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SELF EVALUATION REPORT

VOLUME 01: REPORT

November 13-16, 2011

LAAB VISITING TEAM

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Program in Landscape Architecture

The University of Texas at Arlington School of Architecture

**Self-Evaluation Report Format for
FIRST-PROFESSIONAL PROGRAMS IN
LANDSCAPE ARCHITECTURE**



Landscape Architectural Accreditation Board

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

FEBRUARY 6, 2010

REQUEST FOR REVIEW

LANDSCAPE ARCHITECTURAL ACCREDITATION BOARD

Date May 16, 2011

Invitation to review is extended by: James D. Spaniolo, JD, President _____

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

Program in Landscape Architecture

The University of Texas at Arlington

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

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

1. November 13-November 16, 2011

2. November 19-November 23, 2011

3. November 6-November 9, 2011

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

Pat D. Taylor, Ph.D., ASLA, FCELA, Program Director

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817.272.2801

SELF-EVALUATION REPORT FORMAT

First Professional Degree Programs in Landscape Architecture

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, 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. 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 employers as possible into the preparation of this self study.

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 chairman, director, head, dean, or other official immediately responsible for the program.

SER Format

- Pages should be 8 1/2" x 11", numbered, single spaced and suitable for copying.
- Use the exact heading, numbering, and sequence for the standards as given.
- Place an extended tab, numbered to correspond to the seven accreditation standards, on each of the sections for ease of reference. Some parts of individual sections may also be in tabular form if the program deems this useful.
- The total report (excluding appendices) should not be more than 100 sheets double sided or two hundred typed pages. Brevity and concise writing is appreciated. Ancillary information that is not critical to the SER does not facilitate an effective review by the visiting team.
- One digital copy must be submitted to LAAB and each team member.

Provide digital copies of other information (examples of student work, appendix materials such as important policies, resumes, etc.) Please also note applicable websites (departmental and/or college website, important sites on the institution website such as university tenure and promotion policies, etc.) where appropriate within the report and in an appendix.

Two bound copies of the SER and digital materials must be sent to the ASLA Accreditation Manager. In addition, the program sends each visiting team member one copy of the bound SER and digital materials. These need to be received at least 45 days prior to the visit.

Incoming Landscape Architecture Students, Fall 2011



PROGRAM SELF-EVALUATION REPORT

For the Academic Year 2011-12 Institution The University of Texas at Arlington

Program Program in Landscape Architecture

Degree Title/Degree Length MLA; 3-31/2 years

Chief Administrative Official James D. Spaniolo, JD President
of the Institution *name* *title*
Box 19125 Davis Hall, Arlington TX 76019
address
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Chief Administrative Official _____
of the Division *name* *title*
(if applicable) _____
address

e-mail address *phone number*

Chief Administrative Official _____
of the Department *name* *title*

address

e-mail address *phone number*

Chief Administrative Official Pat D. Taylor, Director
of the Program *name* *title*
Box 19108 UT Arlington 76019-0108
address
pdt@uta.edu 817.272.2801
e-mail address *phone number*

Report Submitted by Pat D. Taylor September 1, 2011
name *date*

MINIMUM REQUIREMENTS

For Achieving And Maintaining Accredited Status

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

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

The _____ Program in Landscape Architecture at UT Arlington _____ meets the minimum conditions to apply for LAAB accreditation.

Pat D. Taylor Director
Program Administrator Name *Title*

Program Administrator Signature *Date*

INTRODUCTION

1. **History of the Program**

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

Overview of the University

The University of Texas at Arlington is one of nine campuses in The University of Texas System, and it is the second largest. It has experienced extraordinary growth in the past decade, from an enrollment in 2000 of 20,000 to 33,400 in 2011. Approximately 8,000 students are enrolled in graduate studies. Already a Carnegie doctoral-extensive teaching, research and public service institution, it is one of six public universities in Texas vying for Tier One research status.

Founded in 1895 as Arlington College, a private liberal arts institution, UT Arlington today is comprised of eleven main components: School of Architecture; College of Business Administration; College of Education; Honors College; College of Liberal Arts; College of Nursing; College of Science; School of Urban and Public Affairs; 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. As a key institution in North Texas, UT Arlington enjoys collaborations with many entities tied to landscape architecture including the Botanical Research Institute of Texas (BRIT,) the Dallas Arboretum and Botanical Garden, the Texas AgriLIFE Dallas Urban Solutions Center, the North Central Texas Council of Governments. The University, School and Program also maintain interactions with professional societies related to the profession including local and state ASLA and AIA chapters, the Urban Land Institute, Vision North Texas, the Council of New Urbanism, and Urban Design Centers in Arlington and Dallas.

The Program's Beginning

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

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

Both faculty members had created successful and well-known practices in the Dallas/Fort Worth area, setting a standard for close ties with the professional community that continues today. This strong tie to the many facets of landscape architecture practice reflects but one of the advantages of the Program's location in a large urban setting. Not only is the faculty tightly connected to the field, but by way of adjuncts, studio critiques, practicums and field visits, so are the Program's students.

Current summary

Teaching loads are shared between the four full time faculty members, along with five practitioners from the public and private sectors (although the 2011 retirement of Prof. Gary O. Robinette has temporarily brought the full time number to three. Approval has been given to search for his replacement.) One adjunct is a planner while four are landscape architects; one holds the MLA but is not yet licensed. All hold either master's degrees or the Ph.D appropriate to their practice or expertise. Even when the full complement of faculty is in-place, adjuncts remain a vital and regular portion of the Program's teaching component.

The five year period since the Program's last accreditation has been highlighted by unwavering support from the School, the University and Program constituents. For example, LARC faculty member Dr. Taner R. Ozdil has been appointed as Assistant Director for Research in the School's new Center for Metropolitan Density. In addition, the Program's stature has been enhanced by its ranking in *DesignIntelligence* 2010 as one of the country's top fifteen graduate programs.

An important outcome of national ranking and other LARC Program accomplishments has been the dedication by the Provost and Graduate School of Enhanced Graduate Teaching Assistantships (EGTA) for both the Program in Architecture and the Program in Landscape Architecture. EGTA's provide 9 month stipends of \$15,300 plus full tuition remission for the first 9 credits per semester. The MArch Program has received 6 EGTA's since 2010 and the LARC Program has received 4. These assistantships are used as a recruiting tool for highly qualified prospective master's students.

Increased support for the Program has also led to the hiring of two new full time faculty members since the last SER, an increased number of prospective and enrolled students, increased graduation numbers, elevated fund-raising efforts, and increased Program autonomy through policies and practices from the current Dean. The Program has a current student enrollment of 49 and an approximate capacity of 60, based on available studio space and LAAB-preferred student / faculty ratios.

A consensus exists that the level of respect and affection for landscape architecture from the Dean's office is at its highest point in the Program's thirty-three year history. A consensus also exists that the Program is equally respected by Central Administration for its ability to contribute to the University's Tier One pursuit. (For a complete History of the Program please see Volume II, Appendix A.)

2. 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 Suggestion for Improvement and provide an update.

Standard 2 Recommendation: The Program should work with the Dean to adopt an administrative structure that contributes to its stability and sustainability, ensures a discrete dedicated budget, and signing authority to review and aid the Dean regarding the hiring, promotion and tenure of landscape architecture faculty.

Program Response: The Program views the Recommendation as Met.

Reasoning: Since the last SER the Dean has moved certain budgetary functions and procedures to the Program level including origination of travel requests, equipment purchases, and distribution of graduate assistant assignments. The Program also distributes monies from its endowments and it originates review of LARC faculty promotion and tenure materials.

The Program also has hired two faculty members since the last SER and its ad hoc Promotion and Tenure procedures have successfully guided the promotion of one (Prof. David Hopman.)

In addition, with the support of the Provost and Dean, the Program director established an ad hoc Committee on Organizational Structure for Landscape Architecture, comprised of the Director of the Interior Design Program, the Associate Dean of the School of Architecture, the former Dean of the School of Urban and Public Affairs, and the former Provost of the University who also serves on ROVE visiting teams for LAAB (see Volume II, appendix H.)

The ad hoc committee recommended in 2009 that the Program pursue departmental status and the recommendation was then endorsed informally by the Provost. The ad hoc committee also recommended consideration of a Memorandum of Agreement (MOA) between the Program and the Dean's office. The ad hoc committee recognized that the MOA could be an acceptable alternative to reorganization or an interim alternative.

Following the work of the ad hoc committee, the Dean, in consultation with the other administrators in the School of Architecture, developed a proposed structural model for a College of Architecture consisting of a Department of Architecture and Interior Design, and a Department of Landscape Architecture. Discussions about the model began with the full faculty of the School of Architecture in the fall of 2011. In the meantime, the Program and the Dean's office have drafted guidelines for a Memorandum of Understanding which specifies both interim and long-term tactics for achieving appropriate Program autonomy (see Volume II, appendix H.)

The current Dean's commitment to modifying the structure of the School is underscored by his understanding of the changes in education and practice within the landscape architecture profession. He has made it a goal for the 2011-12 academic year to fully review options for structural changes to be implemented no later than 2012-13.

Standard 4 Recommendation: 1. Clarify Promotion and Tenure guidelines and provide effective mentoring of pre-tenure faculty.

Program Response: The Program views the Recommendation as Met.

Reasoning: The Program has completed its Promotion and Tenure Guidelines and has updated them twice since the last LAAB review (See Volume II, appendix H.) In addition, the Program has replaced the chair of its ad hoc Promotion and Tenure Committee—which was established as the committee-of-origin for promotion and tenure initiatives in landscape architecture—until enough LARC faculty had been tenured to conduct Program matters on its own.

Prof. Dennis Law of Kansas State University, because of his retirement as Dean, was replaced with Dr. Dana Dunn, former Provost of UT Arlington and a member of LAAB's Roster of Visiting Evaluators (ROVE.) Remaining members of the ad hoc committee are to be appointed during the 2011-12 academic year and the ad hoc committee will be continued until the final organizational model has been implemented for the School.

The recent promotion of Prof. David Hopman—followed by his election to the School Promotion and Tenure Committee—reflects the effectiveness of the Program's response to this Recommendation.

Standard 4 Recommendation: 2. Future hires should be made with consideration of achieving diversity and gender balance reflecting the student body composition.

Program Response: The Program views the Recommendation as Met, given circumstances of the last faculty search.

Reasoning: No qualified female applicants submitted CV's for the one fulltime position filled since the last LAAB review. One female applicant was interviewed for the last position—which was filled with the hiring of Dr. Taner Ozdil in 2007—but because she had not yet completed her Ph.D, and was not likely to do so for over a year, she was not recommended by the search committee.

However, four female adjuncts have been employed since the last search: One in 2006; two in 2007; one in 2008; and, one in 2011. In the meantime, the Program Director and faculty are committed to working with their networks of colleagues and organizations to actively solicit and recruit female and minority applicants for the new LARC faculty position approved for 2011-12.

3. Describe current strengths and opportunities.

- *Active and supportive Advisory Council
- *Elevated levels of activity and accomplishment from increased enrollments
- *Full-time faculty who are fully engaged with appropriate communities, on-campus and off-
- *Increased consistency and coordination of tutorial objectives *between* courses and studios
- *Increased consistency in tutorial objectives *within* individual courses and studios
- *Location in the fourth largest population center in the US
- * Opportunity to review curriculum for its efficacy in teaching the body of knowledge in landscape architecture
- *Opportunity to increase students who hold the first professional degree from an accredited program
- *Opportunity to move substantively into knowledge generation through a Ph.D. program
- *Support for the Program from School and University administrations

4. Describe current weaknesses and challenges.

- *Increased faculty workloads due to increased enrollments
- *Need for increased full time faculty (two positions needed over next two academic years)
- *Need to continue faculty diversity
- *Need to increase alumni participation and support in Program activities
- *Need to increase endowments
- *Need to increase external revenue stream for research / scholarship / creative works
- *Need to increase graduate student financial support
- *Need to sustain enrollments at capacity (60+/-)
- *Need to update printing and plotting capacities in computer studios

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

The primary changes since the last accreditation review include the hiring of a new assistant professor (Dr. Taner Ozdil,) the retirement of Professor Gary Robinette, the promotion of Prof. David Hopman to Associate Professor, increased graduation numbers (including students returning to complete their thesis research,) increased research funding, increased success in research and design competition by students and faculty, increased numbers of new students, and increased Program visibility on campus and off.

The Program has also established a special arrangement in which Honors College undergraduates in good standing at UT Arlington may enroll in LARC courses during their senior year at the University. The arrangement allows the student to complete up to 24 LARC credits as an undergraduate student, thereby allowing him / her to enroll in the second year of the MLA program upon graduation with the bachelor's degree.

Finally, plans have been executed to amend the organizational structure of the School, or to otherwise establish greater autonomy among the School's three Programs. And, discussions are underway to pursue the establishment of a joint doctoral degree in landscape architecture with Texas Tech University.

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

The primary author of the SER was Pat D. Taylor, Program Director. LARC faculty were issued copies of the New LAAB Accreditation Standards in early 2011 followed by frequent discussions at faculty meetings about the process of preparing the SER. Full-time faculty also were asked to prepare or contribute to various sections of the SER after which they served as readers of the document before the final draft was prepared. Adjuncts were asked to contribute similarly.

Qualitative interviews, as a means of generating data for the SER, were conducted by the Program Director with representatives of the University's central administration and with the assembled student body of the Program during the past academic year. In addition, issues related to the SER (student diversity, funding, faculty expansion, and Program strengths and weaknesses) were discussed with the Program Advisory Council during the fall and spring meetings of 2010-11.

A mail-out survey was administered to alumni during the summer of 2011. Results are included in Volume II, Appendix K.

Upon completion of the SER digital and bound copies were placed on reserve in the Architecture and Fine Arts Library for review by the public. Students and faculty were encouraged to become familiar with the document.

A long-standing ROVE team member, who serves on the Program Advisory Council, also reviewed the SER for form and content, as did the Dean of the School of Architecture. Copies also were made available to the President, the Provost and Dean of Research, and the Dean of Graduate Studies.

LARC 5324 Environmental Art Dallas Field Trip, 2010



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

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

The Program in Landscape Architecture has the dual objectives of providing students with a core of design and technical skills in combination with experiences in pure and applied research. The Program in Landscape Architecture enables students to enter practice as landscape architects in private, public, academic, and research organizations (Graduate School catalog; adopted 1994.)

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 University's Mission Statement is as follows (from UT Arlington web page:) 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 reflects the purpose of the Program in that it specifies the need to produce graduates who will assume positions of leadership and influence in the profession. It also specifies the tools the Program uses as its basis for operating at the graduate-only level; namely, the tools of design and research, which produce shared emphasis on skills and scholarship.

The mission statement further reflects the mission of the University via the Program's commitment to diversity among its students. Specifically, this diversity shows-up in the following statistics for 2011-12:

*Number of female students:	32
*Number of male students:	17
*Number of minority students:	10
*Number of international students:	18
*Number of students seeking the first professional degree:	48**

**Includes 5 international students holding BLA degrees from non-US schools

The Program's mission also is shaped and acted upon by the University's location in the nation's fourth largest metropolitan area, which lies in a physiographically unbounded regional setting. Here, urban and rural issues exist in constant tension, where landscape architects exert increasing influence.

The complex of human communities in North Texas, unlike those punctuated by mountain systems or large water/land edges, expands in a 360° circle, over three regional biomes and even more sub-biomes. This prairie-based location--seen by many as "buildable" and by others as environmentally overwhelmed--provides an at-hand laboratory to conduct research, to witness practice, and to apply behavioral and natural resource principles to the study of landscape architecture. As such, Program graduates are prepared to address the complex issues of public and private practice arising from this milieu.

Finally, this mission is defined by the Program's exclusive provision of graduate studies. A level of self-imposed academic rigor, a commitment to melding intellectual development with the exigencies of practice, and a long-standing commitment to using design and research as tools for preparing graduates to practice landscape architecture, further enable the Program to implement its attainable mission.

B. Educational Goals

1. *State the academic goals of the program.*

The academic goal of the Program is to teach the body of knowledge of landscape architecture while monitoring and expanding that body of knowledge through research and creative works, both in academic and non-academic practice.

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

This goal is a direct extension of the Program's mission to prepare students for landscape architecture practice "...using a core of design and technical skills in combination with experiences in pure and applied research." Program faculty buy into the notion that simply teaching what one knows omits a primary obligation of graduate-only education; namely the generation of new knowledge. Faculty *and* students in the Program address this obligation through community outreach, through pursuit of external research funding, through participation in design and research competitions, and through the production of rigorous thesis research as the culminating experience of the MLA.

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

Program evaluation occurs formally through strategic planning requirements of the University, as well as informally through weekly meetings of the landscape architecture faculty in which evaluation tactics are tested, reviewed and acted-upon. Evaluation tactics also receive attention at biannual faculty retreats of the faculty and at meetings of the Advisory Council where selected items are presented for review and input.

