spring 2014 to 2015

University - School of Architecture (SOA) & School of Urban & Public Affairs (SUPA) Integration Faculty Advisory Committee, UTA, 2013 to 2014

University - College of Business Real Estate Program Director Search Committee, UTA, 2016-17

Awards, Honors, Recognitions, & Selected Nominations

Award - The Journal of Digital Landscape Architecture Award 2018 for Highest Level of Commitment in the Review Committee (given by the editors), May 2018

Fellow - Ozdil, Taner R. (PI) Landscape Architecture Foundation Case Study Investigation (CSI) Fellow, 3rd time, (5 teams/fellows are selected on a competitive basis nationally/internationally), 2017

Recognition - “Service to Student American Society and Landscape Architecture Organization”, for outstanding contribution to UT Arlington’s Program in Landscape Architecture, awarded by students in LA Program, April 2017

Recognition - “Research, Scholarship, and Collaboration - with Students”, for outstanding contribution to UT Arlington’s Program in Landscape Architecture, awarded by students in LA Program, April 2016

First Place - EPA Rain Works Challenge, Student Competition Advisor Award in Master Plan Category, \$3000 reward for the faculty research on green infrastructure & \$2000 for student team, April 2016

Overseas Professor - Shanghai Institute of Technology (SIT), Selected/Sponsored by International Cooperation Division at SIT, China for 15 days, 2015-16 (not traveled due to visa limitations)

Award - Council of Educators in Landscape Architecture (CELA) award of recognition for “Excellence in Teaching - Jr.” recipient, March 2015

Fellow - Ozdil, Taner R. (Leading Co-PI) Landscape Architecture Foundation (LAF) Case Study Investigation (CSI) Fellow, 2014, 2nd time, (8 fellows are selected out of 27 application)

Award - “Outstanding Professor of the Year Award”, Landscape Architecture Students at School of Architecture (SOA) at UTA, April 2014

Fellow - Ozdil, Taner R. (PI) Landscape Architecture Foundation (LAF) Case Study Investigation (CSI) Fellow, 2013, (9 fellows are selected out of 33 application)

Merit Award - 2013 Texas American Society of Landscape Architecture Professional Research Award for “Transit Oriented Development Research”. **Ozdil’s Role:** Principle Investigator & Project Manager

Publications (2013 - May 2018)

Books, Journal Articles, Papers in Proceedings, Online Publications

(* denotes peer-reviewed publications)

Journal – Accepted Forthcoming – Ozdil, Taner R. (2018). “Art and Science of Urban Landscape: A Review of Landscape Performance Trends in USA/Kentsel Peyzajın Sanatı ve Bilimi: Amerika Peyzaj Mimarlığı Performans Araştırmaları Akımına Genel bir Bakış”, *Mimarlık Journal*.*

Online Publication – Ozdil, Taner R., & Pradhan, R., & Khoskar, A., & Munshi, R. (April, 2018). “Case Study Investigation 2017: Wayne Ferguson Plaza”. *Landscape Performance Series*. Landscape Architecture Foundation - LAF, Washington D.C. <https://landscapeperformance.org/case-study-briefs/wayne-ferguson-plaza> *

Online Publication – Ozdil, Taner R., & Munshi, R., & Pradhan, R., & Khoskar, A., (March, 2018). “Case Study Investigation 2017: Harvest Community”. *Landscape Performance Series*. LAF, D.C. (Peer-reviewed). <https://landscapeperformance.org/case-study-briefs/harvest> *

Online Publication – Ozdil, Taner R., & Khoskar, A., & Pradhan, R., & Munshi, R. (March, 2018). “Case Study Investigation 2017: The Shops at Park Lane”. *Landscape Performance Series*. LAF, D.C. (Peer-reviewed). <https://landscapeperformance.org/case-study-briefs/the-shops-at-park-lane> *

Paper in Proceedings - Paulson, Chad, & Ozdil, Taner R., (March, 2018). "A Study of the Adaptation of Parametric Design Among Landscape Architecture Professionals in North Texas." *CELA-2018*. Blacksburg, VA. Peer-reviewed-abstract is in proceedings (full paper is published, paper is not peer-reviewed). *

Paper in Proceedings - Rodriguez, Kevin & Ozdil, Taner R., (March 2018). "Community Design Centers (CDCs) on The Upsurge: Investigating Perceptions Amongst CDC Leaders and Administrators in Texas". *CELA-2018*. Blacksburg, VA. Peer-reviewed abstract is in proceedings (full paper is published, paper is not peer-reviewed). *

Journal - Ozdil, Taner R. (August, 2017) "Gaining Space for Urban Landscape: A Story of an Urban Park in Dallas", *Kentli Journal*, p.63-68. *

Paper in Proceedings - Atanur, Gul & Ozdil, Taner & Polat, Sibel (September, 2017). Measuring Social Performance in Historical City Centers for Sustainable Urban Landscapes: A Case Study of Bursa UNESCO Heritage Site". *European Council of Landscape Architecture Schools (ECLAS) Conference 2017* London, UK. Peer-reviewed abstract is in proceedings (full paper is published, paper is not peer-reviewed). *

Journal - Ozdil, Taner R. (May, 2016) "Social Value of Urban Landscapes: Performance Study Lessons from Two Iconic Texas Projects" *Landscape Architecture Frontiers – LAF*, 4(2): p12-29. *

Journal - Yildirim, Y., & Ozdil, Taner R. (May, 2016). "Adopting Soundscape Technology to Assess Urban Landscape Performance" *Journal of Digital Landscape Architecture – JoDLA*, 1, p281-291. *

Journal - Ozdil, Taner R., & Stewart, D. (February, 2015). "Assessing Economic Performance of Landscape Architecture Projects: Lessons Learned from Texas Case Studies" *Landscape Architecture Journal* hosted by Beijing Forestry University, China. Special Issue, p70-86. *

Journal - Ozdil, Taner R., & Modi, S., & Stewart, D. (January, 2015). "'Texas Three-Step' Landscape Performance Research: Learning from Buffalo Bayou Promenade Klyde Warren Park, and UT Dallas Campus Plan" *Landscape Research Record 2*; p117-131.*

Online Publication - Ozdil, Taner R., & Richards, J., & Earl, J., Brown, R. (April, 2015). "Case Study Investigation 2014: Sundance Square". *Landscape Performance Series*. Landscape Architecture Foundation - LAF, Washington D.C. <http://landscapeperformance.org/case-study-briefs/sundance-square-plaza> *

Online Publication - Ozdil, Taner R., & Richards, J., & Earl, J., Brown, R. (October, 2014). "Case Study Investigation 2014: AT&T Performance Arts Center: Sammons Park". *Landscape Performance Series*. LAF, D.C. <http://landscapeperformance.org/case-study-briefs/att-sammons-park> *

Journal - Niazi, Zoha & Ozdil, Taner R., (February, 2014). The "Pedestrian Realm" as a Genesis of Commerce: Bazaars of the East & Mixed-Use Centers of the West. *Landscape Research Record 1*; p410-423. *

Online Publication - Ozdil, Taner R., & Modi, S., & Stewart, D. (December, 2013). "Case Study Investigation 2013: Klyde Warren Park". OJB. *Landscape Performance Series*. LAF, Washington D.C. <http://landscapeperformance.org/case-study-briefs/klyde-warren-park> *

Online Publication - Ozdil, Taner R., & Modi, S., & Stewart, D. (October, 2013). "Case Study Investigation 2013: UT at Dallas Campus Identity and Landscape Framework Plan". PWP Landscape. *Landscape Performance Series*. LAF, Washington D.C. <http://landscapeperformance.org/case-study-briefs/UT-dallas-landscape-enhancements> *

Paper in Proceedings - McDermott, J. & Ozdil, Taner R., & Stepanovich, M. (October 2013). Combining Old and New Tools for Visualizing Environmental Factors: Heliodon and Planar Laser Induced Fluorescence. *The 4th Biennial Subtropical Cities Conference. Braving New World: Design Interventions for Changing Climates*. ACSA. Fort Lauderdale, FL. *

Online Publication - Ozdil, Taner R., & Modi, S., & Stewart, D. (September, 2013). "Case Study Investigation 2013: Buffalo Bayou Promenade". SWA Group. *Landscape Performance Series*. LAF, D.C. <http://landscapeperformance.org/case-study-briefs/buffalo-bayou-promenade> *

Published: Peer-Reviewed (Academic or Professional) Conference Presentations

(* denotes peer-reviewed published abstracts in the program or in the proceedings):

Conference – Accepted Forthcoming - Ozdil, Taner R., & Deutsch, B., & Spears, S., & Manskey, R. (2018). "Evolving Metropolitan Landscapes: Performance Lessons from Case Studies". *National ASLA*. Philadelphia, PA.*

Ozdil, Taner R., & Manskey, J., & Spears, S., & Deutsch, B. (April, 2018). "Case Study Investigations: Landscape Performance Lessons from North Texas". *ASLA-Texas Chapter Conference. Panel*, Galveston, TX.*

Ozdil, Taner R., & Pradhan, R., & Khoskar, A., & Munshi, R. (March, 2018). "Landscape Performance Research: Findings from Harvest Community, Wayne Ferguson Plaza, & The Shops at Park Lane in North Texas". *CELA-2018*. Blacksburg, VA.*

Paulson, Chad, & Ozdil, Taner R., (March, 2018). "A Study of the Adaptation of Parametric Design Among Landscape Architecture Professionals in North Texas." *CELA-2018*. Blacksburg, VA. (Full Paper is published online, abstract is peer-reviewed but paper is not).*

Rodriguez, K. & Ozdil, Taner R., (March 2018). "Community Design Centers (CDCs) on The Upsurge: Investigating Perceptions Amongst CDC Leaders and Administrators in Texas". *CELA-2018*. Blacksburg, VA. (Full Paper is published online, abstract is peer-reviewed but paper is not).*

Atanur, G. & Ozdil, T. R. & Polat, S. (September, 2017). "Measuring Social Performance in Historical City Centers for Sustainable Urban Landscapes: A Case Study of Bursa UNESCO Heritage Site". *European Council of Landscape Architecture Schools (ECLAS) Conference 2017* London, UK.*

Ozdil, T. R. (May, 2017). "Who is 'The Boss'? Ten Year Review of Administrative/Leadership Job Openings in Landscape Architecture Programs in North America". *CELA-2017*. Beijing, China. Abstract is in Proceedings (not presented due to travel limitations).*

Ma, X. & Ozdil, T. R. (May, 2017). "Developing with Water: Assessing Residents' Perception of Waterfront Landscapes in Las Colinas Urban Center, Texas, USA". *CELA-2017*. Beijing, China. *

Ghanem, L., & Ozdil, T. R. (June 2017). "Predictive Modeling with GIS in Landscape Architecture Practice: Assessing the Use of SWAT in an Urban Landscape". *Digital Landscape Architecture Conference (DLA-2017)*. Essen, Germany (accepted but not presented due to travel limitations). *

Ozdil, T. R., & (Erickson, T.) Brown, B., & Gatzke, D., & Mitchell, L. (April 2016). "CONNECT: Community Outreach & Partnership By Design". *ASLA-Texas Chapter Conference. Panel*, FW, TX. *

Ozdil, T. R. (March, 2016). "Looking into the Future: Ten Year Review of Academic Job Openings in Landscape Architecture in US". *CELA-2016*. Salt Lake City. UT. *

Whitlow, H. & Myers, M. & Ozdil, T., & Deming, E. M. (March, 2016). "Looking Beyond Case Studies in Social Performance Research: Replicable Surveys and Generalizable Outcomes". *CELA-2016. Panel*, Salt Lake City. UT.*

Yildirim, Y., & Ozdil, T. R. (March 2016). "Urban Soundscape: Learning from the Sounds of Klyde Warren Park, Dallas". *CELA-2016*. Salt Lake City. UT.*

Ozdil, T. R., & Brawley, P., & Aaroom, K., & (Kundurur, A.) Deutsch, B. (April 2015). "The Tale of Two Urban Landscape Projects: Exploring Performance of AT&T Performing Arts Center Park, Dallas & Sundance Square, Fort Worth". *ASLA-Texas Chapter Conference. Panel*, Galveston, TX.*

Ozdil, T. R., & Richards, J., & Earl, J. (April 2015). "The Social Life of Cool Urban Spaces: Learning from Sundance Square Plaza, Fort Worth & AT&T Performing Arts Center's Elaine and Charles Sammons Park, Dallas" *CELA-2015*. Manhattan, KS.*

Richards, J., & Ozdil, T. R., & Manandhar, N. & Tracz (April 2015). "Community Partnership through Collaborative Outreach Research: Envisioning a Multi-use Intercity Trail in North Texas". *CELA-2015*. Manhattan, KS.*

Ozdil, T. R., & Baumgarten, M. & Greenspan, A., & Elliott, N., & (April 2014). "Landscape Performance in TX: Lessons Learned from Buffalo Bayou Promenade, University of TX at Dallas Campus Plan, and Klyde Warren Park". *ASLA-Texas Chapter Conference*. San Antonio, TX.*

Ozdil, T. R., & Modi, S., & Stewart, D. (March, 2014). "Texas Three-Step' Landscape Performance Research", *CELA-2014*. Baltimore, Maryland. (Paper is in the CD, paper is not peer-reviewed).*

Burgess, K., & Ozdil, T., & Deming, E. & Louw, A. (March, 2014). "One Project at a Time: Measuring Social Performance for LAF Case Study Investigations". *CELA-2014. Panel*, Baltimore, MD.*

Bielaz, D. & Ozdil, T. (March, 2014). "The Impact of Green Walls & Roofs to Urban Microclimate in Downtown Dallas: Learning from Simulated Environments". *CELA-2014*. Baltimore, MD.*

Huerta, A. & Ozdil, T. (March, 2014). Assessing the Value of Dual Design Degrees for Landscape Architects: Learning from Professionals in North Texas. *CELA-2014*. Baltimore, MD.*

Modi, S. & Ozdil, T. (March, 2014). "Perspectives on Performance Studies, Indicators, Methods: The Review of Case Study Approach in Landscape Architecture". *CELA-2014*. Baltimore, MD.*

Stewart, D. & Ozdil, T. (March, 2014). "Assessing the Value of Urban Landscape: Learning from Katy and Santa Fe Trails in Dallas, Texas". *CELA-2014*. Baltimore, MD.*

McDermott, J. & Ozdil, T. R., & Stepanovich, M. (October 2013). "Combining Old and New Tools for Visualizing Environmental Factors: Heliodon and Planar Laser Induced Fluorescence". *The 4th Biennial Subtropical Cities Conference. Braving New World: Design Interventions for Changing Climates*. ACSA. Fort Lauderdale, FL.*

Taylor, P. & Ozdil, T. R. & Cooke, C. & Pradhananga, A., (September, 2013). "Landscape Fragmentation as an Impact of Natural Gas Drilling in North Texas". International Commission of Agricultural and Biosystems Engineering (CIGR-2013). *1st CIGR Inter-Regional Conference on Land and Water Challenges*. Poster Presentation. Bari, Italy. *

Ozdil, T. R., & Jaber, F., & Tidwell, J., & Holmes, C. (May 2013). "Low Impact Development (LID) in North Texas: Practice, Research, Education, and Outreach". *ASLA-Texas Chapter Conference. Panel*, Austin, TX.*

Ozdil, T. R. & Wolf, M. & Li, J. & Richards, J. (January, 2013). "Transit Oriented Development Research and Practice for North Texas". Focus North Central Texas: Planning Symposium. *North Central Texas Section of American Planning Association (NTX APA)*. Garland, TX.

Mooney, P. & Li, M. & Ellis, C. & Ozdil, T. R., & Pitt, D., & Taylor, P. (March 2013). "State of CELA Research Initiatives." Panel, *CELA-2013*, Austin, TX.*

Mang, H. & Ozdil, T. R. (March 2013). "Stakeholders' Perception on the Design and Feasibility of Fused Grid Street Network Pattern". *CELA-2013*. Austin, TX.*

Manandhar, N. & Ozdil, T. R. (March 2013). "Naturalness in Stream Restoration Projects: Learning from Johnson Creek". *CELA-2013*. Austin, TX.*

Niazi, Z. & Ozdil, T. R. (March 2013). "The "Pedestrian Realm" as a Genesis of Commerce: Bazaars of the East and Mixed-Use Centers of the West". Poster, *CELA-2013*, Austin, TX. (Paper is in the CD, abstract is peer-reviewed but paper is not).*

Holmes, C. & Ozdil, T. R., & Jaber, F. (March 2013). "Design and implementation processes of low impact development in North Texas". *CELA-2013*, Austin, TX.*

Pradhananga, A. & Taylor, P. & Ozdil, T. R. (March 2013). "Study of Landscape Fragmentation as an Impact of Natural Gas Drilling in North Texas. *CELA-2013*". Austin, TX.*

Phillips, R. J. & Ozdil, T. R. (March 2013). "Master Planning for the Arts: Identifying the Skills and Roles for Landscape Architects". *CELA-2013*. Austin, TX.*

Invited Presentations, Discussions, Juries, Sessions and Exhibits

Invited Jury, (May 3rd, 2018). Graduate Level Advanced Architecture Studio, (Bell & Heath), School of Architecture, UTA.