The University's strategic planning requirements—currently under the rubric of the Unit Effectiveness Plan (UEP)—have gone through a series of modifications since the last SER. The School of Architecture and its three Programs have responded to calls for various formats and requests by the University during this period. On page 6 is the current UEP submitted for the Program in Landscape Architecture. Its Intended Outcomes were determined by LARC faculty during regular faculty meetings. Please note that the formats of these two items are those required for the UEP process:

Incoming Landscape Architecture Students, Fall 2010



UNIVERSITY OF TEXAS ARLINGTON

UNIT EFFECTIVENESS PROCESS PHASE 1 – ASSESSMENT PLAN for STUDENT LEARNING OUTCOMES 2008-2009

Unit Name Landscape Architecture

Degree Program (For Academic Instructional Units)

Please use a separate Form B for each degree program. Indicate if degree program is offered offsite.

Student Competencies (Statements of knowledge, skills, attitudes, behaviors that program majors should be able to demonstrate upon completion of the degree program.)

Student Competencies (Statements of knowledge, skills, attitudes and behaviors that program majors should be able to demonstrate upon completion of the degree program)

1. Landscape architecture graduates demonstrate knowledge of regionalism adaptable to any project site.
 - a. Students can identify regional characteristics such as districts, watersheds, flora and fauna , ecological communities, succession and cultural conditions;
 - b. Students can demonstrate principles of low impact development (LID) within conceptual design solutions;
 - c. Students can identify benefits and costs of designing without LID;
 - d. Students can apply principles of regionalism to sites outside the North Texas laboratory.

2. Landscape architecture graduates possess design capabilities beyond traditional landscape architecture skill sets.
 - a. Landscape architecture students are exposed to broad design principles and concepts in initial studio and communication courses;
 - b. "Pure" design exercises (not necessarily focusing on landscape architecture sites or issues) are emphasized in initial studio and communication courses;
 - c. Landscape architecture students learn to produce personal portfolios during initial studio and communication courses.

3. Landscape architecture graduates validate design decisions with scientific principles.
 - a. Students apply ecological principles using an inventory of scientific findings to explain designs;
 - b. Students use nomenclature accurately when invoking principles of sustainability, xeriscape, new urbanism, ecological restoration and landscape urbanism, among others;
 - c. Students articulate and specify exact steps and procedures when grounding designs in principles listed in 3.b.

4. Landscape architecture graduates possess a materials pallet that sustains appropriate regional sensitivities.
 - a. Landscape architecture students demonstrate knowledge of at least 130 native and near native plant materials for North Texas;
 - b. Landscape architecture students can articulate regional appropriateness for architectural and hardscape materials used in conceptual designs;

CURRENT UNIT EFFECTIVENESS PLAN FOR LANDSCAPE ARCHITECTURE (2010-11)

Note: The 2008-09 UEP on the previous page was modified for the 2010-11 academic year, resulting in the plan below:

Mission/Purpose Statement of the School of Architecture (Note: The Mission Statement for the Program in Landscape Architecture was not required in this response.)

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

Student Competencies

The Program in Landscape Architecture is accredited by the Landscape Architecture Accreditation Board (LAAB.) As such, the curriculum contains courses that cover the following required areas of scholarship:

1. landscape architecture history and theory;
2. natural and cultural systems;
3. design theories, methodologies and applications;
4. landscape planning and management at various scales and applications;
5. site design and construction such as grading, drainage and circulation;
6. communication in written, verbal and visual applications;
7. plants and ecosystems at various scales and situations;
8. construction materials, methods, technologies and applications;
9. professional practice methods, values and ethics; and,
10. computing applications and other advanced technology.

Intended Outcome: 1

Improve quality of student writing at all levels of the graduate landscape architecture curriculum.

Related Student Competency:

6. communication in written, verbal and visual applications;

Related Student Competency:

9. professional practice methods, values and ethics; and,

Action Steps

Add curricular requirements in all required landscape architecture coursework to include the consistent use of external edition and review by the instructor prior to the submission of

student work.

Methodology and Criteria for Success

Course instructors will be responsible for evaluating improved student competency in writing at the course level. The Landscape Architecture faculty as a whole will review final thesis documents for writing quality and achievement of communication skills expected by accreditation and professional standards.

Intended Outcome: 2

Achieve greater participation of students in professional and scholarly extra-curricular activities. the goal is for an annual improvement of 10% as measured by the number of submittals or events over the next 3 years.

Related Student Competency:

6. communication in written, verbal and visual applications;

Related Student Competency:

9. professional practice methods, values and ethics; and,

Action Steps

Institute more explicit requirements in the curriculum for students to submit more design and research proposals to design competitions, student research venues, including the Texas and national chapters of the American Society of Landscape Architects, the Council of Educators in Landscape Architecture, and others.

Develop a baseline metric of current level of activity to compare with future improvements

Methodology and Criteria for Success

Compare current activity levels with future levels.

Contact(s):

Donald Gatzke - Primary

Landa Moss - Secondary

C. Educational Objectives

1. *List the educational objectives of the program.*

The Program's educational objectives are viewed as specific actions or tactics to help achieve its mission. Specifically, the Program:

- a. Uses the research thesis and electives as ways to stretch and focus the expertise and interests of individual students;
- b. Requires simultaneous enrollment in subject-matter courses and studios to maximize the application of theory to practice;
- c. Takes full advantage of the urban, regional and environmental laboratory of North Texas through on-site visits, project selection and contact with communities of interest;
- d. Exercises collaboration through formal and informal interactions with other School and University personnel, offices of practice, professional

- organizations, competitions (team and individual,) juries, research proposals and course work;
- e. Treats interactions between faculty and students, where appropriate, as collegial, encouraging mutual resolution of problems and respectful examination of opinions;
- f. Exposes students to the communities of interest through lectures, juries and critiques, service on thesis committees, and the annual Awards Banquet, among other actions; and
- g. Consistently attaches these objectives to issues of practice for application by students once they have completed the MLA.

2. *Describe how educational objectives fulfill the academic goals.*

These educational objectives fulfill the Program’s academic goals by matriculating students in a reasonable time from enrollment to defense of the thesis. These objectives also inform on-going discussions between faculty about Program purpose, reputation and efficacy. Finally, these objectives fulfill the Program’s academic goals through reliance on both design and research as the primary tools for preparing students for the landscape architecture profession.

D. Long Range Planning Process

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

(Reader should also see Educational Goals, page 15.)

The Program, School and University are involved and committed to long-range planning. The first “strategic plan” for the Program was completed in 1996-97. It was updated in 2001. In both cases the plans were initiated independent of School or University planning efforts, and both are referred-to as new efforts are undertaken. Since the last SER long-range planning processes have been blended with those of the School and University and several models for accomplishing planning have been tried. Most information in sections D.1, D.2 and D.3 refers to planning efforts stemming from Unit Effectiveness Planning (B.3, page 15.)

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

Yes, assignments as to who implements specific steps are included in the Unit Effectiveness Plan. Review is conducted on an on-going basis during regular Program faculty meetings and faculty retreats, held twice annually.

Less specific are connections between long-range planning outcomes and the Program’s mission; but the widely accepted components of the Program’s mission—design and research—enable the Program faculty to recognize disconnections between planning outcomes and Program mission, when they occur. (For example, the UEP process may or may not reflect planning outcomes revealed during preparation of an SER.)

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 Program’s long-range planning process is tightly tied to that of the University, and by extension, that of the School. Through the Dean’s efforts, the University has, to a degree, aligned its planning requirements for the School with the re-accreditation cycles of the School’s three Programs. While the alignment is imperfect, it has created an on-going discussion about planning,

about measureable outcomes, about efficiencies, and about strategies and the tactics for implementing them.

Again, as noted in pages 17-19, the result is the emergence of Intended Student Outcomes, followed by specific steps aimed at implementing them. The “thinking” behind this process also extends into the ways faculty spell-out course objectives and measurable outcomes in their syllabi (see Syllabi CD.)

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.

<http://www.uta.edu/architecture/news/2011/06-30-01.php>

Program information is disseminated through the School of Architecture’s Director of Communications who prepares and distributes news releases to the School web site, the University web site, and various print and broadcast media in North Texas. Faculty are encouraged to draft written continuity, select images and other graphics, and forward them to the Director of Communications for distribution. The system works well as evidenced by the frequency with which items are posted or published. Samples of Program publicity are found in the Appendix.

Examples of Program disclosure recently disseminated (9.19.11) to the public can be found at:

<http://frontburner.dmagazine.com/?p=56585&preview=true>

<http://www.nbcdfw.com/the-scene/events/Dallas-Celebrates-PARKing-Day-129993488.html>

<http://www.the33tv.com/about/station/newsteam/kdaf-dallas-parking-spaces-swapped-for-parks-story,0,2313474.story>

<http://www.dallasobserver.com/slideshow/scenes-from-parking-day-dallas-35169878/>

*University Club Courtyard, 2007
Designed by Prof. David Hopman, RLA*



2. PROGRAM AUTONOMY, GOVERNANCE & ADMINISTRATION

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

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

A. Program Administration

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

Yes, the Program is discrete and identifiable within the institution, bearing the title of Program in Landscape Architecture.

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

Yes, the Program Director is a tenured member of the landscape architecture 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.*

Yes, the Program Director exercises the leadership and management functions of the Program. The primary responsibilities and authority of the Director include the following:

- *Academic advising
- *Allocating discretionary budget funds
- *Conducting annual assessment of Program status (through faculty meetings, student
- *Conducting annual reviews of faculty
- *Coordinating class and studio responsibilities with full time and adjunct faculty
- *Coordinating development activities with the Dean and the Director of Development
- *Initiating and sustaining appropriate collaborations between the unit and constituencies
- *Leading the strategic planning efforts of the Program
- *Mentoring faculty
- *Preparing for LAAB re-accreditation visits and maintaining an on-going accounting
- *Recruiting prospective students
- *Representing the Program to appropriate audiences on campus, in the community and in the profession
- *Responding to School, University, professional and public obligations regarding the unit
- *Service on the School Executive 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 in the 5% range during the past two academic years. Similar reductions in the immediate future are possible. The impact on the School and Program has been limited primarily to a decrease in support for professional memberships and registration, and discretionary purchases of texts, software, printing and the like.

Fortunately, the Dean of the School of Architecture and the University’s Central Administration have exhibited sensitivity and creativity in finding support for faculty who demonstrate high performance in teaching, research/creative works, and service, which the landscape architecture faculty consistently do. Specifically, there has been continued funding for standard academic needs such as travel for scholarly presentations and professional participation.

In response, Prof. Hopman and Dr. Ozdil in particular are focused on seeking external funding to support their interests and capabilities. Since 2008, for example, the current full-time faculty has generated **\$311,000** in external support from various Program sponsors including:

- American Hydrotech
- Council of Educators in Landscape Architecture
- North Central Texas Council of Governments
- Research Enhancement Program (UT Arlington)
- Texas A&M Dallas Urban Solutions Center
- Texas Council on Environmental Quality
- Texas Department of Transportation
- UT Arlington Sustainability Committee
- Vision North Texas
- Westin Solutions

These figures do NOT include external funding from studio project sponsors, in-kind contributions for faculty undertakings such as the UT Arlington Green Roof project, or revenues from Indirect Costs, the combined value of which is estimated at **\$99,400**.

LARC TWO-YEAR BUDGET SUMMARY (2009-10; 2010-11)

1. Approved Budget for Academic Unit (LARC)

Fiscal Year	Program in Landscape Architecture (LARC) Overall Budget	School of Architecture (SOA) Overall Budget
2010 - 11	317,227	3,181,414
2009 - 10	304,766	3,162,097

- 2. Full Time Faculty, School of Architecture (SOA) 22
- 3. Full Time Faculty, Program in Landscape Architecture (LARC) 4
- 4. Full Time Faculty Salaries Budget (SOA) \$1,843,965
- 5. Full Time Faculty Salaries Budget (LARC) \$ 275,528

2. LARC Salaries

Employees	2010- 2011	2009 – 2010	
Professors	69,924	69,924	
Associate Professors	136,604	77,250	
Assistant Professors	69,000	118,785	
Adjunct Professors/Part Time (Non Tenure Track)	37,000	37,832	
Grad Teaching Asst (GTA)	30,600	9,825	
Grad Research Asst (GRA) UTA	6,234	20,151	
GRA (Outside Research Sponsors)	0	6,900	
Other: CELA / AIS	8,103	3,084	
Totals	288,465	274,226	

3. Average Salaries for LARC Faculty

Average Salaries for SOA Faculty

Employees	2010- 2011	2009 – 2010		2010-2011	2009-2010
Professors	69,924	69,924		83,084	84,358
Associate Professor	68,302	77,250		66,342	66,342
Assistant Professors	69,000	59,392		57,964	58,335
Adjunct Professors/Part Time (Non Tenure Track)	5,285	5,404			
Grad Teaching Asst	7,650	2,465		NA	
Grad Research Asst UTA	3,117	2,878		NA	
GRA (Outside Sources)	N/A	3,450		NA	
Other Siddiqui	4,051	3,084		NA	
Please Specify					

4. Spent by Academic Units

LARC Expenses	2010-11	2009-10
Supplies	\$ 2,785	1,647
Computer/Hardware/software	1,917	874
Equipment	2,992	2,457
Maintenance	22,190	21,814
Travel	5,040	5,254
Libraries	6,700	6,700
Telephones	75	91.00
Internet Connections	N/A	N/A

Total \$41,699 \$38,837

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

The student / faculty ratio in studios is 10.85 to 1. (The student faculty ratio overall is 10.00. to 1.) The Program allows non-LARC students to enroll in certain LARC courses but this is not seen as adversely affecting student / faculty ratios. And, while recent enrollment increases have raised these ratios a bit, they remain within traditional norms.

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

Funding support is never adequate, but the percentages of students in the Program who have garnered some type of financial support during the past 4 academic years are:

62%	2007
62%	2008
51%	2009
49%	2010

The reduced number of students receiving support is due in part to the conversion of 8-10 graduate assistantships into four Enhanced Graduate Teaching Assistantships (EGTA's,) or \$5500 versus \$15,300 per assistantship annually (see History of the Program, page 9.)

The Program is the beneficiary of 6 endowments, five of which are dedicated to scholarships and one of which supports visiting lecturers. Their approximate market value and unencumbered balances (available funds) as of September, 2011, are:

NAME OF ENDOWMENT	MARKET VALUE	AVAILABLE FUNDS
Myrick Scholarship	\$244,000	\$12,000
Tiller Endowment for Writing In Landscape Architecture	\$ 16,000	\$ 1,000
Glick Family Endowment	\$ 13,000	\$ 600
Texas ASLA Endowment	\$ 32,500	\$ 1,000
Spence Endowment	\$ 12,000	\$ 600
Gilson Lecture Endowment	\$ 15,000	\$ 3,000
Totals	\$322,500	\$19,200

Total scholarship payouts from these endowed LARC sources, and since the last SER, were:

2006	\$11,500	(14 students)
2007	\$12,000	(7 students)
2008	\$13,500	(15 students)
2009	\$16,000	(16 students)
2010	\$10,600	(12 students)
2011	\$10,000	(10 students)

These figures do NOT include occasional scholarships or one-time instances of support which come to the Program serendipitously. Note that scholarships are used where possible to recruit students and most awards are for \$1,000. This figure is significant because out-of-state (including international) students who receive minimum awards of \$1,000 also qualify to receive in-state tuition rates which can significantly reduce annual costs. UT Arlington tuition rates are:

Resident	Out-of-State / International
12 credits=\$5,292	12 credits=\$9,048
15 credits=\$5,340	15 credits=10,035

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

Program support personnel are adequate for the current student / faculty ratio. Current staffing includes:

Administrative assistant	Ms. Dee Solco	%75 LARC
Advising support	Ms. Ana Maria Peredo-manor	%50 LARC

C. Commitment To Diversity

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

Gender diversity of MLA students at UT Arlington

Gender	2005-6	2006-7	2007-8	2008-9	2009-10	2010-11	2011-12
Male	20	20	19	12	11	15	17
Female	25	21	24	17	27	29	32

Ethnic diversity of MLA students at UT Arlington (2010-11 / 2011-12; figures do NOT include International students)

		2010-11	2011-12
Male	Caucasian	10	12
	African American	2	2
	African descent	0	0
	Asian / Pacific	1	1
	Hispanic	1	1
	Native American / First Nationer	0	0
Female	Caucasian	11	9
	African American	2	1
	African descent	0	0
	Asian / Pacific	2	2
	Native American / First Nationer	0	0
			29

Achieving diversity among *faculty* remains a priority of the Program which is renewing its efforts to recruit female candidates during upcoming faculty searches. Only one faculty search has been conducted since the last SER. Two females applied, and one was invited to interview for the position. Because she had not completed her Ph.D., and was not likely to do so in a reasonable amount of time, she was not considered further.

In 2006, one female adjunct was hired to teach LARC 5661 Studio I, and another was hired to teach LARC 5320 Communication I. Professional duties prevented the former from continuing in subsequent semesters and the latter enrolled at Rutgers to pursue the Master of Fine Arts degree.

Efforts to increase gender diversity on the faculty were extended in 2007 when Dr. Rumanda Young, RLA with the U.S. Army Corps of Engineers, was hired to teach LARC 5661 Studio I. Dr. Young has continued to teach the course since that time.

For the fall of 2011, the Program engaged alumna Rhonda Fields (MLA 2010) to teach LARC 5312 History of Landscape Architecture as well as LARC 5324 Environmental Art. Students, who on occasion have expressed awareness of the lack of female faculty representation during SWOT meetings with the Program Director, have not raised the topic since Dr. Young assumed her adjunct appointment.

The Program Director and faculty will be working within their networks of colleagues and organizations to encourage minority and women applicants for upcoming faculty positions one of which has been approved for 2011-12. Again, such prospective applicants will be actively solicited.

Staff diversity in the School is as follows:

Male: Total 2 (Caucasian; including the Director of Visual Resources who retired 9.1.11)
Female: Total 5 (African American 2; Hispanic 1; Asian / Pacific 2)

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?*

Faculty members make recommendations on the allocation of resources through collective discussions at LARC and SOA faculty meetings, through direct requests to the Program Director or Dean, and through broader discussions at annual faculty retreats. Faculty understand the current fiscal constraints of publically financed education, which show-up in reasonable requests on their parts for resource allocations, and in innovative ways of seeking revenues from non-traditional sources to support the Program's educational mission.

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

Faculty participation in the evaluation, promotion and tenure of faculty occurs in three ways. First, faculty have most recently been involved in the evolving criteria for annual faculty evaluations through their service to the University such as the Faculty Senate (Hopman) as well as the Institutional Review Board and the Graduate Assembly (Ozdil.)

Faculty also have been participant observers during three years of changing evaluation forms as the University, School and Program have sought to simplify annual review procedures. The latest form is being implemented this academic year (2011-12) and faculty have been asked to review and make recommendations on the proposed changes as part of the Dean's open review of strategic planning for the School.

Second, at least one faculty member from landscape architecture has served every year since the last SER on the School Promotion and Tenure Committee. This service has provided for informed discussions about School committee expectations with the Program Director and with LARC candidates for promotion.

Third, LARC faculty edited and reviewed various editions of the Program's Promotion and Tenure Guidelines (see Volume II, appendix H.)

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?*

Expectations for promotion and tenure in landscape architecture are spelled out in the Landscape Architecture Guidelines for Promotion and Tenure.

A primary target of School reorganization is the creation of separate standing committees on promotion and tenure for the School and each Program, the form of which will depend on the structural model adopted.

Annual faculty evaluation forms are distributed at the end of each spring semester for completion by the faculty and submission to the Program Director. Faculty also must submit with the annual form a proposed plan of work for the upcoming year in which they describe their anticipated activities and accomplishments. Both submissions are used by the Program Director in consultation with the Dean regarding merit salary increase when funds are available (see Annual Faculty Performance Review form in Volume II, appendix H.)

E. Faculty Numbers

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

The Program has four full time positions and 5 part time (adjunct) positions. A search to replace Prof. Gary Robinette (BLA, MLA) is being initiated for the 2011-12 academic year. And, discussions have been conducted with the Provost (who accepted the position of Chancellor, University of Arkansas System, effective October, 2011) about the need to create a fifth full time position.

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

Not applicable.

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

The next iteration of the Unit Effectiveness Plan (2011-12) will contain action items related to the number of faculty.

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

In the short term, particularly with the able assistance of well-credentialed adjunct faculty, the Program is able to achieve its mission and goals.

3. PROFESSIONAL CURRICULUM

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

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

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

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

Regarding a: Not applicable.

Regarding b: The Program provides instruction in and application of research and / or scholarly methods through course work (LARC 5380 Research Methods; LARC 5698 Thesis Research; and LARC 5294 Master's Comprehensive Exam) as well as through scholarly research theses required of all MLA candidates.

Regarding c: A full MLA curriculum is contained within the 92 credit degree requirement, accommodating all students entering the Program including those without a first professional degree. Those with first professional degrees or those with degrees from related fields are given Advanced Standing in LARC courses according to credentials attained via their first degrees. In all cases, MLA student coursework must add-up to a total of 92 credits.

A. Mission And Objectives

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

The Program's curriculum is built around course work in the following areas:

Landscape history and theory;
natural and cultural systems;
design theories, methodologies and applications;
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 applications;
plants and ecosystems at various scales and situations;
construction materials, methods, technologies and applications;
professional practice methods, values and ethics; and,
computer applications and other advanced technology.

The courses and studios are the forums in which these areas are covered, and in which the tools of design and research are used to address the Program's mission, goals and objectives, highly important because of the Program's graduate-only standing (see specific courses listed in 3. B. Program Curriculum, page 31.)

2. How does the program identify the knowledge, skills, abilities and values it expects students to possess at graduation?

This process is on-going as a topic in faculty meetings, during individual student evaluations that occur during nominations for honors and awards, in portfolio reviews, during annual pin-ups of first year student work, and routine class and studio grading procedures.

The Program also has identified curriculum review--which will include an evaluation of characteristics expected of Program graduates--as a strategic plan item beginning in the 2011-12 academic year. In addition, all class and studio syllabi include lists of expected student learning outcomes which is an outgrowth of Unit Effectiveness Planning.

LARC 5330 Plant ID and Ecology Field Trip, Fort Worth Botanic Garden, 2010



B. Program Curriculum

1. How does the program curriculum include coverage of:

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

History, theory and criticism.

LARC 5312 History and Theory
LARC 5382 Urban Design Theory
LARC 5301 Site Planning and Development Processes

Natural and cultural systems including principles of sustainability.

LARC 5663 Studio III Site Planning
LARC 5664 Regional Planning and Design
LARC 5330 Plant ID and Ecology
LARC 5331 Planting Design

Public policy and regulation

LARC5665 Studio V Urban Design
LARC 5301 Site Planning and Development Processes
LARC 5302 Land Development Planning
LARC 5344 Park Planning and Design (elective)
LARC 5382 Urban Design Theory

Design, planning and management at various scales and applications including but not limited to pedestrian and vehicular circulation, grading, drainage, and storm water management.

LARC 5663 Studio III Site Planning
LARC 5664 Studio IV Regional Planning and Design
LARC 5665 Studio V Urban Design
LARC 5331 Planting Design
LARC 5344 Park Planning and Design (elective)
LARC 5350 Computer Applications
LARC 5341 Land Technology I
LARC 5342 Land Technology II

Site design and implementation: materials, methods, technologies, applications

LARC 5663 Studio III Site Planning
LARC 5331 Planting Design
LARC 5341 Land Technology I
LARC 5342 Land Technology II
LARC 5350 Computer Applications

Construction documentation and administration.

LARC 5341 Land Technology I
LARC 5342 Land Technology II
LARC 5340 Professional Practice

Written, verbal and visual communication.

LARC 5320 Communications I
LARC 5321 Advanced Communications (elective)
LARC 5380 Research Methods

Professional practice.

LARC 5340 Professional Practice

Professional values and ethics

LARC 5301 Site Planning and Development Processes.
LARC 5340 Professional Practice

Plants and ecosystems

LARC 5330 Plant ID and Ecology
LARC 5331 Planting Design
LARC 5664 Studio IV Regional Planning and Design

Computer applications and other advanced technologies.

LARC 5350 Computer Applications
LARC 5351 Advanced Computer Applications (elective)
LARC 5321 Advanced Communications (elective)
LARC 5664 Studio IV Regional Planning and Design

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

The Program maintains three curricula sequences, or degree plans: A 15 credit degree plan; a 12 credit degree plan; and a 9 credit degree plan. Each is designed to maximize the interrelatedness of subject matter between courses regardless of the pace at which a student is pursuing the MLA. Students may forecast their sequence of courses and the anticipated length of time to complete their degree by referencing these degree plans (See Volume I, Appendix B. Curriculum, pages 63-65 .)

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

The techniques for review of student work and other student accomplishments have been in-place for nearly twenty years but have been supplemented with updates and adjustments as faculty have seen fit to do so. An example is the addition of pin-ups (in lieu of full portfolios) for annual review of first year students, done in recognition that first year students do not possess the skill sets to adequately prepare a portfolio, nor have they accumulated the volume of work necessary for a portfolio format.

Along with regular annual reviews of the full range of studio work, the on-going review of class and studio performance provides faculty and students with input from practitioners and support professionals about the capabilities Program graduates are apt to bring to practice.

In addition, students in the Program receive feedback from practitioners and faculty regarding design and research competitions (such as UIL competitions,) scholarship applications or nominations (such as those from endowed Program sources [see page 25]) and recommendations for Practicum experiences (which are evaluated in reports to the Program Director.) These feedback sources supplement the consistent pattern of evaluating students' potential to enter the profession.

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

One means that students have for pursuing unique interests is through the 12 elective credits built into the 92 credit curriculum and through the selection of a research thesis topic. While most electives come from within the LARC curriculum, students, with permission of the Graduate Advisor, may select elective courses outside of landscape architecture.

Students also are encouraged to pursue individual thesis research that incorporates their first academic degrees or careers, if they so desire. In addition, students who serve as Graduate Research Assistants on sponsored projects also are encouraged to develop thesis topics from their research efforts.

Recent examples of thesis research that reflects these efforts include:

Alexandra Leister, 2011	Protocols for Use of the CELA Academic Information System
Brian Parker, 2010	Assessing Stormwater Runoff and Pollution with SWAT in Mixed-use Developments: Learning from Southlake Town Square and Addison Circle
Ryan W. Johnson, 2010	A Comparison of Perceptions among Amateur and PGA Professional Golfers to the Five Design Principles Of Golf Course Architecture
Joey Ball, 2010	Anti-Terrorism Site Design Guidelines for US Military Installations: An Evaluation of the Implementation Process at US Army Forts in Texas
Kristen Mitrakis, 2008	Ecological Design in Resort Hotel Properties: Management Perceptions of Ecologically Performative Landscape Practices
Jason Voight, 2008	Innovative Storm Water Best Management Practices: Their Influence on Landscape Architecture in North Texas
John Scott, 2007	Roadside Naturalization and Texas Highway 190: A Comparison Between Best Management Practices And Plant Selection

(Please see Volume II, Appendix L for 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?*

All syllabi contain criteria and methods used to evaluate student performance. Included are measurable outcomes, grading criteria, and policies regarding late work, student behavior, and course objectives. (Please see course syllabi on CD and in the Gallery display of student work.)

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

Courses, largely through their syllabi, are required to specify grading criteria as well as other minimum criteria including:

1. Provide a syllabus for each course.
2. Ensure that each syllabus contains all required elements.
3. Post a copy of each syllabus to the Faculty Profile System.

4. Honor the official course schedule.
5. Refrain from scheduling required activities outside official class meeting times.
6. Respect the policy regarding Final Review Week.
7. Enter course grades into MyMav on time.

In addition, LARC faculty use desk critiques and one-on-one meetings with students to assess student strengths and weaknesses in studios as well as courses. These meetings focus on changes that will improve student performance in subsequent work. Faculty also is required to provide all students with interim progress reports at mid-semester along with specific actions that will aid students with deficiencies (see template on course policy and portfolio grade sheet in Volume II, appendix H.)

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?*

Since the last SER the Program determined that students who were taking longer than 3 to 3 ½ years to complete the MLA were often going to school less-than-full-time, meaning they were taking fewer than 9 credits per semester. As a result 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 Volume I, Appendix C, pages 62-64.)

Students are allowed to divert from one of these plans from time-to-time depending on their background and academic standing. Those pursuing the 15 Credit Curriculum generally are able to graduate in 2 ½ to 3 years; those pursuing the 12 Credit Curriculum in 3 to 3 ½ years, and those pursuing the 9 Credit Curriculum in 3 ½ to 4 ½ years.

Preparation of the current SER has committed the faculty to begin a new overall evaluation of the Program's curriculum as part of the next round of Unit Effectiveness Planning. Among the items to be covered are course content, course sequencing, and a tighter link between curriculum objectives and measurements for achieving them. The UEP process provides for the use of rubrics to help identify these links and the Program and School began this latest effort in the fall of 2011.

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?*

As mentioned above, the Program uses three Degree Plans to steer students through the MLA curriculum in a timely and efficacious manner. Timeliness in student matriculation is documented in student files during required advising sessions each semester.

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

Effectiveness of instructional methods, curriculum delivery, and adaptations of instructional evaluations are on-going items of discussion at faculty retreats and weekly faculty meetings (see samples of meeting agendas in Volume II, Appendix H.) Discussions about effectiveness in instructional methods also occur during Program-wide pin-ups of student work executed annually by the LARC faculty.

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

Maintaining currency in these areas occurs through critiques and reviews of student work, through the involvement of adjuncts and other practitioners from professional offices in the region, and through development of rigorous and timely research topics for scholarly theses required of all MLA candidates.

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

The Program Director conducts group interviews and SWOT (Strength, Weaknesses, Opportunities and Threats) Analyses annually with the student body. Sometimes these sessions are conducted twice a year.

Student responses are presented to the faculty for review or consideration, and when appropriate, student priorities may be formally acted-on (an example would be the issue of better coordination between LARC 5320 Communications I and LARC 5661 Studio I. Both courses are taught by adjuncts who live and work in separate cities making coordination difficult. Once advised about the need to address the issue both faculty implemented steps to better coordinate their work.)

Items from the 2010-11 student SWOT analysis include the following (note that some items are cited under more than one category:)

Strengths:

- *Course schedule enables students to work off campus, if necessary
- *Emphasis on competitions
- *Existence of an open environment and access to faculty
- *National ranking
- *Shared studio space (between first three studios)
- *Small faculty but with a variety of interests
- *Studio content

Weaknesses:

- *Classes and studios are offered only once per year
- *Course schedule reduces time students can work off-campus
- *Graphic hardware is sub-par in quantity and quality [lack of large scanner(s)]
- *Need to better coordinate LARC 5661 Studio I and LARC 5320 Communications I
- *Not enough summer classes

Opportunities:

- *Possibility of broadening GIS-based studio (LARC 5664 Studio IV) with more projects (seen as an extension of extant faculty interest in cutting-edge computer capabilities)
- *Possibility of conducting a comprehensive studio
- *Possibility of creating review materials for non-studio classes (specifically, LARC 5302 Land Planning and Development; LARC 5341 Land Technology I; LARC 5342 Land Technology II; LARC 5330 Plant ID and Ecology; LARC 5382 Urban Design Theory)
- *Possibility of emphasizing Best Management Practices (BMP) in current classes
- *Possibility of expanding the computer software base for LARC courses and classes
- *Possibility of introducing digital tools earlier in studios (primarily for board layout)
- *Possibility of more collaboration with architecture and interior design

Threats:

- *Lack of coordination between LARC 5661 Studio I and LARC 5320 Communications I
- *Too many students in some classes and studios

E. Augmentation of Formal Educational Experience

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

LARC 5668 Practicum is a required course in the curriculum. Students work in a practice office for a minimum of ten weeks after which they prepare a report to the Program Director describing how their experience contributes to their understanding of landscape architecture. Their supervisor also prepares a report to the Program Director evaluating how the student performed in his / her responsibilities.

Research assistantships are limited but are viewed as part of the collegial responsibility between graduate students and faculty. The new category of Enhanced Graduate Teaching Assistantships (EGTA's) provides additional close ties between student assistants and faculty, contributing to a richer graduate experience for both.

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

In addition to the Practicum reports prepared for the Program Director (see E.1 above) graduate teaching assistants and graduate research assistants are reviewed by faculty and the Program Director each semester. Reviews rely on forms similar to those used for annual faculty evaluations.

The Program also views student awards in design and research as evidence of student competency emerging from the augmentation of the formal educational experience (see student competition submission form in Volume II, appendix H.)

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

Students do not report to their peers formally but informal discussion occurs through student interaction as a part of studio culture. On occasion students are invited to make presentations on their Practicum experiences to the student chapter of ASLA (SASLA.) Students are recognized for their successes in these areas at the Annual Awards Banquet each April.

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

1. *In addition to the professional curriculum, describe how students also pursue coursework in other disciplines in accordance with institutional and program requirements.*
2. *Do students take courses in the humanities, natural sciences, social sciences or other disciplines?*
See F.1. above

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.?*

Not applicable.

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

Not applicable.

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. Students in this course are required to submit a full thesis proposal that meets the content and format requirements of the Program and the University.

In addition, LARC 5294 Master's Comprehensive Exam (taught each semester) focuses on the presentation of research findings. Speaking, audio and video presentations, presentation content and the challenges of presenting complex research findings in thorough yet terse ways, are the focus of this concluding stage in the research process.