Invited Jury, (May 2nd, 2018). Junior Level Architecture Studio, (Oswell), SOA, UTA.

Invited Lecture, (February 27th, 2018) Landscape Architecture for Community. Introduction to Landscape Architecture Course, Landscape Architecture Program, UTA.

Organized/Moderated, (January, 24th, 2018). Suburban Reinvention: 101 Center and Downtown Arlington Development by Paris Rutherford, Catalyst Development. Hosted by CfMD and NTX CNU.
Organized/Moderated – Ozdil, T. & Nelson, N. & Walters, F. (February, 01, 2018). Entry to Landscape Profession. CAPP.

Invited Presentation, Amber, R. & Ozdil, T. R. (December 04, 2017). "Integration of Green Infrastructure at UT Arlington" 2017 SPROW Education Forum, NCTCOG, AIA Dallas.

Key Note Speech, Ozdil, T. R. (November 15th, 2017). "The Next Urban Landscape: Evidence-Based Design and Planning with GIS", GIS Day 2017, UT Arlington.

Poster Presentation, (November, 15th, 2017). "The Dallas Escarpment: *Mountain Creek Region Inventory, Analysis, & Vision*", GIS Day. Libraries, UT Arlington.

Invited Jury, (Oct. 20th, 2017). Junior Level Architecture Studio (DC), CAPP, UTA.

Invited Jury, (April 5th and April 29th, 2017). Junior Level Architecture Studio (JN), CAPP, UTA.

Invited Lecture, (March 2nd, 2017) Community Service and Partnership in Landscape Architecture. Introduction to Landscape Architecture Course, Landscape Architecture Program, UTA.

Invited Critique/Jury, (December 1st, 2015) Landscape Architecture Program, Florida International University, Miami, Florida

Co-Host, Co-Organizer, and Moderator (October 16, 2015). "Airport As Real Estate" Conference. College of Business & College of Architecture, Planning, and Public Affairs, UTA.

Lead-Organizer and Presenter, (November, 2015). *Short Presentation Session for Urban Design PPN*. National ASLA Conference Chicago. "Landscape Performance within the Context of Urban Design",

Co-Organizer and Presenter, (November, 2014). *PechaKucha Presentation Session for Urban Design PPN*. National ASLA Conference Denver. Presenter for "Transit Oriented District",

Panelist, (September 19th, 2014). "IRB Mini-Conference: IRB Panel Discussion". Sponsored by Research Administration: The Office of Regulatory Services, UTA (30-35 people).

Presentation, (March 19th, 2014). "3883 Turtle Creek Residential Tower Vision". Home Owner Association and Stakeholders meeting (30-35 people).

Poster Presentation, (November, 18th, 2013). "Mountain Creek and The Dallas Escarpment", GIS Day. Libraries, UT Arlington.

Panelist, (02.04, 2013). “*Urban Landscape: The Fusion of Large Scale Landscape Concepts with High Density Development*” Sponsored by AIA Dallas. Panelists: M. Buckley, Director CfMD (mod.) ; Taner Ozdil, UTA; K. Sloan, Sloan Studio; T. Arterburn, Studio Outside; D. Raines, WRT Design.

Major Technical Reports

Research Technical Report - Richards, James & Ozdil, Taner (October, 2015). *Ellis County - Midlothian to Waxahachie Trail Research*. NCTCOG University Partnership Program. Technical Report. <http://www.nctcog.org/trans/sustdev/bikeped/ActiveTransPlanProjects.asp>

Research Technical Report - Taylor, P. & Ozdil, Taner R. (October, 2014) *Environmental and Related Impacts of Shale Gas Development: Case Study of the Barnett Shale Area, Texas - Landscape & Related Impacts*. Submitted to The Energy Institute, The University of Texas at Austin.

Creative Work (Online Archive):

Web Based Archive - Ozdil, Taner R. (2009 to present) – Previously: Woodfin, T., & Ozdil, Taner R (1998 - 2009). ASLATX - Texas ASLA Award Winners Archive as a Teaching and Research Tool. The digital and hard copy archive contains over 700 projects 7000 images, over 2000 pages of project descriptions, and additional documents by award winning Texas landscape architects. Archive is continue to be prepared for interactive publication as part of UTA website at <http://aslatx.uta.edu/> (forthcoming). Past web address: <http://aslatx.tamu.edu/>

Selected Magazines Articles, Blogs, & Online Publications:

Ozdil, T. R. (September 22nd, 2016). Will the ‘*Real Urban Designer*’ Please Stand Up! Part.II Seeking Future Identity. ASLA, *The Field*, <https://thefield.asla.org/2016/09/22/will-the-real-urban-designer-please-stand-up-part-ii/>

Ozdil, T. R. (September 20th, 2016). Will the ‘*Real Urban Designer*’ Please Stand Up! Part.I Tracing the Roots. ASLA, *The Field*, <https://thefield.asla.org/2016/09/20/will-the-real-urban-designer-please-stand-up-part-i/>

Roberts, Jason, & Ozdil, Taner (Wrote foreword), (March, 2016). *Better Block is Urban Design*. ASLA, *The Field*, <https://thefield.asla.org/2016/03/17/better-block-is-urban-design/>

Ozdil, T. R. (October, 2014). *The Art and Science of Urban Landscape: One Performance Study at a Time*. ASLA, *The Field*, Retrieved from <http://thefield.asla.org/2014/10/08/the-art-and-science-of-urban-landscapes/>

Earl, J. & Ozdil, T. R., & Richards, J., & Brown, R. (June, 2014). Social Life of Cool Urban Spaces. *LAF*. <http://www.lafoundation.org/news-events/blog/2014/08/01/csi-ut-arlington/>

Ozdil, T. R. (March, 2014). What is Next for Sunbelt Cities? Why it’s Time to Start Thinking about TODistricts. ASLA, *The Field*, <http://thefield.asla.org/2014/03/05/whats-next-for-sunbelt-cities/>

Ozdil, T. R. Edt. (June 2013). Urban Landscape Research. *Center for Metropolitan Density (CfMD) Research Journal*. UTA, Volume 2: pg. 18-19.

Stewart, D., & Ozdil, T. R., & Modi, S. (June, 2013). Over, Under, & Through: A Texas Three-Step of Landscape Performance. *LAF*.<http://www.lafoundation.org/news-events/blog/2013/07/15/>

Student Formally Advised – Received Awards (2013 - May 2018)

Graduate Students and/or Student Projects Formally Advised in Design or Research Competitions That Received Awards or Recognitions:

Ranked in Final Eight, Master Plan Category, National, EPA Rain Works Challenge 2017 (Announced in 2018). Urban Landscape/Design Studio V: “*COELESCENCE*” Team; Behnoud Aghapour, Ann Mai & Mohamad Nabatian, & Mahsa Yari (Was placed in top 8 projects out of 87 submission combined).

Honor Award Winner in Planning Category awarded by Texas American Society of Landscape Architecture (ASLA) Student Awards in 2018. Urban Landscape/Design Studio V: “Reoccupying Next Park-way” Recipient Team; Behnoud Aghapour and Ali Khoskar

Merit Award Winner in General Design Category awarded by Texas American Society of Landscape Architecture (ASLA) Student Awards in 2018. Urban Landscape/Design Studio V: “Dream Plaza” Recipient; Mahsa Yari

Second place poster award, GIS Day at UTA, 2017. Environmental Planning Studio IV Group Project: “The Dallas Escarpment: Mountain Creek Region Inventory, Analysis, & Vision”, GIS Day. Recipient Team; B. Aghapour, M. Amer, J. Allison, A. Khoshkar, A. Mai, R. Munshi, S. Nunez, B. Utterback, L. Vela, C. Wildburger, M. Yari, R. Pradhan

Merit Award Winner in Planning Category awarded by Texas American Society of Landscape Architecture (ASLA) Student Awards in 2017. Urban Landscape/Design Studio V: “Lancaster District: The HUB” Recipient Team; Reza Pranesh & Behnoud Aghapour

First place poster award, GIS Day at UTA, 2016. Environmental Planning Studio IV Group Project: “Village Creek and the City of Kennedale: Environmental Inventory, Analysis, Planning, Vision” Recipient Team; Reza Pazireh, Molly Plummer, John Watkins, Ann Podeszwa, Layal Bitar-Ghanem, Riza Pradhan