MLA candidates also enroll in LARC 5698 Thesis Research to fulfill requirements for their capstone research effort.

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

The scholarly rigor of thesis research in the Program has become a known trait of MLA graduates from UT Arlington. Students and recent alumni are successful in both submitting papers and presentations from their thesis research, and this is viewed as a measure of the research / scholarly standards insisted upon by the faculty.

Since the last SER, for example, fourteen MLA graduates have presented thesis findings (refereed) at state, national or international venues including Texas ASLA, national ASLA, CELA, and ECLAS.

*LARC Students/Alumni, CELA / ISOMUL Conference
Maastricht NL, Spring 2010*



4. STUDENT and PROGRAM OUTCOMES.

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

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

A. Student Learning Outcomes

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

Anecdotal evidence suggests that faculty and visiting critics view student work as more-than-competent for entering the profession, depending on the student. Because Program faculty maintain extensive involvement or connections with practices and practitioners they are able to contrast student work with that generally found in private and public practice offices.

However, a greater measure of competence can be found in alumni data, in which 71% report that they moderately agree or strongly agree with this statement: My total educational experience while in the UT Arlington Program in Landscape Architecture was geared to prepare me for a successful career. Also, fifty-two (52%) of graduates' report that they moderately agree or strongly agree with the statement: The UT Arlington Program in Landscape Architecture surpassed the expectations I had before beginning it (see LARC alumni survey in Volume II, appendix K.)

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

Student work in studios is assessed through on-going desk critiques, pin-ups and full juries, attended by various clients or sponsors, off-campus practitioners, adjuncts and other School and Program faculty. Typically, jurors are asked to report to students on the perceived value or acceptability of their work based on the jurors' experience in professional offices. Studio grades are issued on the A, B, C, D and F basis.

Student studio work also is evaluated by annual review of student portfolios for those who have completed Studios I and II, or equivalent. Students who are in their first year (Studios I and II) are reviewed through pin-ups of their work before the LARC faculty. Students who are in Studio III or above submit a portfolio annually.

Reviews are conducted one-on-one with the faculty. Both pinups and portfolios are evaluated on the A, B, C, D and F basis. Students may be required to conduct remedial steps to bring their work up to the faculty's expectations, or when appropriate, to take additional course work or be held back from continuing the studio sequence until their work meets expressed standards (see evaluation forms for reviewing student work in Volume II, appendix H.)

Student work in classes and seminars is evaluated primarily by the course instructor, again, on the A, B, C, D and F basis. Jurors from the faculty or from off-campus frequently review student work in such non-studio courses as 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 5351 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?*

Student competency in these areas is demonstrated through performance in graphics (hand and computer generated,) design skills, technology, and writing and speaking skills, all 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.

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

Discussions among faculty about levels of competency brought by students to subsequent courses help guide changes or modifications in syllabi and course objectives. For example, Profs. Hopman and Fain identified mutually acceptable changes in LARC 5350 Computer Applications and LARC 5342 Land Technology II that improved student competency in preparing construction documents.

In addition, discussions between Adjunct Profs. Young and Fromme improved student competency in graphic skills and fundamental design in LARC 5661 Studio I and LARC 5320. And, general discussions on this question have led to the inclusion of "curriculum review" in future strategic planning efforts.

B. Student Advising

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

The Program distinguishes between advising (referring to guidance of an academic nature) and mentoring (referring to guidance of a professional or career nature.) Mentoring is on-going in classes and in one-on-one interactions between students and individual faculty members.

Advising is handled primarily by the Program Director (who serves as Program advisor) through reviews of academic programs-of-work with each student during advisement periods each semester. 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, an approval process that usually takes place the same day. This process is managed by Ms. Ana Maria Peredo-manor who maintains graduate student records for both architecture and landscape architecture.

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

The primary means of assessing effectiveness in advising is by the efficiency and student responsiveness derived from the in-place advising requirements. Students appear to find the advising process useful and timely. As mentioned, once the Advisor approves a student's course load for the upcoming semester, advising "holds" are removed allowing the student to register.

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

Students are required to meet each semester with the Program Advisor in order to register for upcoming classes. This process helps keep faculty informed about upcoming class enrollments, about upcoming thesis committee loads, and about likely graduation dates.

The Program Advisor maintains an open door policy for advising, wherein students may drop-by for academic advising without an appointment. This procedure reduces the advising “crunch” at semester’s end and better enables students to resolve advising issues quickly.

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

Yes, students are made aware of these issues starting with annual New Student Orientation.

Specifically, issues related to, licensure, practice, continuing education, landscape architecture organizations, and emerging topics such as post-licensure certification are reviewed in classes such as LARC 5301 Site Planning and Development, LARC 5340 Professional Practice, LARC 5380 Research Methods and LARC 5341 / 5342 Landscape Technology I and II. Students with aptitudes or inclinations for education beyond the MLA are individually counseled to pursue additional degrees—particularly doctoral education—at some point in their careers.

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

Students report no significant dissatisfaction with the academic experience in data from annual SWOT sessions with the Program Director (see pages 35 and 36.) And, as indicated, alumni also express satisfaction with the academic experience and their preparation for the landscape architecture profession (see 4. A. 1 Student Learning Outcomes, p. 38.)

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 are engaged in extracurricular activities primarily through the Student Chapter of ASLA (SASLA.) SASLA Executive Committee members conduct bi-monthly meetings which frequently include lectures by practitioners, international students, or faculty. The organization on occasion conducts pro bono projects, social outings such as canoe trips, or special events such as operating School of Architecture or Program booths at public events or participating in PARKing Day exercises in downtown Dallas (see links on page 21.)

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 participate in planning for TXASLA annual conferences when they are held in North Texas, and they regularly participate in TXASLA design competitions against the other three accredited programs in the state. Winners are given free registration at annual meetings where UT Arlington students are regular winners and participants. Since 2009, for example, twenty-three LARC students have won TXASLA design competitions.

Students who are in the final stages of their thesis research often submit Abstracts for presentations on their work to CELA and to TXASLA. Since the last SER fourteen students have made presentations to the combined organizations including the 2010 CELA / ISOMUL conference in Maastricht, the Netherlands.

5. FACULTY

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

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

A. Credentials

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

Yes, faculty members are well-qualified to teach landscape architecture to students seeking the first professional degree. The four full time faculty members (now three) have combined service of over sixty five years in private practice, and 70 years in higher education. Three of the four are licensed as landscape architects while the fourth holds the BLA and MLA degrees along with a Ph.D.

Part-time faculty has considerable experience in public and private practice (or both.) Each part-time faculty member has academic credentials, coupled with over 135 combined years of public or private practice among the five currently teaching. Four hold first professional degrees in landscape architecture and are licensed; one holds degrees in planning, and one holds a Ph.D in addition to licensure. (The Program has hired a recent alumna [Ms. Rhonda Fields] to teach two courses in the fall of 2011. These courses were formerly taught by Prof. Robinette, who retired in May, 2011.)

The faculty contributes to the mission of the Program through their areas of academic interest. The areas below reflect *primary* links but in many cases faculty share an interest in other areas not identified with their name:

<u>Areas of Academic Interest</u>	<u>Faculty</u>
Land development processes; site planning;	Bass; Thompson
Computer aided land use	Hopman; Ozdil; Bass
Ecological planning and design; regional design.	Hopman; Ozdil
Computer aided design; introductory design; technology and construction	Fain; Ozdil; Hopman

History; environmental art	Robinette (previously;) Fields
Park planning and design; introductory landscape architecture	Thompson; Young
Basic communications	Fromme; Ozdil; Hopman
Introductory landscape architecture	Young; Fromme
Advanced landscape architecture; comprehensive design and planning; urban design; private practice	Hopman; Ozdil; Taylor
Regional planning and design; GIS; professional practice	Ozdil; Hopman; Taylor; TBD
Regionally appropriate landscapes; plant materials and planting design; environmental art; community landscape development; contemporary landscape history.	Hopman; Ozdil; Fields; Taylor
Landscape construction and technology; site planning	Fain; Hopman
Research methods; urban design; countryside planning; resource management	Taylor; Ozdil; Hopman

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

Yes, faculty assignments are well matched between course content, Program mission, and individual faculty expertise.

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

Adjunct faculty contribute in these areas by attending weekly faculty meetings when they can, by participating in annual faculty retreats, and by responding to requests for input or advice on an as-needed basis. Full-time faculty also treat adjuncts as valuable members of the Program through terms of address, through requests to collaborate on various projects, and by recommending to students that certain adjuncts 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?*

Faculty activities are well documented in University and local print media. Faculty also are active in submitting abstracts, articles and texts to appropriate outlets including refereed media (see 6.A.3, visibility regarding service activities of faculty; see also Volume II, appendix I.) For example, since 2007, three full time faculty have presented 14 presentations at professional or scholarly meetings of the following organizations:

18th Urban Design Conference / Turkey
 American Planning Association (North Texas Chapter)
 American Society of Landscape Architects (ASLA)
 Association of European Schools of Planning (AESOP)
 Association of Collegiate Schools of Architecture (ACSA)
 Council of Educators in Landscape Architecture
 European Council of Landscape Architecture Schools (ECLAS)
 European Federation for Landscape Architecture (EFLA)
 International Conference on Sustainable Urbanism
 International Studygroup for the Multiple Use of Land (ISOMUL)
 International Federation of Landscape Architects (IFLA)
 Texas Chapter of ASLA
 Texas Nursery and Landscape Association (TNLA)
 University Landscape Managers Association (ULMA)

In addition, current full time studio faculty annually carry-out service learning projects that mesh research and design with professional experience and service to the community. Below are examples from the studios of Prof. Hopman and Dr. Ozdil during the past two years:

Project Name	Sponsor	Awards or Recognition
Alliance Environmental Inventory, Analysis, Planning and Vision Exercise	Hillwood Properties	Yes (TxASLA)
Re-inventing Junius Heights Historic Dist.	Junius Heights Neighborhood Assoc.	Yes (TxASLA)
Talley Ranch Environmental Plan	Talley Ranch Development Corp.	Yes (TxASLA)
Trinity River Uptown Canals	Trinity River Vision Authority	Yes (in-class competition)
Village Creek and the City	City of Kennedale	(in submission)
The Gardens of Grapevine	Gardens of Grapevine LLC	Yes (TxASLA)
Campus Master Plan	Texas A&M Dallas Urban Solutions Center	No
Campus Planting Plan	Boy Scouts of America Hdq.	No
Master Plan	Lewisville Lake Environmental Learning Center (US Army Corps of Engineers)	No

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

Generally, budgetary support is not available for release time to pursue advancement and professional development, although faculty who generate external funding are eligible for release time to pursue research or creative works. There also are opportunities for teaching release time to create new courses that lie within a faculty member's expertise.

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

Teaching effectiveness is evaluated primarily through student evaluations which recently have gone on-line. Survey results are reviewed by each faculty member and by the Program Director as part of annual faculty reviews.

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

Evaluation results form the basis for merit salary increases and for reflecting Program accomplishments to the Dean and Central Administration. They also give faculty an on-going record of how their efforts relate to Program priorities and student capabilities.

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

Faculty make requests for travel and other means of support to the Program Director who then passes on these requests to the Dean. (There are forms for requesting purchases and travel.) In most cases, travel requests are granted when one has been invited to present a paper or is otherwise performing a service to an organization related to the faculty member's interests (see B.1. D, page 27 for examples of faculty participation.)

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

There is no formal procedure for review and recognition of faculty by other faculty.

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. As already noted, faculty areas of expertise are noted across campus and in professional circles as evidenced by calls for input from a variety of sources. Active participation in professional societies is a trademark of LARC faculty.

Typically, faculty participation in advising occurs through faculty solicitation of student enrollment in elective courses, and through recommendations to the Program Director about particular student needs or student talents. Such input is commonly made at times of annual pin-ups and portfolio reviews.

C. Faculty Retention

1. *Are faculty salaries, academic and professional recognition evaluated to promote faculty retention and productivity?*

Because compensation is the primary method of retaining productive faculty, accomplishments and recognition are evaluated annually in establishing merit pay increases, to the extent that funds for this purpose are provided by the institution. On a relatively frequent schedule, approximately every 2-3 years, faculty salaries are benchmarked against peer institutions and salary adjustments made relative to those benchmarks.

2. *What is the rate of faculty turnover?*

Loss of faculty has not been a significant issue for the Program. Turnover occurred in 2011 (retirement of Prof. Gary Robinette,) in 2005 (Dr. Sang-woo Lee assuming a faculty position in Korea,) in 1999 (Mr. Randal Harwood accepting a position with the City of Ft. Worth,) and in 1997 (Prof. Richard Rome assuming Program Director position at Florida A&M University.)

During the past three years more consistency has emerged regarding adjunct faculty. At the time of the last accreditation visit, and immediately following, adjuncts were often too involved with their practices to teach, leading to inconsistency in the early design studios and communication classes which rely more on adjuncts than on full time faculty. With the economic slowdown, however, adjuncts have found more time to contribute to teaching in the Program.

LARC 5664 Studio IV Regional Planning and Design Jury, Fall 2010



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

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

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

A. Interaction with the Institution, and Public

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

Service-learning activities are executed primarily through studios and classes as projects. Typically, 3-5 such projects are executed each academic year. They also are executed through the student chapter of the American Society of Landscape Architects (SASLA) such as the “PARKing Day Dallas” exercise in September, 2011. The Program receives numerous requests for such projects annually and individual faculty may solicit such projects on their own.

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

First, products from service-learning activities—as well as most other student deliverables—are retained by the Program for the duration of the Program’s accreditation cycle. Second, it is common for news releases regarding these activities to be made public either by the University, the hosts/sponsors, and / or by the School of Architecture through its Director of Communications. Third, public presentations by students are commonly required as part of the service-learning activity.

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

Program faculty are highly visible through their service activities and their scholarly / creative work, both on-campus and off. As examples, Prof. David Hopman is a common point-of-contact regarding green roof research, regionalism, material selection, the Sustainable Sites Initiative (SITES) and related subjects.

Dr. Taner Ozdil is a similar point-of-contact for town center developments, transit oriented developments (TOD,) Texas ASLA professional and student awards records, and GIS-based design criteria. He also participates in an array of service work on School and University committees including the Graduate Assembly and the Institutional Review Board (IRB.)

Dr. Pat D. Taylor is visible through service to the larger community through, for example, the Dallas Arboretum and Botanical Garden’s Architecture and Construction Committee and Vision North Texas’ research committee, as immediate past-chair of the University’s Association of Academic Directors and Chairs, as well various positions with CELA and other professional / scholarly

organizations including CLARB and ISOMUL (International Studygroup for the Multiple Use of Land.)

Each of these three has been selected annually for the past five years to present invited and / or refereed presentations at TX ASLA, CELA, ASLA, and APA annual conferences, among others. And, each is visible across the campus through membership in such groups as the University's Sustainability Committee, the Faculty Senate, and Institutional Review Board.

Adjunct faculty engage in similar activities with the exception of on-campus service. However, one LARC adjunct (Prof. Thompson) also teaches courses in the Program in Architecture, thus extending interaction with that segment of the institution.

Another adjunct (Prof. Fain) conducts review sessions twice annually for the Landscape Architecture Registration Exam (LARE) as another means of interaction with the public. These classes not only generate revenue for the Program (about \$2500 per year) the LARE pass rates for course alumni surpass national averages according to CLARB; for Section C the pass rate is 83% versus 60% nationally, and for Section E the pass rate is 56% versus 36% nationally.

Finally, the Program serves students from outside landscape architecture in selected courses and studios. Since 2008, for example, 50 students from the Program in Architecture have taken courses in landscape architecture.

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

The Program assesses its effectiveness in these areas of interaction primarily through informal feedback loops. For example, written and verbal feedback from client hosts / sponsors is captured in Director's files of faculty accomplishments, and is incorporated in annual review procedures filed by individual faculty. Discussion on such feedback is conducted between the Director and individual faculty and also, when appropriate, between all faculty at weekly LARC faculty meetings.

B. Interaction with the Profession, Alumni and Practitioners

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

With regard to professional organizations, the Program is the home for several functions related to the Council of Educators in Landscape Architecture (CELA,) including the Academic Information System (AIS) which is the data base for academic administrators in CELA-member schools. It also is the interim home of CELA's Executive Director offices and in this capacity is involved regularly with the CELA web site, annual conference planning, and managerial functions of the organization.

In addition, Dr. Taner Ozdil is an original designer and current manager of the Professional Practice Award System of the Texas Chapter of ASLA. And, Program faculty, along with selected students and alumni, are regular participants in annual conferences of CELA and Texas ASLA, along with related organizations such as the American Planning Association and the Urban Land Institute.