Honor Award Winner in General Design Category awarded by Texas American Society of Landscape Architecture (ASLA) Student Awards in 2016. Urban Landscape/Design Studio V: “UTA Campus” Recipient Team; Jake Schwarz, Baishakhi Biswas & Sherry Fabricant

First place in Master Plan Category, National, EPA Rain Works Challenge 2015 (Awarded in 2016). Urban Landscape/Design Studio V: “*Eco-Flow: A Water-Sensitive Placemaking Response to Climate Change*” Recipient Team; Jake Schwarz, Baishakhi Biswas & Sherry Fabricant, Ahoura Zandiatashbar
Honorable Mention, National, EPA Rain Works Challenge 2015 (Awarded in 2016). Urban Landscape/Design Studio V: “*Innovation Park at UT Arlington: Research and Innovation in a Changing Climate*” Recipient Team; Layal Bitar-Ghanem, Kerry Gray-Harrison, Riza Pradhan, Somayeh Moazzeni

2015 EDSA Minority Scholarship (2015) National recognition by Landscape Architecture Foundation (LAF) supported by EDSA. Recipient: Xitong Li, MLA Candidate. Ozdil’s Role- thesis chair, supervisor, & nominator

Merit Award Winner in General Design Category awarded by Texas American Society of Landscape Architecture (ASLA) Student Awards in 2015. Urban Landscape/Design Studio V: “AQUADAPT: An Adoptive Vision for the 2110 Philadelphia Waterfront” Recipient Team; Ryan Brown & Jon-Michael Clothier

ARCC / King Student Medal for Excellence (2014), The Architectural Research Centers Consortium (ARCC), National recognition given to one student from each School for their achievements in research. Among all graduating class 2013-2014 academic year at School of Architecture. Ozdil’s Role- thesis chair. Recipient: Dylan Stewart

Honor Award Winner in General Design Category awarded by Texas American Society of Landscape Architecture (ASLA) Student Awards in 2014. Urban Landscape/Design Studio V Individual Project: “Aquaponics Factory” Recipient; Dylan Stewart

Honor Award Winner in Residential Design Category awarded by Texas American Society of Landscape Architecture (ASLA) Student Awards in 2014. Urban Landscape/Design Studio V Individual Project: “21 Turtle Creek” Recipient; Dylan Stewart

Special Jury Prize for “Most Vision”, 2014 Ed Bacon Student Design Competition, Philadelphia Center for Architecture “ECOTONOMY” Urban Landscape Studio V. UTA Team placed in top 5. Group Project, Recipient Team: Dylan Stewart, & Susan Justus

Special Jury Prize for “Design of User Experience”, 2014 Ed Bacon Student Design Competition, Philadelphia Center for Architecture “ZERO-GAP COMMUTE” Urban Landscape Studio V. UTA Team placed in top 5. Group Project, Recipient Team: Xitong Li, & Karen Teague

Honorable Mention Winner, EPA RainWorks Challenge, Campus RainWorks Challenge, 2013, U.S. EPA’s Office of Water, Urban Landscape/Design Studio V. UTA team is placed in the top 8 out of 218 submissions. Team Project “Hydroscape” is recognized for creative video and design. Recipient Team: Kent Elliott & Blake Sampler

Merit Award Winner, in Analysis & Planning Category, awarded by Texas ASLA Student Awards 2013. “Connecting with North Shores of Grapevine Lake”. Environmental Planning Studio IV Group Project, Recipient Team: Sameepa Modi, K. Elliot, C. Wu, C.Xu, A. Pradhananga, D. Guinn, G. Hall, A. Huerta, J. Walker, S. Liang, D. Bielaz

Contributions:

As shown in the enclosed faculty record above, I have been increasingly contributing to scholarship, education, service activities at campus, locally in our Arlington community, regionally in North Texas, nationally, and internationally since last accreditation visit. My work continuously find its place within the regional, national and international arena with publications, invitations to various roles in peer-review boards, jury, competitions reviews, and professional societies with active leadership roles and responsibilities. My scholarly and professional activities in landscape architecture are impacting not only the quality of students’ education as it can be demonstrated in their degree completion, job placement, and competition successes but also help support the external recognition of my program, department, college and the university among scholars, professionals, and the community at large. Following sections highlights some of these activities under scholarship, teaching and service headings to better explain my involvement in advancing the knowledge through the discipline and the profession of landscape architecture especially within the last five years.

Scholarship: Since last accreditation, I have continued to explore the ambiguities of both the theoretical and professional underpinnings of design and planning disciplines within the context of landscape architecture profession. My scholarly explorations have been evidence-based, systematic, and interdisciplinary inquiries that are deeply rooted in the scholarship and the profession of landscape architecture and urban design, and physical planning fields. More specifically my research and creative activities focuses on urban landscapes and urban design examining the relationship between design and value (economic, environmental, social, cultural, aesthetic, etc.). I concentrate on evaluative and performance related research specifically on the value of design as it contributes to green, healthy and sustainable communities primarily in mixed-use environments, high-density urban areas, and metropolitan regions. I also believe that by continuing to develop my current skills and knowledge in digital technology, especially in web-based communication, data driven discovery, and GIS I continue to be able to contribute to the dissemination of knowledge within and outside the scope landscape architecture.

I believe my most significant contribution to advance knowledge in landscape architecture profession is the receipt of Landscape Architecture Foundation’s CSI Fellow awards, 2013, 2014 and 2017 cycles to study landscape performance topics and publish eight case studies for LAF in addition to various additional research projects and publications (see Bursa Hanlar District research) I made in this area. Since 2013, I have authored or co-authored over 15 peer-reviewed publications in scholarly, professional, peer-reviewed outlets and/or in proceedings primarily in design evaluation and performance topics. I have also authored or co-authored over 30 peer-reviewed presentations for major

scholarly and professional conferences and been invited to about 20 invited activities, such as panels, keynotes, invited lectures, special presentations, professional competition juries, exhibits, or poster presentations. My formal collaboration and active roles with such as North Texas Congress for the New Urbanism (CNU), Greater Dallas Planning Council (GDPC), American Society of Landscape Architecture (ASLA or Texas ASLA), Council of Educators in Landscape Architecture (CELA), Digital Landscape Architecture (DLA) allowed me to disseminate landscape architectural knowledge in professional and scholarly environment. My research and creative activities as well as my contributions individually or as part of in group work are awarded or recognized by peers at local, state, or national levels (see such as Texas ASLA Research Merit Award, 2013).

Teaching: I have continued to teach a variety of courses within the confines UTA, since 2013. My teaching activities are informed by integration of knowledge generated in research, creative and service activities in to the classroom and studio settings, by synthesis and utilization of evolving design and planning pedagogy and practice, as well as the curricular needs of UTA. In this period, I have taught about 24 advanced level graduate courses/studios focusing on urban landscape, urban design and environmental planning (physical planning), thesis seminars, and advanced communication as part of the graduate program in landscape architecture at UTA. Since 2013, I have chaired 15 master thesis students, and have had 17 committee membership roles at UTA. Majority of these thesis activities have produced scholarly and professional presentations and publications with my student at state, national, or international conferences and advanced landscape architecture profession and scholarship. Furthermore, the directed independent studies, multi-disciplinary competition teams advised, and numerous external reviewer or jury roles in architectural and planning fields exposed me and my students to a broad range of opportunities to advance the knowledge in landscape architecture profession. Since 2013 over 15 competition awards or special recognitions (such as 2015 EPA Campus Rainworks Challenge, First Place Award) won by my students at local, regional, national and international levels for their group or individual work. My teaching efforts are recognized by student initiated teaching awards, and nominations for teaching awards by my students and peers. I was awarded by students on couple of separate occasions at UTA since 2013. I was also the recipient of the *CELA Teaching Award-Junior* in 2015.

Service: My experience in landscape architecture give me a diverse set of opportunities to actively serve my academic program, school/College (as of 2015), university, community, as well as to broader scholarly and professional community nationally. These activities has been critical to advance understanding of landscape architecture beyond our circles. The nature of my service activities to my program, school (College), and UTA include nominated and elected roles at the University level, such as representing the School of Architecture (or CAPP), and chairing sub-committees at the Faculty Senate, Presidents Advisory Board, Graduate Assembly, Strategic Planning Committee, and acting as a voting board member for the Institutional Review Board for UTA. I have also held service roles at the program and school/college levels, such as memberships in dean and faculty search committees, research committees, promotion and tenure committees and currently Ph.D. admission committee. Beyond UTA, I have also been an active participant, member, reviewer, organizer, and/or host in regional, national, or international academic and professional committees and organizations, such as CELA, ASLA, DLA, CNU, GDPC, and European Council of Landscape Architecture Schools (ECLAS). I have served as a reviewer for several scholarly journals (some ad hoc), and a number of state, national, or international scholarly conferences (academic and professional) over the past few years. Moreover, I lectured or participated in panels to scholarly, professional, or layperson audiences and completed about ten community partnership projects to serve Texas communities, since last visit. In conclusion, these set of diverse set of activities are contributed to the dissemination of knowledge not only to by my peers but also by allied professionals. Some of these activities are recognized with

awards or peer recognitions locally or at a state level such as *The Journal of Digital Landscape Architecture Award 2018 for Highest Level of Commitment in the Review Committee*.

Since last accreditation visit, I was promoted to Associate Professor-Tenured in Landscape Architecture, and continue my role as Associate Director for Research for Center for Metropolitan Density at CAPP at UTA. I have also hold nominated, elected, and/or volunteered positions such as the Chair of *Urban Design Professional Practice Network (PPN)* for National ASLA, a member of the Board of Editors for the *Journal of Architectural and Planning Research (JAPR)*, Editorial Board Member for *Digital Landscape Architecture (DLA)*, *Landscape Performance Track Co-chair* for CELA, a Board of Directors Member for the *North Texas CNU* and a Board Member for Real Estate Program at UTA and a Board Member for GDPC. I believe such roles and responsibilities over the years not only help me to advance our profession visibility but also prepare me to contribute to the discipline and the profession of landscape architecture in greater capacity for the years to come.

Individual Faculty Record

Name: **Diane Jones Allen**

Rank: Associate Professor

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

Education: (College and higher)

<u>Institution</u>	<u>Number of Years Attended</u>	<u>Degree/Date Granted</u>
Morgan State University Baltimore, Maryland	2008-2014 (6 years)	Doctorate in Civil Engineering, Transportation Engineering, 2014
College of Environmental Design University of California, Berkeley	1981-1984 (3years)	Master of Landscape Architecture, 1984
Washington University, St. Louis, Missouri,	1976-1980 (4years)	Bachelor of Fine Arts, 1980

Teaching Experience: (College level)

<u>Institution</u>	<u>Years Taught</u>	<u>Subjects</u>
University of Texas at Arlington	2017-Present	LARC 5301 Site Planning and Development (3 credits) LARC 5395 Design and Human Behavior (3 credits)
Louisiana State University	2015-2016	LA 2001 Landscape Design Studio (6 credits) LA 7004 Urban Design Studio: Urban Systems (6 credits) LA 7011 MLA/MARC Design Studio (6 credits)
Morgan State University	2006-2013	LAAR 520 Landscape Architecture Studio II: Site planning (6 credits) LAAR 530 Landscape Architecture Studio III: Community Design (6 Credits) LAAR 540 Landscape Architecture Studio IV: Urban Ecology (6 Credits) LAAR 550 Landscape Arch. Studio V: Urban Design (6 Credits) LAAR 552 Planting Design (3 Credits) LAAR 551 History II: Contemporary Urban Landscape Theory (3 Credits) LAAR 560 Studio VI: Master's Degree Project (6 credits) LAAR 788 Directed Research-Independent Study (3 Credits) LAAR 797 Thesis Guidance (3 credits) ENST 738 Seminars in the Built Environment Studies: Urban Form and Infrastructure

(3 credits)
 ENST 739 Design & Human Behavior
 (3 Credits)

Practice Experience: (Brief listing; however, if experience in practice is lengthy and you feel strongly about presenting such, please include resume in the Appendix.)

Firm or Agency	Number of Years	Responsibilities
DesignJones LLC New Orleans, LA	9 years	Principal Landscape Architect Full service landscape architectural firm Providing land use and site planning, and Urban and environmental design.
STV Incorporated Baltimore, Maryland	1 year	Project Manager Responsibility for site development at engineering firm specializing in transportation and land planning.
The Maryland-National Capital Park and Planning-Commission	1 year	Planner Coordinator Performed a wide variety of professional planning work to plan land use development, public facilities, and parks for one county.
TerraDesigns,Inc New Orleans, Louisiana	11 years	Principal landscape architect: Owner and Principal Landscape Architect of a full service landscape architectural and land planning design firm for public and private projects.
Billes/Manning Architects New Orleans, Louisiana	5 years	Associate Landscape Architect Responsible for site planning, grading and drainage design, and planting design on architectural projects.
Design Engineering Metairie, Louisiana	1 year	Staff landscape Architect Responsibilities included data collection and analysis, coordination of engineering staff and consultants involved in the project.
Howard County, Maryland Department of Recreation and Parks Ellicott City, Maryland	2 years	Park Planner Responsibilities included administering the acquisition of open space; working on several master plans for projects varying in size; and designing and supervising the implementation of landscape plans for county public housing projects.

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

Maryland #3046
Texas #2007
Louisiana #J-122
Missouri #2001004865
National Council of Landscape Architecture Registration Boards (NCLARB certificate number 1295)

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

Team Finalist, Detroit Institute of Art Cultural Campus Competition, Detroit, Michigan, 2018.

Advisory Board Member Stuckeman School of Architecture and Landscape Architecture
The Pennsylvania State University, College of Arts and Architecture, 2018-2021

Board Member, Landscape Architecture Foundation (LAF) 2016-Present

Panelist, Housing + Conference, Norman B. Leventhal Center for Advance Urbanism, MIT Media Lab, Cambridge MA. , May 3-4, 2018.

Panelist, Community Lead Initiatives: Equity, Inclusion, Crisis, Black Space Unconference/APA National Conference, New Orleans, Louisiana, April 21, 2018

Panelist Engaged Education: Teaching and Research for Texas, Texas American Society of Landscape Architecture Annual Meeting,: Galveston Island Convention Center Thursday April 19, 2018

Key Note Speaker, Communities Count – Engagement and Mentoring Strategies in Theory and Practice American Society of Landscape Architects, New York Chapter, March 23, 2018

Jury Member, Cooper Hewitt. Smithsonian Design Museum's 2018 National Design Awards. New York, NY. March 19–20, 2018.

Key Note Speaker 15th Annual Urban Design Conference: Urban Disruption and the Equity Challenge, Sponsored by North Carolina State University, Raleigh, North Carolina, March 15, 2018

Climate Adaptation Influencers Meeting, the Kresge Foundation, Washington, DC, January 22, 2018.

Juror, 'Give a Park, Get a Park' design competition, Detroit October 13-15, 2017

Panelist, Black in Design Conference, Harvard University October 6-8, 2017

Panelist, American Society of Landscape Architecture Blue Ribbon Panel on Climate Change, Washington DC, September 20-22, 2017

Keynote Speaker, University of California Davis, the Human Ecology of Social Inequality Conference, May 25, 2017-May 26, 2017

Juror, American Society of Landscape Architects 2017 Professional Awards, Washington, DC May 4-6, 2017

Speaker, LA Bash, Student Planned Conference for Landscape Architecture Students, University of Maryland, March 23-25, 2017

Speaker, AIA Minnesota Retreat, Ecological Poetics: Equity as an Essential Part of Rebuilding Infrastructure, Duluth, Minnesota, February 2017

Panelist, “Keeping America Beautiful: The Visual Environment at Risk”, Annual Meeting the American Society of Landscape Architects. New Orleans, Louisiana, Monday, October 24, 2016.

Field Session Leader, “Beyond the Edge: Two Communities Engaged in Post Industrial and Environmental Struggles”, Annual Meeting the American Society of Landscape Architects. New Orleans, Louisiana, Friday, October 21, 2016

Key Note Speaker, Robert E. Lewis Memorial Lecturer, Return of the Cultural-Historical: Recognizing and Stabilizing, Community AIA Baltimore, Urban Design Committee Baltimore Architecture Foundation, Green Street Academy, 125 North Hilton Street, Baltimore, Maryland, October 18, 2016

Panelist, the New Landscape Declaration, Landscape Architecture Foundation Summit, University of Pennsylvania, June 11, 2016

Key Note Speaker, Fostering Equity and Diversity in Design, Our Communities, Our Profession, Oregon ASLA Design Symposium, 2016.

Panelist, “Plant Rescues: Using Salvaged Plants to Create Meaningful Landscapes”, Annual Meeting the American Society of Landscape Architects, Chicago, Illinois, November 6-9, 2015.

Team Member, American Institute of Architects, (AIA) Sustainable Design Assistance Team (SDAT), Louisville, Kentucky, August 2015.