With regard to alumni, the alumni base (at 173) is still small enough that faculty have on-going interaction, particularly with the more recent graduates. And, with 83% of the Program's alumni practicing or residing in North Texas, they are commonly involved in hosting field trips and

office visits, giving lectures and serving on juries or performing other service roles. In the past academic year, eight alumni have served the Program through such roles.

Program faculty are also aware that more regular ways of sustaining relations with alumni need to be identified. This is to be a part of the next strategic planning round and it is to be tied to strategies related to the University's pending Capital Campaign.

With regard to practitioners, the Program solicits and receives notices of openings for internships (practicums) or other positions from practice offices. Practitioners also come to campus annually to interview student finalists for ASLA Honor and Merit Awards. In addition, faculty frequently include stops at practice offices as part of their field course 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 alumni roster that contains home and office information. It is updated immediately when new information is obtained. New information also is shared with the University's Alumni Association. The roster does not include space for such items as postgraduate study or significant professional accomplishments. These data are solicited in alumni surveys.

Independently, a roster of alumni email addresses is updated by Program staff and the SASLA Treasurer. Contact information from this list is retained allowing students to continue receiving emails once they graduate.

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

The alumni roster is the primary source of contact for alumni surveys prior to each accreditation cycle, and for special mailings from the Program Director or the Dean. The ever-expanding e-list is used frequently—as is the School website—to announce lectures, special events and to extend invitations to alumni to return to campus.

Until 2009 the Program produced an annual printed news letter for alumni (see Volume II, Appendix K for sample.) However, resources proved inadequate to sustain this method of outreach.

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

The Program has an active Advisory Council which is comprised of alumni, non-academic practitioners, and others from related industry or activities. The Advisory Council meets twice annually (November and April) and the spring meeting is co-conducted with the Program's Annual Awards Banquet. Advisory Council members are often involved in presenting awards and recognitions to students, and at least one member is assigned to a table of students and their associates at the dinner.

The Advisory Council agendas typically focus on items of employment and practice, fund raising and development, along with social and political issues affecting the Program and practice. In the past two years the agendas have included presentations by students reporting on their thesis research topics or other students and faculty who have particular accomplishments or interests to share. These interactions have become highly popular with the Advisory Council (see list of Advisory Council members in Volume II, Appendix G.)

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

The Program relies on informal measurement through alumni participation on the Advisory Council and in service roles carried out by alumni. In addition, the Development officer for the School of Architecture calls on selective alumni to assess their willingness to support the Program financially. Formal assessment is obtained through alumni surveys distributed prior to each LAAB re-accreditation visit (see alumni survey results in Volume II, Appendix K.)

Guatemala Field Course, Spring 2008



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?*

Faculty have individual offices on the 3rd and 4th floors, near where LARC studios or most classrooms are located.

Computer equipment, including smart classrooms, are located in the University-operated Office of Information Technology (OIT) labs 319 (40 seats) and 324 (40 Seats), as well as in the 103, the School of Architecture Computer Graphics Lab (15 Seats). All labs are equipped with workstations, medium format scanners, high capacity laser printers, and large format (42") color inkjet plotters.

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

Students are assigned "cold" desks each semester, and when possible, studio space is reserved so that those students moving from Studio IV to Studio V can remain in the same studio during the academic year. Increasing studio enrollments, however, may mean students have to relocate at the beginning of each semester.

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

Staffing for maintaining facilities and equipment is adequate for the purposes.

Daily cleaning routines exist in offices, studios and classrooms. Computer equipment maintenance is shared between staff of the School of Architecture, the University's Office of Information Technology, and until this year, staff from the School's Visual Resources Laboratory (the VRL director retired in August, 2011, and the position will not be filled.)

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

There are no known issues of compliance deficiencies in these areas.

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

NA

B. Information Systems and Technical Equipment

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

Faculty are provided with work stations and / or high performance lap top computers, along with printers, for lecture, conference and research use. Students are required to own a lap top but they also have access to School computers in Architecture Computer Graphics Lab (ARCH 103) and University computers through the Office of Information Technology (ARCH 319 and 324.) Equipment in both locations is available for students in the School when it is not in use for classroom purposes.

All workstation, desktop, and laptop computer hold (or are required to hold) the latest versions of software used to support instruction and research for landscape architecture faculty, as well as for student use in fulfilling course assignments, learning outcomes, teaching objectives, and research. (For a full list of application programs, see Volume I, Appendix F Facilities Information, pages 108-109.)

The School of Architecture Computer Graphics Lab (103) is also equipped with a large format (42”) document scanner, a 10 node Renderfarm for digital rendering of still images and animations, and large format color inkjet plotters.

LARC GRA’s and GTA’s have 24 hour, 7days-a-week access to 107, the Program’s research office. The office is equipped with two workstations, and two desktop computers, along with a shared scanner and laser printer.

The School of Architecture building is equipped with wireless network connectivity which is available in all areas of the building to both students and faculty. The building’s computer labs and faculty offices are also equipped with hard wire Ethernet connections to the University network, with a limited number of ports available in each lab for student use.

For their personal computers, students can purchase from the campus bookstore, at discounted prices, equivalent academic versions of the application software found in the computer labs of the Office of Information Technology and the School of Architecture. These versions also are available online from a number of national academic software providers.

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

The School and Program maintain request forms for faculty in need of new or updated hardware and software. Faculty coordinate specifications through the Director of the School’s computer facilities (Mr. Charles Schneider) at which time the forms are sent to the Director and Dean for approval, depending on funds available.

Computers in the OIT lab (ARCH 319 and 324) are thawed on a daily basis from 3:00am – 6:00am to apply updates and fixes to software packages. Computer hardware is maintained with an extended warranty. After the warranty expires the hardware is replaced with updated equipment.

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

The Office of Information computer labs are open 7 days a week, from 8AM to 12 Midnight. The School of Architecture computer lab (ARCH 103) is open Monday through Thursday, from 8.00 a.m. to 10:00 p.m, Friday 8:00 a.m. to 5:00 p.m, and Sundays from 12 Noon to 6:00 p.m. Note: As mentioned, OIT computer labs are open to the general student population except when reserved for priority use by faculty in the School of Architecture; in other words, Programs in the School have first priority in the use of these facilities.

4. *How does the program determine if these times are sufficient to serve the needs of the program?*
There is no formal mechanism for determining if these times are adequate. However, informal feedback from students and faculty does not cite this as a problem.

5. *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. In addition, there is Program representation (Prof. Hopman) on the School's Computer Committee which monitors needs and current technology, making them known to Program Directors and the Dean.

C. Library Resources

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

In addition to the main library in the central part of the campus, students are fortunate to have the Architecture and Fine Arts Library located on the first floor of the Architecture Building. This adjunct library has been recently expanded and it serves as an active hub seven days a week for students and faculty.

The library supports teaching, learning, and research in architecture, art, art history, graphic design, interior design, landscape architecture, music, and photography. Two librarians, three library assistants, and several work-study students are available for assistance. The Library's facilities include sixteen PCs for online research, two library catalog work stations, an image scanning work station, a large format overhead scanner, black & white and color printing options, Wi-Fi access throughout the library, laptops for limited checkout, video and audio equipment, and a conference room with a computer projection system.

The primary materials for landscape architecture are located in the Architecture and Fine Arts Library, although some supporting material will be found in the Central Library and in the Science and Technology Library.

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

Suggestions for acquisitions and purging are made by the School of Architecture's Library Committee which includes faculty from LARC. Such suggestions also are made by dedicated staff from the library who consults with individual LARC faculty and the Program Director about matters of holdings and acquisitions. Few problems exist within this area of support to the Program.

All materials purchased for the Program come from the departmental allocation assigned to the School of Architecture. The expenditures for the School for the past several years:

2011/2012 Monographs	\$27,000
2010/2011 Monographs	\$32,340
2009/2010 Monographs	\$32,800
2008/2009 Monographs	\$32,800
2011/2012 Serials	\$ 6,300
2010/2011 Serials	\$11,200
2009/2010 Serials	\$11,000
2008/2009 Serials	\$11,000

Although landscape architecture materials may also be found in the general architecture literature, Library purchases for the SB classification has averaged \$3000 for monographs and \$1500 for serials. In addition the subscription to the database Garden, Landscape, and Horticulture Index Online is \$2200 per year.

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

The Architecture and Fine Arts Library is the research laboratory for architecture and landscape 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. The Architecture Librarian is available to address a class on the rudiments of performing a comprehensive literature search.

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

In addition, the Central Library is open 142 hours a week for those students that need library access when the Architecture and Fine Arts Library is closed.

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

The Library maintains entrance gate counts and occasionally conducts special hourly counts to determine effective use of facilities. Library hours have been occasionally adjusted and equipment purchased depending on student usage patterns.

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

This is accomplished through direct input from the architecture faculty and students, and from the School's Library Committee. In addition, Library staff informally brings prospective holdings to the attention of faculty and Program Directors, as a means of staying in touch with appropriate materials.

LARC 5382 Urban Design Seminar Field Trip, Spring 2011



ADDENDA

A. Program Details

B. Curriculum

C. Student Information

D. Alumni Information

E. Faculty Information

F. Facilities Information

A. PROGRAM DETAILS

Faculty Resources

1. Budgeted Faculty Resources: TOTAL

	Current Year	Last year	2 Years Ago	3 Years Ago	4 Years Ago	5 Years Ago
Professors	0	(1) 69,924	(1) 69,924	(1) 64,933	0	0
Associates	(2)	(2) 136,604	(1) 76,485	(1) 74,257	(2) 132,179	(2) 126,487
Assistants	(1)	(1) 69,900	(2) 118,785	(2) 116,389	(1) 51,870	(1) 76,953
Adjuncts: tenure track						
Guest faculty members/speakers						
Year-long appointments						
One-semester appointments	6	(5) 37,000	(5) 37,832	6	6	6
Speakers						
Endowed positions						
Undergrad teaching assistantships						
Graduate teaching assistantships		30,600	9,825			
Undergrad research assistantships						
Graduate research assistantships (sponsored by your institution).		6,234	20,151			
Graduate research assistantships (sponsored by outside sources)		8,103	3,084			
Other						

2. Budgeted Faculty Resources: MALE

	Current Year	Last year	2 Years Ago	3 Years Ago	4 Years Ago	5 Years Ago
Professors	0	(1) 69,924	(1) 69,924	(1) 64,933	0	0
Associates	2	(2) 136,604	(1) 76,485	(1) 74,257	(2) 132,179	(1) 76,953
Assistants	1	(1) 69,900	(2) 118,785	(2) 116,389	(1) 51,870	(1)76,953
Instructors/lecturers – tenure track						
Guest faculty members/speakers						
Year-long appointments						
One-semester appointments	4	4	5	3	4	6
Speakers						
Endowed positions						
Undergrad teaching assistantships						
Graduate teaching assistantships						
Undergrad research assistantships						
Graduate research assistantships (sponsored by your institution).						
Graduate research assistantships (sponsored by outside sources)						
Other						

3. Budgeted Faculty Resources: FEMALE

	Current Year	Last year	2 Years Ago	3 Years Ago	4 Years Ago	5 Years Ago
Professors	0	0	0	0	0	0
Associates	0	0	0	0	0	0
Assistants	0	0	0	0	0	0
Instructors/lecturers – tenure track						
Guest faculty members/speakers						
Year-long appointments						
One-semester appointments	(2) 14,000	(1) 7,000	(0)	(2) 11,000	(1) 5,000	(1) 5,000
Speakers						
Endowed positions						
Undergrad teaching assistantships						
Graduate teaching assistantships						
Undergrad research assistantships						
Graduate research assistantships (sponsored by your institution).						
Graduate research assistantships (sponsored by outside sources)						
Other						

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

	Undergrad degree in landscape architecture (BLA or BSLA)	MLA	Doctorate
Professors			
Associates	2	2	1
Assistants	1	1	1
Instructors/lecturers – tenure track			
Part-time/adjunct (non-tenure track)	3	4	1

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	77
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.

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

15 Credit per Semester Model (All three Degree Plans also are in this section.)

	Fall	Spring
First Year	LARC 5661 Studio I	LARC 5662 Studio II
	LARC 5320 Communications I	LARC 5312 Urban Design Seminar
	LARC 5312 Comprehensive History/Theory	LARC 5331 Planting Design
	LARC 5330 Plant Identification and Ecology	LARC 53XX Elective
Summer First or Second Year	LARC 5350 Computer Applications	
Intersession(s)	LARC 53XX Elective	
Second Year	LARC 5663 Studio III Site Planning	LARC 5664 Studio IV Regional Planning and Design
	LARC 5380 Research Methods	LARC 5340 Professional Practice
	LARC 5341 Landscape Technology I	LARC 5342 Landscape Technology II
	LARC 5301 Site Planning and Development Processes	LARC 5302 Land Development Planning
Third Year	LARC 5665 Studio V Comprehensive Studio	LARC 5698 Thesis Research
	LARC 5668 Practicum	LARC 53XX Elective
	LARC 5294 Master's Comprehensive Exam	
	LARC 53XX Elective	

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.

Course Title	Course Number	Instructor	Credit Hours	Contact Hours / Week	# of Students
Computer Appl.	5350	Fain	3	4	11
Site Planning and Development Processes	5301	Robinette	3	3	7
Land Dev. / Planning	5302	Bass	3	3	23
History / Theory	5312	Robinette	3	3	18
Communications I	5320	Fromme	3	3	19
Advanced Communications	5321	Ozdil	3	3	9
Environmental Art	5324	Robinette	3	3	9
Plant ID and Ecology	5330	Hopman	3	6	20
Planting Design	5331	Hopman	3	3	19
Land Technology I	5341	Fain	3	3	14
Land Technology II	5342	Hopman	3	3	8
Park Planning / Design	5344	Thompson	3	3	9
Advanced Computer Appl.	5351	Hopman	3	3	5
Research Methods	5380	Taylor	3	3	7
Urban Design Seminar	5382	Taylor	3	3	28
Studio I	5661	Young	6	8	10
Studio II	5662	Robinette	6	8	9
Studio III	5663	Hopman	6	8	15
Studio IV	5664	Ozdil	6	8	11
Studio V	5665	Ozdil	6	8	11
Design Practicum	5668	Taylor	6	NA	3
Thesis Research	5698	Taylor	6	8	7
Masters Comp	5294	Ozdil / Taylor	2	1	9 (FS;SS)

¹ Annual report curriculum Question 14

Student's Name _____

Student's ID Number _____

Address _____

Telephone(s) _____

City _____ State _____ Zip _____

Email _____

Course Number	Credit Hours	Course Name	Code	Required Y/N/TBD	Semester Completed	Comments
(SUMMERS)						
5350	3	LARC Computer Applications				
5668	6	Practicum				
(INTERSESSIONS)						
53xx	3	LARC Elective				
SEM I (FALL)						
5661	6	Design Studio I				
5320	3	Communications for LARC				
SEM II (SPRING)						
5662	6	Design Studio II				
5382	3	Urban Design Seminar				
SEM III (FALL)						
5301	3	Site Planning & Dev. Processes				
5330	3	Plant Identification				
5341	3	Landscape Technology I				
SEM IV (SPRING)						
5331	3	Planting Design				
5342	3	Landscape Technology II				
SEM V (FALL)						
5663	6	Design Studio III				
5312	3	Comprehensive History/Theory				
SEM VI (SPRING)						
5664	6	Design Studio IV				
5302	3	Land Development Planning				
SEM VII (FALL)						
5665	6	Design Studio V				
5380	3	Research Methods				
SEM VIII (SPRING)						
5340	3	Professional Practice				
53XX	3	LARC Elective*				
53XX	3	Elective				
SEM IX (FALL)						
53XX	3	Elective				
5698	6	Thesis				
5294	2	Masters Comprehensive Exam				

*Required of international students, teaching assistants, and research assistants

THR 92 hrs

LARC Advisor Approval _____

Date _____

Hrs taken _____

Adv. Stdg. _____

Hrs remaining _____

LARC Advisor Approval _____

Up -Date _____

LARC Advisor Approval _____

Up -Date _____

MASTER OF LANDSCAPE ARCHITECTURE

Catalog _____

Degree Plan (12 credit EXTENDED VERSION)

Student's Name _____

Student's ID Number _____

Address _____

Telephone(s) _____

City _____ State _____ Zip _____

Email _____

Course Number	Credit Hours	Course Name	Code	Required Y/N/TBD	Semester Completed	Comments
(SUMMERS)						
5350	3	LARC Computer Applications				
5668	6	Practicum				
SEM I (FALL)						
5661	6	Design Studio I				
5320	3	Communications for LARC				
5330	3	Plant Identification				
SEM II (SPRING)						
5662	6	Design Studio II				
5382	3	Urban Design Seminar				
5331	3	Planting Design				
SEM III (FALL)						
5301	3	Site Planning & Dev. Processes				
5341	3	Landscape Technology I				
5663	6	Design Studio III				
SEM IV (SPRING)						
5664	6	Design Studio IV				
53XX	3	LARC Elective				
5342	3	Landscape Technology II				
SEM V (FALL)						
5665	6	Design Studio V				
5380	3	Research Methods				
53xx	3	LARC Elective*				
SEM VI (SPRING)						
5340	3	Professional Practice				
5302	3	Land Development Planning				
53xx	3	LARC Elective				
SEM VII (FALL)						
53xx	3	LARC Elective				
5312	3	Comprehensive History/Theory				
5698	6	Thesis				
5294	2	Masters Comp Exam				

*Required of international students, teaching assistants, and research assistants

THR **92 hrs**
Hrs taken: _____
Adv. Stdg. _____
Hrs remaining _____
GPA _____

LARC Advisor Approval

Date

LARC Advisor Approval

Up Date

LARC Advisor Approval

Up Date

MASTER OF LANDSCAPE ARCHITECTURE

Catalog _____
Degree Plan **(15 credit hour version)**

Student's ID Number _____

Student's Name _____

Telephone(s) _____

Address _____

Email: _____

City _____ State _____ Zip _____

Course Number	Credit Hours	Course Name	Code	Required Y/N/TBD	Semester Completed	Comments
(SUMMERS)						
5350	3	Computer Applications				
(INTERSESSIONS)						
53xx	3	LARC Elective				
SEM I (FALL)						
5661	6	Design Studio I				
5320	3	Communications for LARC				
5312	3	Comprehensive History/Theory				
5330	3	Plant Identification and Ecology				
SEM II (SPRING)						
5662	6	Design Studio II				
53xx	3	LARC Elective				
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 Plng.				
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	Elective				
5698	6	Thesis Research				
5294	2	Masters Comprehensive Exam				

LARC Advisor Approval _____

Date _____

THR 92 hrs

Hrs taken _____

LARC Advisor Approval _____

Update _____

Adv. Stdg. _____

Hrs. remaining _____

LARC Advisor Approval _____

Update _____

GPA _____

Updated: August 24, 2011

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	12	13	2	2	3	17	17	32 (49)
1 Year Ago	11	14	2	2	1	12	14	30 (44)
2 Years Ago	9	16	2	10	1	10	12	26 (36)
3 Years Ago	12	10	0	0	0	5	12	17 (29)
4 Years Ago	22	11	1	0	1	8	24	19 (43)

2. Ethnic Group/Diversity

Include only full-time current landscape architecture students.