Panelist, “Social Justice the New Green Infrastructure”, Annual Meeting the American Society of Landscape Architects, Denver, Colorado, November 2014.

Juror, U.S. Environmental Protection Agency (EPA), and the Chesapeake Bay Trust Growing Green Competition, Baltimore, Maryland, 2014

Member, City of Baltimore, Maryland, Urban Design Review Panel, 2014

Team Member, American Institute of Architects, (AIA) Sustainable Design Assistance Team (SDAT), Coral Bay, Virgin Islands, 2013

Commissioner, Baltimore City Public Arts Commission, 2013

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

Books

Allen, Diane Jones. *Lost in the Transit Desert: Race, Transit Access, and Suburban Form*, Abingdon, Oxfordshire: Rutledge, October 2017.*

de la Pena, David, Diane Jones Allen, Randolph T. Hester, Jeffrey Hou, Laura J. Lawson, and Marcia J. McNally, editors. *Design as Democracy: Techniques for Collective Creativity*, Washington, DC: Island Press, November 2017. (Winner of the 2018 EDRA Great Places Award in the Book category)

Jones, Diane and Manoj K. Jha. "The Trade-offs Between Highway Construction and Expansion, and Transit Oriented Development" Chapter in *Highways: Construction Management, and Maintenance*. Nova Science Publishers, 2010.

Articles

Allen, Diane Jones. "The Evolution of Transit Deserts and How to Achieve Access, Mobility" Metro Magazine, November 28, 2017.

Conference Proceedings

Allen, Diane Jones. "Restoring the Ravine: An Inclusionary Process for Planning and Designing Infrastructure", Paper Presentation and Conference Proceedings, Council of Educators in Landscape Architecture (CELA), Annual Conference, March 24-28, 2015, Manhattan, KS.*

Allen, Diane Jones. "Transit Deserts": "The Theory of Transportation Inequities". Council of Educators in Landscape Architecture (CELA), Annual Conference Proceedings, May 27-30, 2013, Austin, Texas *

Research Projects

Co-Project Investigator, *A Study of Community Engagement in Collaborative Design Process of Pilot Green Infrastructure Planning and Design to Promote Sustainable Design in Downtown Arlington, TX*. REP Grant University of Texas at Arlington, June 2018.

Lead Project Investigator, *Assessment of Extreme Weather Events under Changing Climate on Transit Desert Communities*. The Center for Transportation, Equity, Decisions and Dollars (C-TEDD), Seed Grant. February 2018

Design Projects

Claiborne Corridor Innovation District (CCID) Master Plan, 2018

Client: CCID, City of New Orleans, Louisiana

Landscape Architect for the 19-block CCID Master Plan which addresses green infrastructure differently in four distinct zones and offers green infrastructure solutions in a fifth zone east of the CCID, as well as a proposal for green roof approaches on top of The Bridge. The Claiborne Cultural Innovation District (CCID) is an ongoing strategy with at least those two tenets, culture and innovation, serving as the driving force that has shaped the life blood of North Claiborne Avenue over the past 50 years, under the massive bridge structure of the I 10 Freeway, and consequently, the best way to move these impacted communities through the next ten years of economic, social, cultural and environmentally sound development. CCID encompasses 19 blocks of North Claiborne Avenue and the surrounding neighborhoods that have suffered from the outside imposition of the freeway through a viable and green community in the 1960's.

Collaborative Park Design Services North Service Area Master Plan, 2018

Client: Minneapolis Park and Recreation Board

Team member for collaborative process to generate initial concepts for parks in North Minneapolis. Collaboration with a diverse project team and community to provide needed open space through a community centered and innovative process. One of six landscape architects selected from around the United States. Part of the engagement process included inviting the community members into the studio during the design process, allowing for meaning exchange, trans-active engagement and collaboration.

Delta Community Service Complex, 2017

Client: New Orleans Delta Foundation, Inc.

Landscape Architect for the conversion of a Catholic School and Church Campus into a Community Center and Service Complex. The scope of work covered the requirements to meet the landscape standards for the HU-RD2 Historic Urban Two Family Residential District, Neighborhood Conservation District and RLD-PRE Land use. The Landscape and site design will also conform to all Parks and Parkways, City Planning and City Zoning Ordinance requirements. The site design includes all landscape and hardscape elements desired by client and required by the City within the site boundaries. This will also include planting and landscape design including permeable surfaces and bio retention facilities as required by the storm water management plan to retain and slow water.

Sankofa Wetland Park, New Orleans, Louisiana, 2017

Client: Sankofa Community Development Corporation

Landscape architect for two acre pilot project for future park development of 40 acres located adjacent to the Bayou Bienvenue Wetlands in the Lower Ninth Ward New Orleans. The park involves the recapture of storm water from adjacent permeable sites and reconnection to the existing wetland. The native vegetation and a walking path will allow educational and recreational opportunities for community residents and other users.

Hayden Plaza, New Orleans Louisiana, 2017

Client: Oretha Castle Haley Neighborhood Association

Landscape Architect for redesign of plaza located on Martin Luther King Boulevard at the intersection of Oretha Castle Hayley Boulevard. The design calls for the restoration of the existing sculpture design by Frank Hayden, and the re-installation of the sculpture on site on a new pedestal. New seating, lighting and landscape planting feature will also be including. This site has historical significance and was dedicated as memorial to Doctor King. Project funded through grant from the New Orleans Redevelopment Authority. The design will also recognized the Melpomene Canal which runs beneath the site.

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

Through teaching, research, service and practice I have strove to advance the knowledge and capability of the profession of landscape architecture. Undertaking work with disadvantage communities in disaster recovery and environmental justice projects, such as the relocation a residential subdivision that was located on a landfill, I have used my expertise and community empowerment skills to help communities address issues resulting from the impacts of social and environmental inequity, climate change and extreme weather events. This has been possible through the utilization of unique approaches to landscapes forged by intensive research attained as an academic in areas including comprehensive water management, transportation access and equity, and sustainable design, and as a practitioner focused on building resilient communities, preservation of the built environment, and a wide range of planting strategies and effective land use, and planning. In 2018, I was nominated by the American Society of Landscape Architects to serve on the EPA Environmental Justice Committee. In 2017, I was invited to be a part of the ASLA Blue Ribbon Panel on Climate Change. I also received a Distinguished Alumni Award that same year, from the College of Environmental Design, University of California at Berkeley. My practice, DesignJones, LLC was awarded the 2016 Community Service Award by the American Society of Landscape Architects (ASLA) for its trans-active design and community engagement work. In 2015, I was awarded a Black Metropolis Research Consortium Fellowship, from the University of Chicago to undertake research on Transit Deserts. I am extremely humbled by these honors, but also take them as an acknowledgement of my efforts to advance the profession of Landscape Architecture.

Individual Faculty Record

Name: John Fain

Rank: Associate Adjunct

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

Education: (College and higher)

Institution	Number of Years Attended	Degree/Date Granted
University of Connecticut, 1970-1974,	BS Cum Laude, Environmental Design	1974
University of Massachusetts, 1977-1979,	MLA, Landscape Architecture,	1979

Teaching Experience: (College level)

Institution	Years Taught	Subjects
UTA, 2002-Present		
Computer Applications		
Park Planning		
Studio 1		
Studio 2		
Landtech 1		
Landtech 2		

Practice Experience: (Brief listing; however, if experience in practice is lengthy and you feel strongly about presenting such, please include resume in the Appendix.)

Firm or Agency	Number of Years	Responsibilities
City of Fort Worth, Parks and Recreation,	1979-1984	
Elbert Spence Architect/Landscape Architect,	1984-1989	
City of Arlington, Parks and Recreation,	1989-2005	
John R. Fain, Landscape Architect,	1989-2005	
DFL Group, Landscape Architects,	2005-2015	
Fain Cuppett Landscape Architects,	2015-2018	

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

Landscape Architect, 1979

Licensed Irrigator, 1994

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

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.

Individual Faculty Record

Name: Amy A. Archambeau

Rank: Adjunct Professor/Instructor

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

Education: (College and higher)

Institution	Number of Years Attended	Degree/Date Granted
Agnes Scott College	1	
Florida Southern	2.5	BS
University of South Florida	5.5	MA & PhD
University of Texas Arlington	3.5	MLA

Teaching Experience: (College level)

Institution	Years Taught	Subjects
<u>Undergraduate Teaching</u>		
Hillsborough Community College (FL)	1	Behavioral Science
University of Bridgeport (CT)	2	Behavioral Science Human Resources Mgmt
<u>Graduate Teaching</u>		
Texas Womens University	2 semesters	Human Resources Management
University of North Texas	1 semester	Human Resources Management
University of Texas Arlington	5 years (1 as GTA; 3 team teaching w. Department Chair; 2 as adjunct instructor)	Research Methods for Landscape Architects

Practice Experience: (Brief listing; however, if experience in practice is lengthy and you feel strongly about presenting such, please include resume in the Appendix.)