NA American Indian (4) 9% Hispanic
(3) 7% Black (non-Hispanic) (20) 45% Caucasian
(3) 7% Asian or Pacific Islander (14) 32% Other

3. Applications

	Current Year	Last year	2 Years Ago	3 Years Ago	4 Years Ago	5 Years Ago
Total number of applications	30	59	33	35	36	NA
Applications from males	12	26	10	17	11	NA
Applications from females	28	33	23	18	25	NA

4. Enrollments

	Current Year	Last year	2 Years Ago	3 Years Ago	4 Years Ago	5 Years Ago
Total enrollment	49	44	38	29	43	NA
Males	17	15	11	12	19	NA
Females	32	29	27	17	24	NA

5. Student Ethnic Backgrounds (2010-11 / 2011-12)

	Caucasian	African-American	African Descent	Asian/Pacific	Hispanic	Native American	Other (internatl.)
Total	21 / 21	2 / 3		3 / 3	4 / 4	NA	13 / 18
Males	10 / 12	2 / 2		1 / 1	1 / 1	NA	2 / 2
Females	11 / 9	2 / 1		2 / 2	3 / 3	NA	11 / 16

Note: The University tracks these categories only: Black; Hispanic; Asian; International; White.

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 Year Ago	2	5	7
2 Years Ago	4	4	8
3 Years Ago	5	3	8
4 Years Ago	4	8	12
5 Years Ago	2	5	7
6 Years Ago	2	5	7

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	MFA	1	2008	In progress
Texas Tech University	Ph.D.	1	2008	In progress

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	2	3
Teaching	1	2	3
Private Practice	10	8	18
Public Practice	1	2	3
Landscape Hort./Design Build	1	7	8
Volunteer Service (Specify)			
Other (Specify)			
Unknown	3	11	14
TOTAL	15	29	49

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	1	1
Assoc. Professor/LA	2	1	1	2
Asst. Professor/LA	1	2	2	1
Instructor				
Asst. Professor/Arch.				
Visiting Lecturer/ Adjunct	6	5	5	5
TOTALS	9	9	9	9

2. Instructional Assignments

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

Teaching: Percentage FTE assigned to courses taught/instruction.

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

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

Faculty member	Degree	Teaching %		Research %	Admin / other %	TOTAL %
		Land. Arch. Curriculum	Other programs			
Pat D. Taylor	Ph.D.	100%			25%	125%
David Hopman	MLA	100%				100%
Taner Ozdil	Ph.D.	100%				100%
John Fain	MLA	20%				20%

Claude Thompson	BLA/MUP	10% LARC	10%ARCH			20%
Rumanda Young	Ph.D.	10%				10%
Tres Fromme	MLA	5%				5%
Bo Bass	MUP	5%				5%
Rhonda Fields	MLA	5%				5%

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.

(Note: 2010-11 course data)

Pat D. Taylor

Course Taught	Course Number	Term	Credit Hours	Contact Hrs / Week	Number Of Students	FTE Students
Research Methods	5380	FS	3	3	7	1.75
Urban Design Seminar	5382	SS	3	3	28	7.00
Practicum	5668	FS; SS	6	NA (self study)	3	1.50
Thesis Research	5698	FS; SS	6	NA (self study)	7	3.50
Master's Comprehensive Exam	5294	SS	2	1	4	0.66
David D. Hopman						
Studio III	5663	FS	6	8	15	7.50
Plant ID and Ecology	5330	FS	3	6	20	5.00
Advanced computer applications	5351	SS	3	3	5	1.25
Planting Design	5331	SS	3	6	19	4.75

Landscape Technology II	5342	SS	3	6	8	2.00
Taner R. Ozdil						
Studio IV	5664	SS	6	8	11	5.50
Studio V	5665	FS	6	8	11	5.50
Master's Comprehensive Exam	5294	FS	2	1	5	0.83
Advanced Communications	5351	SS	3	3	9	2.25
Claude Thompson						
Site Planning and Development Processes	5301	FS	3	3	7	1.75
Park Planning and Design	5344	SS	3	3	9	2.25
John Fain						
Computer Applications in Landscape Architecture	5350	ST	3	3	11	2.75
Landscape Technology I	5340	FS	3	6	14	3.50
Rumanda Young						

Studio I	5661	FS	6	8	10	5.00
Tres Fromme						
Communications I	5320	FS	3	6	19	4.75
Bo Bass						
Land Development Planning	5302	SS	3	3	23	5.75
Rhonda Fields (Robinette 2010-11)						
History and Theory	5312	FS	3	3	18	4.50
Environmental Art	5324	FS	3	3	9	2.25

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
Chris Barkley	Landscape designer	FS '10	Lecture
Zach Broussard	Landscape designer	FS '10	Lecture
Brian Halsell	Landscape designer	FS '10	Desk critic
Edward Armor	Architect	1.29.10; 3.10.10	Lecture
David Crane	Historian (NPS)	2.26.10	Juror
Lee Battle	Planner (public)	2.2.11	Lecture
Judy Rohrer	Real estate appraiser	2.23.11	Lecture

Robin Dickey	IRB director	9.27.11	Lecture
Nick Nelson	Landscape architect	2.23.11	Lecture
Jim Richards	Landscape architect	10.4.11	Jurist
Kurt Ortley	Architect	12.2.11	Jurist
Rene Schmidt	Community leader	11.2.10	Jurist
Martha Helmberg	Community leader	11.2.10	Jurist
Ziad Aidahhan	Community leader	11.2.10	Jurist
Raul dela Rosa	Landscape architect (public)	11.2.10	Jurist
Keith Quarterman	Community leader/project sponsor	11.2.10	Jurist
Ryan Brown	Developer	11.7.10	Jurist
Michael Buckley	Turnaround strategist	1.7.11;1.30.11	Competition advisor
Robert Folzenlogen	Planner	1.7.11;1.30.11	Competition advisor
Fred Forgey	Real estate professor	1.17.11;1.30.11	Competition advisor
Mark Wolf	Architect	1.17.11;1.30.11	Competition advisor
Don Gatzke	Architect; Dean	1.17.11;1.30.11	Competition advisor
Ken Hughes	Developer	1.23.11	Lecture
Josh Been	Librarian / GIS expert	1.20.11	Lecture
Lee Battle	Planner (public)	2.2.11	Lecture
John Sloan	Soil science researcher (TAMU)	2.8.11	Lecture
Fouad Jaber	Water resource researcher (TAMU)	2.15.11	Lecture
Adam Wood	Landscape architect	2.15.11	Lecture
Rachel Roberts	Planner (public)	4.8.11	Jurist
Bob Hart	City manager	4.8.11	Jurist
Philip Williams	CPA; developer	4.23.11	Lecture
Helen-Eve Liebman	Planner (private)	4.27.11	Lecture
Alexandra Leister	MLA alumna	5.2.11	Jurist
Grace Herman	MLA candidate / teaching assistant	5.2.11	Jurist
Dan Quinto	Architect / planner	5.4.11	Lecture
Chris Barkley	Landscape architect	10.12.10	Jurist
Jacob Haynes	Landscape architect	10.12.10	Jurist
Patricia Turpin, Ph.D	Nursing professor	12.9.10	Jurist
Maureen Courtney, Ph.D.	Nursing professor	12.9.10	Jurist
Steven Chamblee	Horticulturalist (private)	9.28.10	Lecture; tour host
Adrian Muehlstein	Horticulturalist	10.12.11	Lecture; tour host

Kurt Beilharz	Landscape architect	10.7.10	Lecture; tour host
Baron Ablon	Soil science (private)	11.11.10	Lecture
John McDermott	Architect	11.3.10	Lecture
Steven Huddleston	Horticulturalist	11.18.10	Lecture
John Swink	Civil engineer	2.7.11	Lecture
Brian Cotter	Landscape architect	5.6.11	Jurist
Carol Feldman	Landscape architect	5.6.11	Jurist
Charles Anderson	Landscape architect	5.14.11	Lecture; tour host
Carol Grosch	Public outreach director	5.15.11	Lecture; tour host
Anne Hill	Landscape architect	5.16.11	Lecture; tour host`
BingThom	Architect; planner	5.23.11	Lecture; tour host
Amirali Javidan	Architect; planner	5.23.11	Lecture; tour host
Ken Tunncliffe	Resource manager	5.25.11	Lecture; tour host
Kris Fox	Landscape architect	5.26.1	Lecture
Kelti MacKinnon	Landscape architect	5.28.11	Lecture

5. Individual Teacher's Record (Format)

Name:

Rank:

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>
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Teaching Experience: (College level)

<u>Institution</u>	<u>Years Taught</u>	<u>Subjects</u>
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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>
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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.

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.

5. Individual Teacher's Record

Name: Ogden "Bo" Bass

Rank: Lecturer

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

Education: (College and higher)

Institution	Number of Years Attended	Degree/Date Granted
Texas A&M University Development	1	MS, 1986, Land
Texas A&M University Regional Planning	2	MUP, 1981, Urban &
Texas A&M University Science, Rangeland Resources	4	BS, 1979, Range

Teaching Experience: (College level)

Institution	Years Taught	Subjects
University of Texas at Arlington	1988 to present	Land Development Planning, LARC 5302

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 Allen, Texas	3	Director, Planning & Development
City of North Richland Hills, Texas	4	Assistant City Manager
City of Bedford, Texas	3	Deputy City Manager
City of Euless, Texas	7	Director, Planning & Development
Schrickel, Rollins & Associates	8	Senior Land Planner
City of Waco, Texas	3	Chief of Park Planning
Harland Bartholomew & Associates	1	Land Use Consultant, contract employee assigned to City of Waco, Texas for Comprehensive Plan Update

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

AICP, #8053, American Institute of Certified Planners

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

Tax Increment Finance Zone #1, City of Allen, Texas, Board of Directors, Vice-Chair

Foundation for Allen Schools, Allen Independent School District, Board Member

Allen Eagle Scholars Program, Allen Independent School District, Volunteer

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

Village at Allen, M.G. Herring Corporation – City of Allen, Texas, 1 million s.f. commercial development project w/\$56 Million public participation.

Watters Creek, Trademark Corporation – City of Allen, Texas, 750,000 s.f MXD project w/\$32 million in public participation.

CISCO Data Systems, Tier 4 Synchronous Production Data Center – City of Allen, Texas, \$250 million construction w/

Cabela's Corporation, 50th Anniversary Store-City of Allen, Texas, retail project w/\$12 million in public participation.

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

My interaction with the Landscape Architecture Program's students has done much for me, and I believe for them as well, to demystify and lower barriers between the key professions that contribute to the land development process. Lectures in the class include topics such as planning and real estate law, comprehensive planning, governmental relations, real estate appraisal, site selection & marketing, banking, financial analysis, infrastructure design, commercial project design, environmental law & issues, development politics and others. Presentations from practicing professionals involved in active land development projects augment the lecture series with an emphasis on the role and value of landscape architecture to quality urban design and construction.

5. Individual Teacher's Record

Name: John R. Fain

Rank: Adjunct 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>
University Of Connecticut	Four	BS Cum Laude, 1974
University Of Massachusetts	Two	MLA, 1979

Teaching Experience: (College level)

<u>Institution</u>	<u>Years Taught</u>	<u>Subjects</u>
University of Texas, Arlington	2002-2011	Computer Applications Design Studio I Design Studio II Park Planning Landtech I

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>
1979-1984	City of Fort Worth	Landscape Architect
1984-1989	Elbert R. Spence, Architect	Landscape Architect
1989-2005	City of Arlington	Landscape Architect
2005-Present	DFL Group, LLC	Principal/Partner

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

Landscape Architect, Texas, 1979

Licensed Irrigator, Texas, 1994

LEED AP, 2009

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.

Beginning in 2004, John has led the Program's LARE Preparatory Workshops. Held biannually to coincide with examinations for Sections C and E, the classes draw students nationally. Success rates exceed national averages.

5. Individual Teacher's Record

Name: Harry Fredrick Fromme III (Tres)

Rank:

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

Education: (College and higher)

Institution	Number of Years Attended	Degree/Date Granted
1. University of Georgia	3 years	Masters of Landscape Architecture 2006
2. University of Delaware	4 years	Honors Bachelors of Science, Plant Science concent. Ornamental Horticulture

Teaching Experience: (College level)

Institution	Years Taught	Subjects
1. University of Texas Arlington	2 semesters	Communications
2. Oklahoma State University	1 time workshop	Graphics

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
1. StudioOutside	.5	Planning and design focused on public gardens; marketing; client development
2. MESA Design	4	Planning and design focused on public gardens; marketing; client development; mentoring
3. Longwood Gardens, Inc.	10	Planning and design; retail development; teaching

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

- NA

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

1. Chair, American Public Garden Association Planning and Design Section (APGAPDS)
2. Planning Committee Member, APGAPDS, 2009, 2011 Design Symposiums
3. Dallas Arboretum Continuing Education Instructor, 2007-2011

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

Publications

1. "Staff Growth by Design: Using Planning and Design Processes to Develop Your Staff," with Bob Brackman, Public Garden 2011, Vol. 25, No. 4. *
2. "Gardens Under Glass," Landscape (Middle East), June 2010, Issue 36.
3. "A Walk on the Dry Side," Landscape (Middle East),
4. "Quite a Mouthful: The Atlanta Botanical Garden's Edible Garden," Landscape (Middle East), December 2009 Issue 29.
5. "Designing Gardens for Children and Families," Landscape (Middle East), October 2009 Issue 28.
6. "From Asphalt to Asparagus: Edible Aesthetics," Public Garden 2008, Vol. 23, No 2. *
7. "What Planning Looks Like at Longwood Gardens," in Secrets of Institutional Planning, American Association of Museums Professional Education Series, 2007.
8. "Designing Great Gardens: Defying Classification and Seeking Relevance," Public Garden 2006, Issue One. *

Projects/Reports

1. Desert Botanical Garden Core Trail Master Plan, ongoing
2. Bok Tower Gardens Master Plan, ongoing
3. Clark Gardens Master Plan, ongoing
4. Carleen Bright Arboretum Event Pavilion and Gardens, in construction
5. United States Botanical Garden Terrace Gardens, ongoing installation in phases
6. Atlanta Botanical Garden Orchid Daze, 2007-2011
7. Cleveland Botanical Garden Orchid Mania, 2011
8. Atlanta Botanical Garden Atlanta Blooms, 2010-2011
9. Atlanta Botanical Garden Holiday Lights Show, 2011
10. Red Butte Garden Master Plan Update, 2010
11. San Antonio Botanical Garden Master Plan, 2011
12. Atlanta Botanical Garden Storza Woods Master Plan, 2010
13. Cleveland Botanical Garden Spring Show Master Plan, 2010
14. Atlanta Botanical Garden Edible Garden, opened 2010
15. Huntsville Botanical Garden Professional Development Workshops, 2010
16. Carleen Bright Arboretum Master Plan, 2010
17. Atlanta Botanical Garden Southern Seasons and Storza Woods Garden, opened 2009
18. Red Butte Garden Hillside Gardens Master Plan/Conservation Garden, 2008
19. Garvan Woodland Garden Averill Master Plan, 2008
20. Toledo Botanical Garden Children's Garden Plan, 2008
21. Saint Mark's School of Texas North Quadrangle, opened 2008
22. Toledo Botanical Garden Master Plan, 2007
23. Longwood Gardens Indoor Children's Garden, opened 2007

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

Professional Conferences

1. "Engaging the Visitor with Seasonal Theatrics," with Mildred Pinnell Foekele, American Public Garden Association Design Symposium, Phoenix, AZ, 2011.