Firm or Agency	Number of Years	Responsibilities
City of Arlington Texas	2.5 years	Preparation of Parks & Recreation 5 Year Master Plan; general LA office duties
Newman Jackson Bieberstein	6 months	Site plans, redlines, marketing materials
U.S. Army Corps of Engineers	11 years	Project and study management for water resources and military base master planning activities within SW U.S. area.

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

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

Member of UTA LA Program Advisory Council

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.

Since 2016, served as Committee member for eight MLA thesis committees, and one Planning-LA thesis committee (double Masters degree)

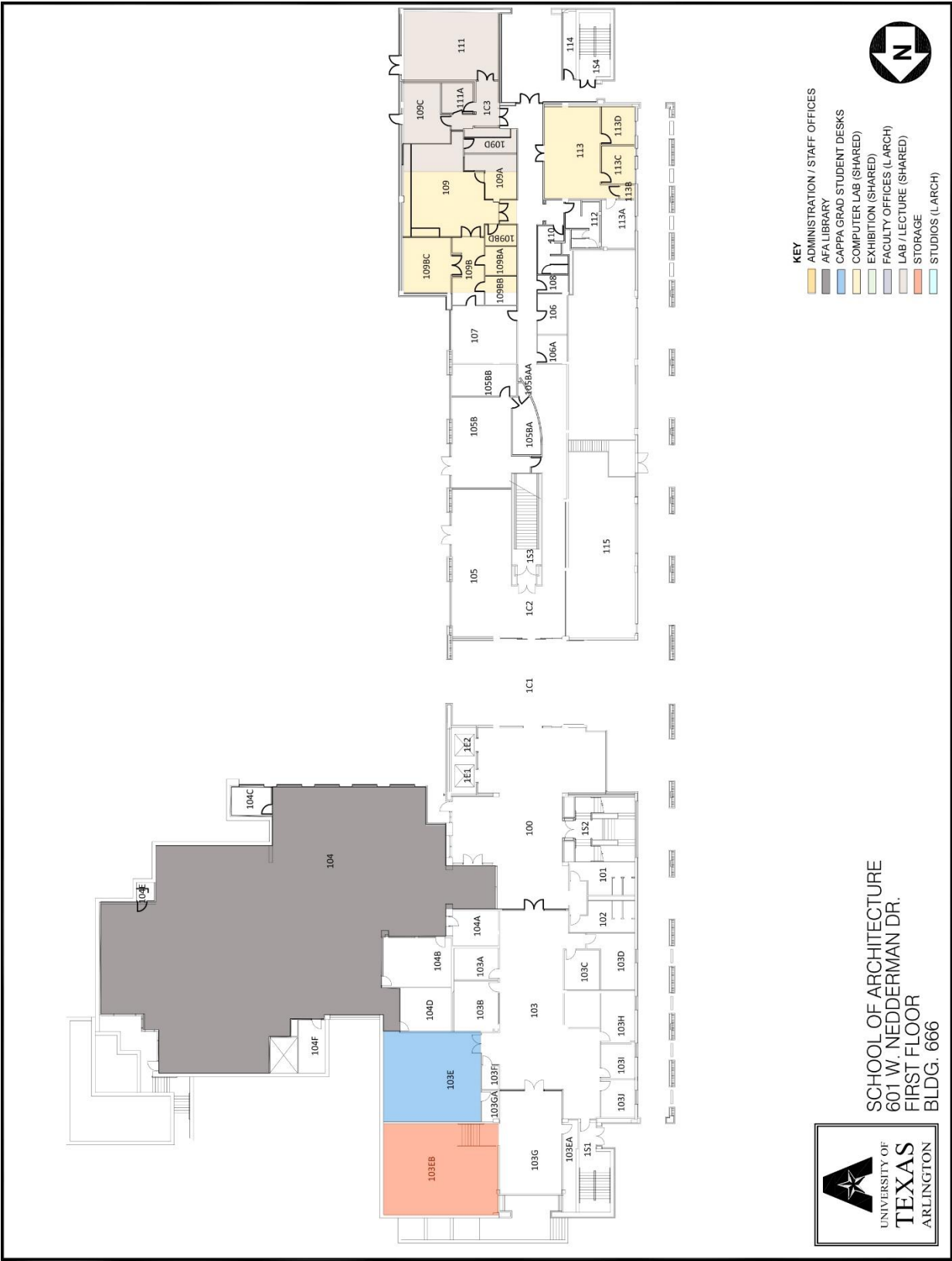
F. FACILITIES INFORMATION

Instructions

1. Tabulate space data as shown below.
2. Describe any steps that are being taken to improve the spaces.
3. Include floor plan(s) on standard 8 1/2" x 11" sheets. Label these plans to identify various types of spaces and who controls/uses it.
4. If spaces are shared by other programs or departments, indicate this on the spaces affected.