2. "Carleen Bright Arboretum Update," with Janet Schaffer et al., Texas Association of Botanical Gardens annual conference, Austin, TX, 2011.
3. "Chew on This: the Story of Two Edible Gardens," with Mary Pat Matheson et al., American Public Garden Association annual conference, Atlanta, GA, 2010.
4. "Sharing Wonder and Imagination: Toledo Botanical Garden's Garden for Children," with Janet Schroeder, National Children and Youth Gardening Symposium, Cleveland, Ohio, 2009.
5. "Writing Program Statements and Statements of Purpose," with Lisa Orgler, APGA Design Symposium, Ames, Iowa, 2008.
6. "Creating the Fantastical: Designing Longwood Gardens' Children's Garden," with Mary Allinson, National Children and Youth Garden Symposium, Newark, DE, 2008.
7. "Botanical Bling: Gardens A-Go-Go!," with Mary Pat Matheson and Holly Shimizu, American Public Garden Association annual conference, Pasadena, CA, 2008.
8. "Forming the Fantastical: Designing Longwood Gardens' Children's Garden," Native Plants in the Landscape Conference, Millersville, PA, 2008.
9. "Beg, Borrow, and Steal: Expanding Design Inspiration for Children's Gardens," Texas Recreation and Park Society Region 2 and 3 Conference, Plano, TX, 2007.
10. "Beg, Borrow, and Steal: Expanding Design Inspiration for Children's Gardens," AHS National Children and Youth Garden Symposium, Chaska, MN, 2007.

Popular Presentations

1. "Design with Containers," Dallas Arboretum Creative Containers Professional Plant Seminar, Dallas, TX, 2011.
2. "Forget Plants-Dream of Design," Founders Garden Club of Dallas, Dallas, TX, 2009.
3. "Forget Plants: Start with Design," Southern Gardening Symposium, St. Francisville, LA, 2009.
4. "Plan Before Planting," Atlanta Botanical Garden Alston Lecture, Atlanta, GA, 2009.
5. "Forget Plants – Dream of Design," Women's Council of the Dallas Arboretum and Botanical Garden, Dallas, TX, 2008.
6. "Design: Taming the Beast in the Shadows," Ouachita Valley Hosta and Shade Plant Society, Hot Springs, AR, 2008.
7. "Forget Plants: Start with Design," Akron Garden Club, Akron, Ohio, 2007.
8. "The Garden Design Process: A Guided Tour," Garden Club of Madison, Madison, NJ, 2006.
9. "The Garden Design Process," Men's Garden Club of Syracuse, Syracuse, NY, 2006.
10. "Envisioning Eden: Lessons from Longwood Gardens' Design Process," Association of Professional Landscape Designers National Conference, Philadelphia, PA, 2006.
11. "Color Gardens," American Horticultural Society Garden School, Columbus, Ohio, 2006.
12. "Inspiring Your Oasis: Learning from the Gardens of the World," Kansas City Garden Symposium, Kansas City, MO, 2006.
13. "Design 101: Realizing Your Oasis," Kansas City Garden Symposium, Kansas City, MO, 2006.
14. "The Design Process: A Guided Tour," Delaware Center for Horticulture, Wilmington, DE, 2006.
15. "Garden Color: the Tool of the Devil," Bartlett Arboretum and Gardens Horticultural Symposium, Stamford, CT, 2006.
16. "How to Resist the Temptation of Garden Color," Callaway Gardens Southern Gardening Symposium, Pine Mountain, GA, 2006.
17. "Plan Before Planting," New York Botanical Garden, 2006.

5. Individual Teacher's Record

Name: David Dumez Hopman, ASLA

Rank: Associate professor

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

Education: (College and higher)

Institution	Number of Years Attended	Degree/Date Granted
The University of Texas at Arlington	6	MLA
Southern Methodist University	2	MM
The University of Memphis	4	BM

Teaching Experience: (College level)

Institution	Years Taught	Subjects
The University of Texas at Arlington	2003-2011	LARC 5330: plant identification and ecology LARC 5331: planting design LARC 5342: landscape technology II (landscape construction) LARC 5351: advanced computer applications LARC 5663: site planning studio LARC 5395: Seattle and Vancouver: Art, Nature, and Urban Design (study tour)

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
Please see attached CV		

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.

1. UTA Committees
 - a. 2010-2011 Mentor for junior faculty mentoring program
 - b. 2006-2010: Master planning committee
 - i. Panel discussant for public meeting on parking lots
 - ii. Design review committee for new Diversity Plaza, New Engineering Research Building, and the Green at College Park
 - c. 2008-2011: Faculty Senate
 - d. 2007-2011: President's Sustainability Committee
 - i. Chair, landscape and habitat subcommittee
 - e. 2007-2011: green roof committee
 - i. Chair: ad hoc design and Implementation committee
 - f. 2004-2011: commencement committee
 - g. 2011: Campus Tree Committee
2. School of Architecture Committees
 - a. 2010-2011: School of Architecture promotion and tenure committee
 - b. 2006-2011: research committee

- c. 2007-2011: library committee
 - d. 2006-2011: it committee
 - e. 2005-2007: chair, landscape architecture faculty search committee
 - f. 2004-2006: lecture committee
 - g. 2005-2006: dean's ad hoc IT committee
 - h. 2005-2011: UTA LARC advisory board meetings
3. 2005: Faculty participant for student charrette competition at state ASLA meeting in Austin
 4. 2004-2006: Participant in faculty mentoring program
 5. 2005: Coordinated honor and merit award interviews for students with ASLA

EXTERNAL PROFESSIONAL/ACADEMIC ASSOCIATION ACTIVITIES

1. 2007-2011: CELA co-chair of history, theory, and culture paper review track.
2. 2004-2011: CELA annual meeting lecture proposals reviewer.
3. 2004-2011: ASLA annual meeting lecture proposals reviewer.
4. 2011: Member City of Arlington Tree Advisory Council
5. 2008: Led tour for a delegation of Russian landscape architecture professionals to Shrickel/Rollins Associates, Fidelity headquarters, and Solana on behalf of the Center for Citizen Initiatives (CCI).
6. 2007: Vision North Texas Resource expert for full day southeastern regional "Greenprinting" workshop at Lancaster High School.
7. 2007: *UT Austin Advanced Studio in Architecture & Landscape Architecture*: guest critic at Southside on Lamar for proposed redesign of East Transfer Center of the Dallas Area Rapid Transit System.
8. 2006: Session moderator for the Council of Educators in Landscape Architecture annual meeting in Vancouver, Canada.
9. USGBC education committee (2004-2006)

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

1. *Extensive Green Roofs Viable in North Texas: Columns* Vol 30, No.1, Spring 2011
2. *The University of Texas at Arlington Extensive Green Roof*. 45 page pdf published on the UT-Arlington sustainability website and distributed nationally by e-mail
3. *Application of the SITES Rating System to the UTA Special Events Center and Center Street Green Project*. Abstract for presentation published in *Urban Nature*. Figueroa Press, Los Angeles, 2011 *
4. *Creative Regional Design: Critical Regionalism Theory and Practice for Landscape Architects*: Manuscript completed over the course of three summers—2006-2008. Submitted for publication-pending
5. ACSA "Just Add Water" conference proceedings: *Ecologically performative landscapes and water management*: 2007 *
6. D Magazine: Short comment on the green roof initiative at UTA published in special sustainability issue: 2007
7. Landscape Architecture Magazine: book review of *The Planting Design Handbook* by Nick Robinson: 2006

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

PROJECTS/GRANTS:

1. 2009-present: Principal Investigator for the president's sustainability committee study on the implementation of the US Green Building Council Sustainable Sites Initiative (SSI) as it applies to the UTA campus. Hired MLA graduate Sonal Parmar as a faculty research associate on March 1, 2009 for a two year term. \$36,000 awarded. The Center Street Green Park and the upcoming special events center landscape at UTA were selected as pilot projects for the SSI in May of 2010 and will be one of only four metroplex landscapes eligible for certification during the 2 year pilot project phase.
 - a. Submitted certification materials for review 2.1.11 (one of first 8 worldwide)
 - b. Consultation on submissions: the new BRIT headquarters in Fort Worth, the TAMU urban living laboratory, and the Perot Museum (with Talley Associates)
2. 2008-2009: Research, design, project management for implementation, procurement of donated materials (\$9,000), and ongoing maintenance and documentation of first extensive green roof in North Central Texas on the UTA Life Sciences Building: Installed 2008.
3. 2008: Assisted with an application submitted with the Arlington Conservation Council and the Green Arlington Foundation to the Arlington Tomorrow Fund for a grant to provide two days of education workshops for low to moderate income residents in Arlington on best practices for regenerative Landscapes. \$70,000 awarded.
4. 2004-present: Worked with Dr. Pat Taylor to obtain memorandum of agreement with Army Corps of Engineers to include UTA in a university consortium for grants to study development issues of land surrounding Lake Lewisville in North Texas. Memorandum of Agreement (MOA); ongoing, funding up to \$20,000 per year.
5. 2005-2008: Initiated contact with The Texas AgriLife Extension Dallas Urban Solutions Center (formerly Texas A&M Dallas) to begin development of consortium for study of regional urban environmental issues; Result has been funded research support in the amount of \$14,750 annually; on-going.
- 6.

INVITED PRESENTATIONS

Academic Peer Reviewed Presentations

1. *Application of the SITES Rating System to the UTA Special Events Center and Center Street Green Project*: Peer reviewed lecture for the Council of Educators in Landscape Architecture annual meeting in Los Angeles, California. (April, 2011)
2. *Old World/New World: Contrasting Regional Design Influences in San Antonio and Dallas*: Peer reviewed lecture for the Council of Educators in Landscape Architecture annual meeting in Maastricht, The Netherlands (May, 2010)
3. *Teaching creative regional seeing in the design studio: rationale and studio projects*: Peer reviewed lecture for the Council of Educators in Landscape Architecture annual meeting in Tucson, Arizona (January, 2009).
4. *Ecologically performative landscapes and water management*: Peer reviewed lecture for The Association of Collegiate Schools of Architecture (ACSA) southwest regional conference "Just Add Water" in Austin, Texas (October, 2007)
5. *Critical regionalism and the industrial picturesque*: Peer reviewed lecture for the Council of Educators in Landscape Architecture annual meeting in State College, Pennsylvania (August, 2007)
6. *Aesthetics in a Comprehensive MLA Site Planning Studio*: Peer reviewed lecture for the Council of Educators in Landscape Architecture annual meeting in Vancouver, Canada (2006)
7. Two lectures; 8th annual Inter-Regional Conference On Envirowater CIGR at UTA (2005):
 - a. *Xeriscape principles*
 - b. *Powerful cost effective computer tools for landscape*

Presentations to Professional Societies

1. *Contrasting Regional Design Influences in San Antonio and Dallas*: presented to Texas State meeting of ASLA in San Antonio (March, 2010)
2. *New trends in ecologically performative landscape development*: Lecture for The Texas Nursery and Landscape Association state convention in Dallas, Texas (August, 2009)
3. *Creating new expressive landscapes from old industrial infrastructure*: Lecture for The American Society of Landscape Architects state conference in Austin, Texas (April, 2009)
4. *Towards a new campus ecology*: Continuing Education Unit presentation for landscape architecture and engineering staff of Schrickel Rollins Associates, Arlington, Texas (March, 2009)
3. *Towards a new campus ecology*: Lecture for The University Landscape Managers Association annual meeting in Fredericksburg, Texas (February, 2009)
4. *Green roofs in a campus setting*: Lecture for The University Landscape Managers Association annual meeting in Fredericksburg, Texas (February, 2009)
5. *Ecologically performative landscapes and water management*: Lecture for The Texas Chapter of the American Society of Landscape Architects State Conference in Fort Worth, Texas (April, 2008) Note: This lecture is continually updated with new projects and new research.
6. *Promoting "Performative" Landscape Design Through Landscape Ordinances*: for NCTCOG symposium "Greening Up" Ordinances to Work for Our Region (2006)

Other Presentations

1. *The UT-Arlington Green at College Park and The Sustainable Sites Initiative*: Presented to the Dallas Sierra Club Monthly Meeting (June 2011)
2. *UTA Extensive Green Roof*: Lecture for Earth Day presented at the River Legacy Living Science Center (April 2011)
3. *UTA Green at College Park and Extensive Green Roof Research*: presented to the Arlington Conservation Council monthly meeting. (October 2010)
4. *New Trends in Ecological Design for Landscape Architecture*: presented to The Native Plant Society of Texas Dallas Chapter (April, 2010)
5. *Contrasting Environmental versus Ecological Landscape Design*: presented to ACES at UTA student center (April, 2010)
6. *UT Arlington's extensive green roof*: Presented to Texas Master Naturalists Continuing Education at The North Dallas Government Center (February, 2010)
7. *UT Arlington's extensive green roof. first year results*: Lecture at the UT Arlington Fort Worth Center presented as part of the Main ST. Fort Worth Arts Festival (April, 2009)
8. *Ecologically performative landscapes*: Lecture for the National Environmental Teach-in at UTA (February, 2009)
9. *Critical regionalism and the industrial picturesque*: Presented at The Arlington Museum of Art in conjunction with the "Ribbons of Time" exhibit (2007)

DIRECTED RESEARCH

Thesis committee chair (completed as of May-2011):

- a. Cheryl Beesley: (2010) *Compatibility of urban edible landscaping to The Sustainable Sites Initiative goals and design criteria*
- b. Mathew Heath House: (2009) *living roofs in north Texas: stakeholder perceptions of extensive green roofs*
- c. Jake Baker (2009): *Landscape architecture and architecture: contrasting views on design methodology.*

- d. William Skeet Norton (2008): *Labyrinths in the landscape: who is advocating, who is using, and are there benefits?*
- e. **June Gumo (2007): *Effects of plant material on prisoners: A case for horticulture therapy in Texas prisons.***
- f. John Mark Scott (2006): *Roadside naturalization and Texas highway 190: a comparison between best practices and plant selection.*
- g. David Bartz (2006): *Analysis of the charter of new urbanism and social interaction.*
- h. Eman Ibrahim Alkhateeb (2005): *Expertise with plant material and its impact on design.*

Thesis committee member (completed as of May-2011):

2009-2010

- a. Alexandra Leister: *Academic Information System: from self-evaluation tool to information tool*
- b. Shawn M. Bookout: *Elementary schoolyard landscapes as outdoor learning environments: perceptions of north Texas stakeholders*
- c. Jared Saylor: *A search for design appropriateness: using qualitative techniques to contrast the mountain resort community cores of Vail Village and Beaver Creek Village*
- d. Rhonda Fields: *Toward an ontology of design philosophy in landscape architecture: developing a personal design philosophy*
- e. Colt Yorek: *Impacts of suburbs: assessing tree coverage change with geo-spatial tools in the city of forth worth*

2008-2009

- 1. Brian S. Parker: *Assessing Stormwater Runoff with “SWAT” in mixed use Developments: Learning from the Southlake Town Square and Addison Circle in North Texas*
- 2. Petrine M. Abrahams: *Perceptions of Pedestrian Accessibility to Green Infrastructure in Fort Worth’s Urban Villages*
- 3. Joey Ball: *Anti-terrorism site design guidelines for military installations: an evaluation of the implementation process at US Army Forts in Texas and Louisiana.*
- 4. Madhavi b. *Sonar Multi-national licensure in landscape architecture: searching for its impact on the profession*
- 5. Vaidehi Gupte: *Designers’ perspectives of walkability and accessibility of Dart’s downtown transit way mall in Dallas*
- 6. Su Yu: *Suburban landmarks: perceptions of experts and non-experts*