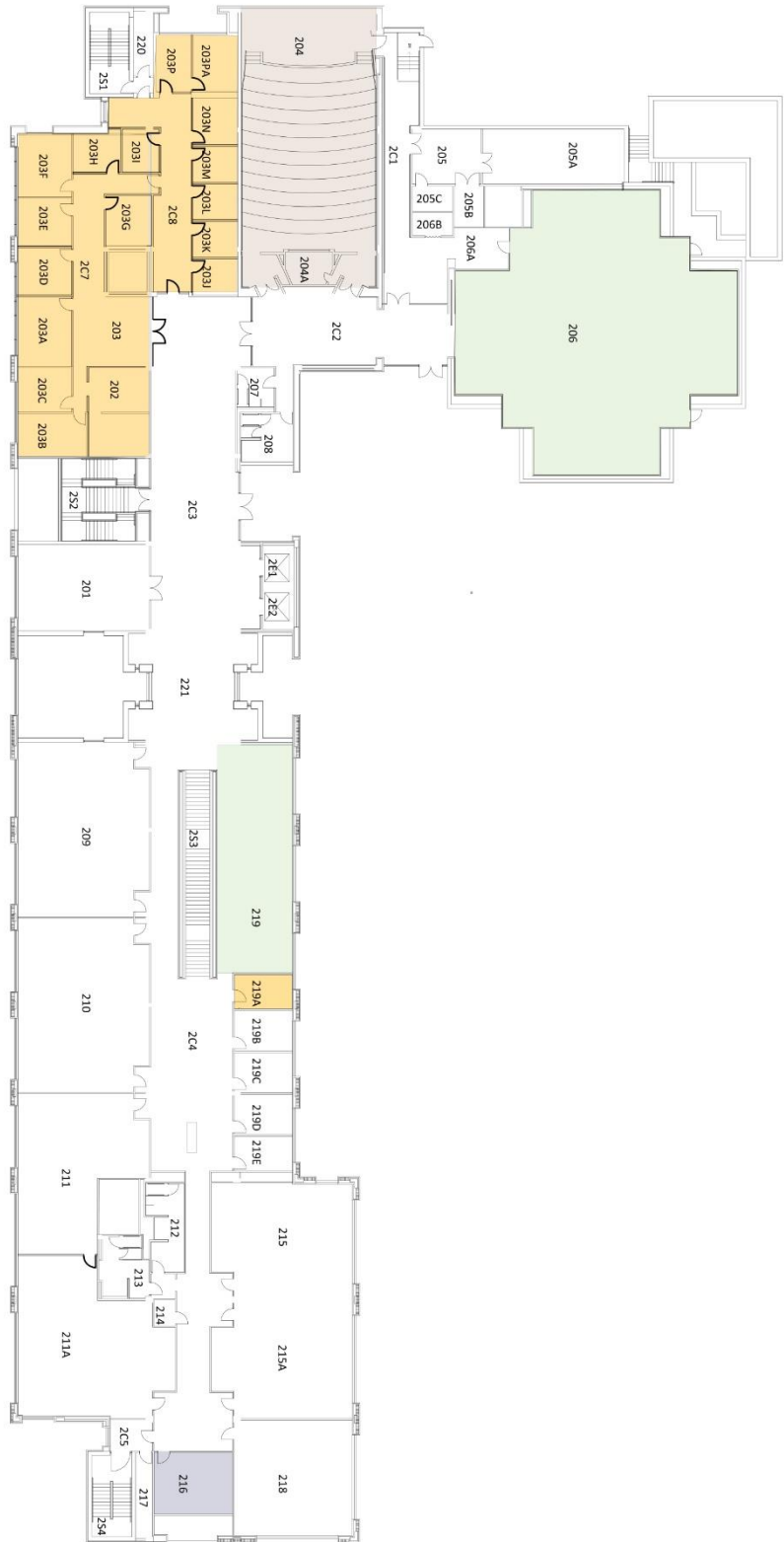
Program Facilities

Room #	Size (SF)	Max. Capacity Normal Max. Users	Type of Space	Shared Use (S) Exclusive (E)
103E	884	25	CAPPA Graduate Student Work Area	S
103EB	1059	Storage-Not Occupied	Archival Storage	S
104	7138	77	Architecture and Fine Arts Library	S
109	1278	25	Digital Classroom (Under construction Summer 2018)	S
109C, 111, 111A, 1C3	1169+	12	Digital Fabrication & Photo Lab (Under construction Summer 2018)	S
113	820	15	Plotting and Printing (Under construction Summer 2018)	S
First Floor, Fine Arts Building				
153,153A-B	2525	Varies	Wood Fabrication Lab	S
153AA	2185	Varies	Metal Fabrication & Prototype Assembly Lab	S
Second Floor, CAPPA Building				
Room #	Size (SF)	Max. Capacity Normal Max. Users	Type of Space	Shared Use (S) Exclusive (E)
202-203	4200	14	Administrative Suite	S
204	2225	176	Auditorium	S
206	3740	Varies w Exhibition	Exhibition	S
216	308	6	Adjunct Faculty Offices	S
219	1076	Varies	Exhibition/Review Space	S
219A	125	1	Administrative Assistant	E





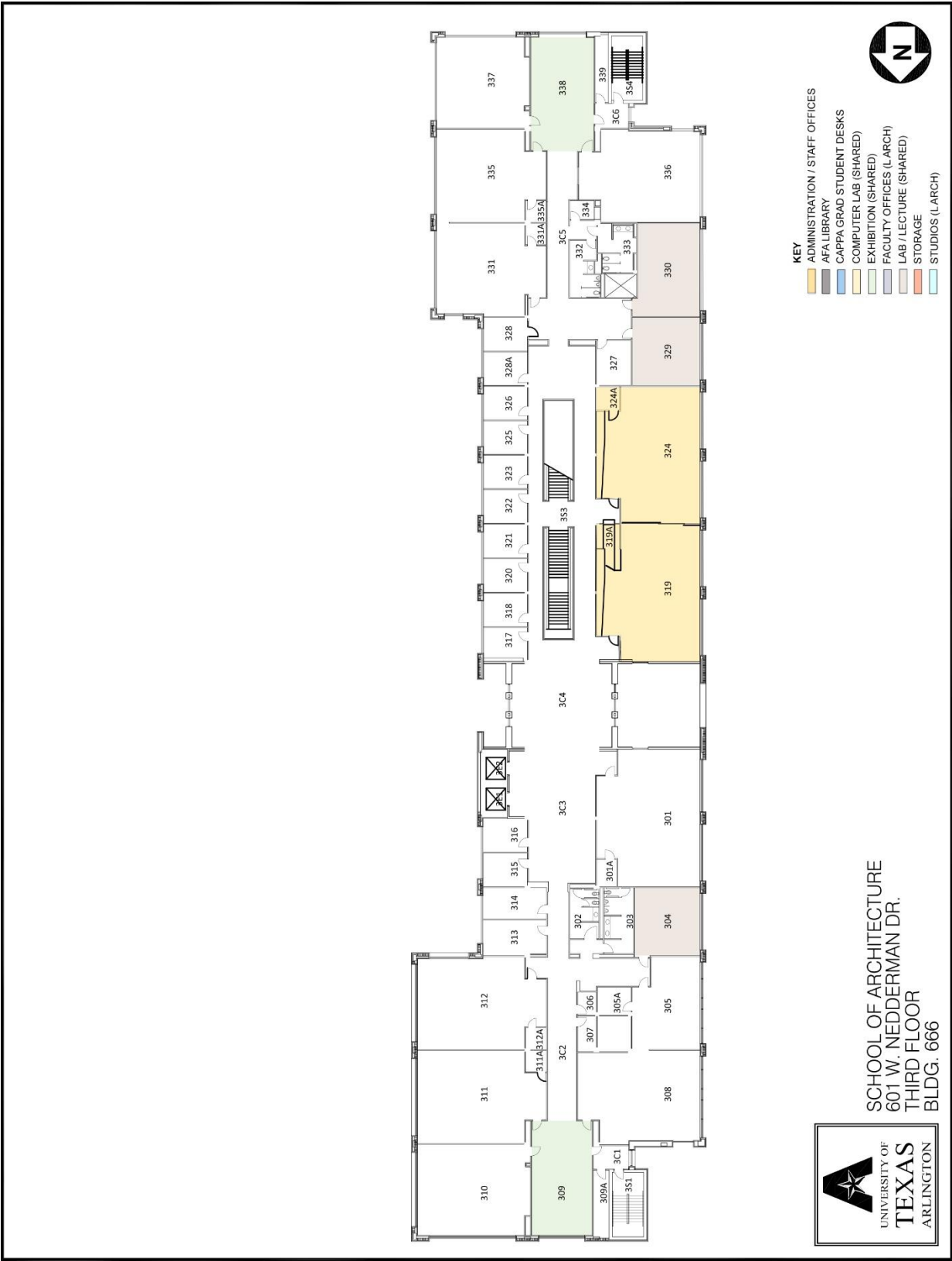
SCHOOL OF ARCHITECTURE
 601 W. NEDDERMAN DR.
 SECOND FLOOR
 BLDG. 666



- KEY**
- ADMINISTRATION / STAFF OFFICES
 - AF/LIBRARY
 - CAPPA GRAD STUDENT DESKS
 - COMPUTER LAB (SHARED)
 - EXHIBITION (SHARED)
 - FACULTY OFFICES (LARCH)
 - LAB / LECTURE (SHARED)
 - STORAGE
 - STUDIOS (LARCH)

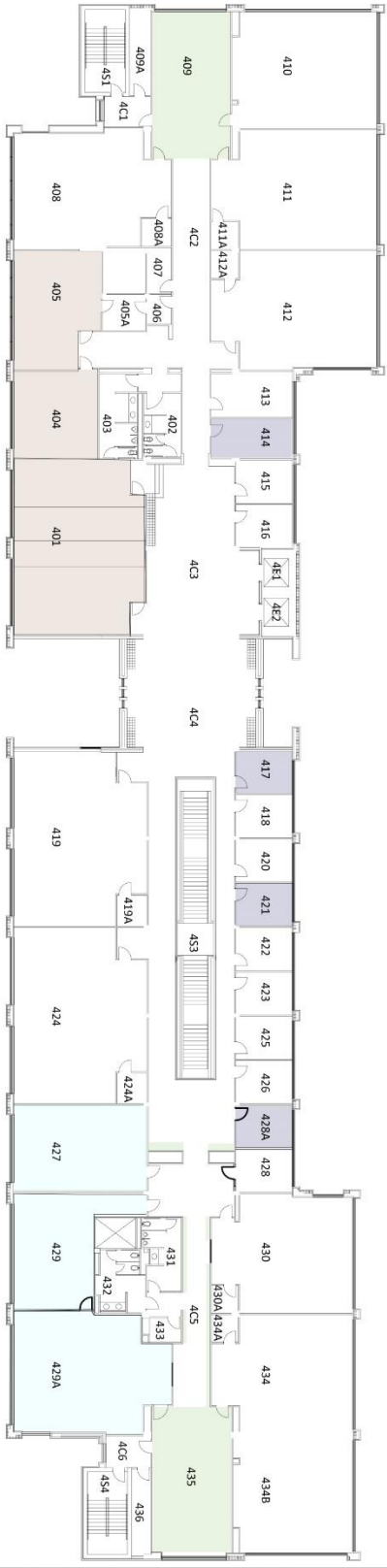


REV 8/2016





SCHOOL OF ARCHITECTURE
 601 W. NIEDDERMAN DR.
 FOURTH FLOOR
 BLDG. 686



- KEY**
- ADMINISTRATION / STAFF OFFICES
 - AF&L LIBRARY
 - CAPPA GRAD STUDENT DESKS
 - COMPUTER LAB (SHARED)
 - EXHIBITION (SHARED)
 - FACULTY OFFICES (L ARCH)
 - LAB / LECTURE (SHARED)
 - STORAGE
 - STUDIOS (L ARCH)



REV 8/2016