2007-2008

- 7. Wade A. Miller: *Nature deficit disorder: an examination of the role of landscape architects in the No Child Left Inside Movement.*
- 8. Jason Voight: *Innovative storm water best management practices: their influence on landscape architecture in north Texas.*
- 9. Kristen Mitrakis: *Ecological design in resort hotel properties: management perceptions of ecologically performative landscape practices.*
- 10. Deepa Harkishore Koshaley: *Developing eligibility criteria for daylighting streams as applied to Dallas Mill Creek.*
- 11. Theunis Devilliers: *Influences and mental processes involved in generating creative products and their implications for landscape architects.*

2006-2007

- a. **Greg Cuppett: *Evaluating methods for developing a vision as they apply to small landscape architecture firms.***
- b. **Melissa Gerstle: *Tree preservation and its impact on residential development and real estate value.***

- c. **Rick Hooker:** *Public perceptions of the design of trail systems: comparisons of national state and regional parks.*
 - d. **Azra Kahn:** *Global outsourcing in landscape architecture: a study of current and future trends and effects.*
 - e. Michael Kashuba: *Leaving a legacy: the career of Gene Newman.*
 - 12. Diane Laurence: *A symbiotic relationship between mid-century modern masters: The collaborative works of Arthur and Marie Berger, landscape architects, and O'Neil Ford, architect.*
 - 13. Jane Mathews: *A search for creative class trail user experiences along the Katy Trail.*
 - 14. Beth Matloch: *21st century approach to park and recreation planning: the fifth era.*
 - 15. Wendy Meyer: *Persistence of memory: Scent gardens for therapeutic life review in communities for the elderly.*
 - 16. Lara Moffat: *Art and built landscape in the central business district of Dallas.*
 - 17. Lori Molitor: *Pedestrian corridors in downtown Dallas, Texas and their implications on the movement of downtown residents.*
 - 18. Maria A. Pena: *21st century approach to park and recreation planning: The fifth era.*
 - 19. Lionel Plummer: *The development and testing of the academic information system survey, charts the creation and testing of this database.*
 - 20. Walker Secker: *Parkland dedication in subdivision developments.*
- 2005-2006
- a. Valerie Warner: *Creating community connections: A study of design methodology for Dallas area rapid transit stations.*
 - b. Natalie Stackable: *A life in context: finding form in Lewis T. May.*
 - c. Valerie Warner: *Finding common ground: community gardens as connector between culture, nature, and the individual.*
 - d. Priti Ramanujam: *Prospect-refuge theory revisited: a search for safety in dynamic public spaces with a reference to design.*
 - e. Catherine Acuna: *Career influences for women in landscape architecture*
 - f. Biff Sturgess *The green: Building a viable program for forgotten public space in uptown Dallas.*

5. Individual Teacher's Record

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

Rank: Assistant Professor

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

Education:

<u>Institution</u>	<u>Number of Years Attended</u>	<u>Degree/Date Granted</u>
University of Ankara, Turkey	Landscape Architecture (4 years)	BS 1992
University of Colorado at Denver	Landscape Architecture (2 years)	MLA 1996
Texas A&M University (TAMU)	Urban and Regional Science (9 years)	Ph.D. 2006

Teaching Experience:

<u>Institution</u>	<u>Years Taught</u>	<u>Subjects</u>
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Assistant Professor, Program in Landscape Architecture, School of Architecture, The University of Texas at Arlington, 2007 to present.

- LARC 5665 (6) Studio V, The Urban Landscape, Fall '07, & '08, '09, '10 & Scheduled for Fall '11
- LARC 5294 (2) The Thesis Comprehensive Seminar, Fall '08, '09, '10, & Scheduled for Fall '11
- LARC 5664 (6) Studio IV, Environmental Planning, Spring 2008, & '09, '10, & '11
- LARC 5321 (3) Advance Communication, Spring 2008, & '09, & '10, '11
- LARC 5391 (3) Urban Design Competition, Independent Study, Spring 2010, & '11
- Extracurricular Teaching - ULI Hines Competition Team Academic Advisor for '09, '10, '11

Visiting Assistant Professor, Department of Landscape Architecture & Urban Planning (LAUP), Texas A&M University, 2006 to 2007.

- LAND 603 (6 credits) Graduate Design Studio III, Landscape Arch., Project Advisor, Summer '07
- LDEV 688 (6) Design & Feasibility, Land Development, Project Team Leader, Summer '07, & '06
- LAND 319 (4) Landscape Architecture Design Studio II, Co-Instructor, Spring '07
- LAND 331 (3) Landscape Architecture Construction III, Co-Instructor, Spring '07
- LAND 318 (4) Landscape Architecture Design Studio I, Co-Instructor, Fall '06
- LAND 254 (3) Landscape Architectural Technology & Communication, Fall '06

Assistant Lecturer, Department of LAUP, Texas A&M University, Instructed over 20 courses: studios, seminars, communication, and LA construction, 2000 to 2006.

- LAND 200 (1 cr.) Introduction to Landscape Architecture Practice, Instructed 7 times since 2000,
- LAND 254 (3 cr.) Landscape Architectural Technology & Communication, Fall '04, '05, & '06,
- LAND 318 (4 cr.) Landscape Architecture Design Studio I, Co-Instructor, Fall '00, '03, & '06,
- LAND 319 (4 cr.) Landscape Architecture Design Studio II, Co-Instructor, Spring '01,
- LAND 320 (5 cr.) Landscape Architecture Design Studio III, Co-Instructor, Fall '02,

- LAND 321 (5 cr.) Landscape Architecture Design Studio IV, Co-Instructor, Spring '03,
- LAND 331 (3 cr.) Landscape Architecture Construction III, Irrigation, Co-Instructor, Spring '06,
- LAND 601 (5 cr.) Landscape Architecture Graduate Design Studio, One week project, Fall '05, '06
- LAND 655 (3 cr.) Graduate Landscape A. Communication, One week project, Fall '04, '05, & '06

Practice Experience:

Firm or Agency	Number of Years	Responsibilities
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Associate Director for Research for the Center for Metropolitan Density (CfMD), UTA, Fall 2011 to present. Responsibilities include but not limited to: Scholarly research, publication, and presentation, proposal and grant writing, research coordination among various academic units of the university.

Adjunct Assistant Professor, Dallas Urban Solutions Center, Texas A&M University System, 2007 to 2011. Responsibilities include but not limited to: Scholarly research, publication, and presentation, proposal and grant writing, Landscape architectural and physical planning advising and support for TAMUs Dallas Campus, GIS education and support (See grants and publications section for details).

Research Positions & Assistantships at Texas A&M University (TAMU), 1998 to 2006, every summer since 1998. Responsibilities include but not limited to: "The Trinity Ranch", Land Development Master Planning Project with Land Development Program, TAMU, Summer 2007; "The Preserve at Madisonville", Land Development Master Planning Project with Land Development Program, TAMU, Summer 2006; "Data collection for Texas Real Estate Market Reports", with Real Estate Center, TAMU, Summer 2005, "Archiving Huckins Image Collection", with Technical Reference Center, College of Architecture, TAMU Summer of 2004; "Outdoor Areas in Assisted Living Facilities", Department of Architecture, TAMU, Summer 2003; "WEB Based Award Winners Archive Research and Web Design" with College of Architecture, TAMU, Summer 1999, & 2002; "Designing a Web site for Department of Landscape Arch. & Urban Planning" with the same Department, Summer 2001; "Pedestrian Adaptation in the Post-Modern City", with the Department of Architecture, TAMU, Summer 2000

Canakkale 18 Mart University, Graduate Assistant Abroad, Turkey, 1994 to 1999. Responsibilities include but not limited to: Scholarly research and education abroad in preparation for an academic role for the newly opened landscape architecture program at Canakkale 18 Mart University.

Freelance Designer, & Project Manager in Landscape Architecture in Turkey, 1992 to 1993. Responsibilities include but not limited to: Landscape architectural design and project construction management for a Tasucu Marina Park in Mersin, Turkey; Landscape architectural design and project management for Tasucu Resort Hotel in Mersin, Turkey; Landscape architectural design, construction, and/or management in various small scale residential, and mixed-used building sites, and urban landscape projects in Ankara, Turkey (full-time and part-time).

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

Professional & Academic Activities:

•Invited Lectures, Discussions, Juries and Exhibits (Selected)

Invited Presenter, Ozdil, Taner (June 09, 2011). "Village Creek and The City of Kennedale: Environmental Inventory, Analysis, Planning, and Vision". The City of Kennedale, City Council/Public meeting.

Invited Panelist/ Reviewer (March 09, 2011). "Design and Development for Walkable Cities: Proposal for Fort Worth" for University of Pennsylvania Urban Design Studio mid-review. Panelists/Reviewers; Jonathan Barnett, U. Penn; Mike Eastland, NCTCOG; Don Gatzke, UTA; Taner R. Ozdil., UTA; Jon Promise, NCTCOG; David Williamson, Omniplan and ULI.

Invited Presenter, Ozdil, Taner (February 11, 2011). “*From the Studio to the Streets of Dallas: Re-Inventing Junius Heights Historic District*”. Junius Heights Neighborhood Association

Invited Competition Judge for Colorado Chapter of American Society of Landscape Architecture (ASLA) Professional Awards in all categories (Design, Planning, Research, & Communication) September, 2010.

Invited Lecturer, “*Sustainable Urban Form: Knowledge Based Planning and Design in North Texas*” ENCE-8327 Policy Impacts on Sustainability, Civil and Environmental Engineering, Southern Methodist University Sustainability Program, November 13th, 2010.

Invited Exhibit “Re-Inventing the Junius Heights Landmark Historic District Community Partnership Project”. Annual Junius Heights Exhibit Home Tour Festival Grounds, November 7th, 2010

Invited Panelist “*Urban Place-Making: Region and Place*” Moderator; Karen Watz, VNT, Panelists: Taner R. Ozdil., UTA; Mike Eastland, North Central Texas Council of Governments, Alan Stewart, Odyssey Investments and ULI; David Williamson, Omniplan and ULI. *Metromorphosis 2009*. Greater Dallas Planning Council Symposium, October 9th, 2009.

Discussion Facilitator “North Texas Alternative Futures–Connected Center” Vision North Texas, September 18th, 2009.

Discussion Leader/Presenter “Urban Design – Mixed-Use Developments/Centers in North Texas” in North Texas Alternative Futures Meeting for Vision North Texas, June 12th, 2009.

Invited Panelist “*High Density Clusters for North Texas—Partial Solutions for Sprawl?*” Panelists; Lucy Billingsley, CEO, Billingsley & Co; Tom Brink, Vice President, RTKL; William Gietema, (C) CEO Arcadia Realty; Taner R. Ozdil, Ph.D, UTA; John Walsh III, President TIG Real Estate Services; *Series Co-Sponsored by:* UTA School of Architecture and AIA Dallas and the Dallas Center for Architecture, April, 2009.

Key Note Speech “*Informed Design and Planning: The Role of GIS in Landscape Architecture Education & Research*”, GIS Day 2008, University of Texas at Arlington, November 2008.

Invited Presentation, Topic “*Education, Research and Service in Landscape Architecture*”, The Texas AgriLife Research and Extension Dallas Urban Solutions Center, TAMUs, June 2008

Invited Exhibit of Studio Project, “*Re-Bridging the Divide: Lewisville/I-35 Interchange Bridge and Park System*” Exhibit is on display at TxDOT Dallas Headquarters, September –November 2008

Invited Presentation, Lectured on “*Quantitative Research Methods*” in the Research Methods Class in the Landscape Architecture Program, Fall 2008

Invited Presentation, Topic “*Revitalization of Main Street, and Downtown Bryan North District*”, City of Bryan Downtown Development Association, Summer 2007

Invited Presentation, Lectured on two different topics in the Research Methods Class in the Landscape Architecture Program, Fall 2007

Attended, juried, lectured in various graduate and undergraduate studio classes in architecture and landscape architecture programs in the School of Architecture at UTA since September 2007

Attended, juried, and lectured in various graduate and undergraduate classes in architecture, land development, urban planning, and landscape architecture programs in the College of Architecture at Texas A&M University between 1998 and September 2007

•Awards, Honors, Recognitions & Nominations

Award – “Professor of The Year Award”, for outstanding performance and lasting contribution to The University of Texas at Arlington’s Program in Landscape Architecture, rewarded by SASLA, April 2011 (recipient of the award for also 2009 and 2010, 3 years in a row)

Award - Recipient Vision North Texas (VNT): (1) 2011 *National Planning Excellence Award for Innovation in Sustaining Places* for “North Texas 2050: For a Future that Is Better than 'Business as Usual'” from The American Planning Association (APA). (2) 2010 *Regional Planning Award* for

“North Texas 2050” from regional APA. MY – ROLE: Research team member and Urban Design team leader for VNT, and UTA School of Architecture research team leader for VNT research.

Award - Recipient Center for Health Systems & Design, Texas A&M University, Award: 2010 National American Society of Landscape Architecture (ASLA) *Honor Award in Research Category* for “Access to Nature for Older Adults: Promoting Health Through Landscape Design”. MY ROLE – Research Graphics and Photography

Award - School of Architecture, Faculty Excellence Awards, \$3000, April 2010

School of Architecture Nominee – Award for Outstanding Research Achievement or Creative Accomplishment at The University of Texas at Arlington, among all faculty in the School of Architecture, March 2010

Award – Kay Tiller Chapter Service Award, Texas Chapter American Society of Landscape Architecture (ASLA), April 2009

Nomination - Vice President for Research, Council of Educators in Landscape Architecture, 2009

Award - Distinguished Professor Award, Student Chapter ASLA, Texas A&M University, 2007

Award - Outstanding Service & Dedication Award to the Landscape Architecture and Urban Planning Department (LAUP) from 1999-2007, Texas A&M University, 2007

•Membership, Leadership and Committee Positions

Committee – The University of Texas at Arlington Institutional Review Board (IRB), Voting Member, UTA 2010 to 2013.

Committee – Graduate Assembly Representative, University Committee, UTA 2009 to 2012. I am also member of Sub Committee on Graduate Students (CGS) in the Graduate Assembly.

Committee – School of Architecture Interior Design Job Search Committee, UTA 2009 to present

Committee – School of Architecture Research Committee, UTA, 2007 to present

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

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

Committee – International Studies, University Committee, UTA 2008 to 2009

Leader – Urban Design Team Leader for Regional Choices 2050, Vision North Texas, 2009

Member - American Society of Landscape Architecture, 2007 to present

Member - National Trust for Historic Preservation, 2007 to 2008

Bachelor of Science in Urban and Regional Science Committee, TAMU, 2006 to 2007

Landscape Architecture Program Committee, TAMU, 1999 to 2007

College of Architecture Information Technology Committee, TAMU, 2007

Sigma Lambda Alpha Landscape Architecture Honor society, inducted 1999

•Service and Outreach Activities

CELA - The Council of Educators in Landscape Architecture, Conference reviewer, 2004 to now
ECLAS – European Council of Landscape Architecture Schools Conference Review & Scientific Committee Member, 2010 to present

PER - Preservation and Education Research, Peer Reviewed Journal, 2008 to present

LR - Landscape Review, Peer Reviewed Journal, New Zealand, 2008 to present

JAPR - The Journal of Architectural & Planning Research, Peer Reviewed Journal, 2009 to present

ASLA - American Society of Landscape Architecture, Conference Presentation Reviewer, 2008-09

ARRIS - The Journal of the Southeast Chapter of the Society of Architectural Historians, 2006 - 08

ICSU - International Conference on Sustainable Urbanism reviewer and session moderator, 2007

Texas ASLA - Awards Winners Archive, research partner, project manager, 1998 to present,

•Community Service Design Projects:

Selected studio projects taught and/or managed as outreach, and service:
 Village Creek and the City of, Community Service Studio Project, Spring 2011
 Uptown District Dallas, Community Service Studio Project, Fall 2010
 Re-inventing Junius Heights Historic District, Community Service Studio Project, Fall 2010
 Alliance, Town Center Project, Graduate Studio, UTA, Spring 2010,
 Dallas Arboretum Entry Project, Graduate Studio, UTA, Fall 2009,
 Fort Worth Trinity Uptown Canal Project, Graduate Studio, UTA, Fall 2009,
 Talley Ranch Master Planned Community (4000 acre), Graduate Studio, UTA, Spring 2008
 Lewisville/I-35 Interchange Bridge and Park System Project, UTA, Fall 2007
 Materials & Meaning Project, Dallas Museum of Art Courtyard, Graduate Studio, UTA, Fall 2007

•**Selected Grants, Funding, and Support**

Rewarded/Completed- Competitive Research Grant (for 2008- May 2011) - Ozdil, Taner R. (P.I. & Project Manager); Taylor, P. & Li, J. “Transit Oriented Development Research”, NCTCOG University Partnership Program (Amount \$80,000).

Rewarded/Completed - Competitive Research Grant (for 2008- May 2011) - Ozdil, Taner R. (Role: P.I.) Research Enhancement Program Award for “Resurrecting the Old or Building the New: Assessing the Value of Urban Design in Three Town Centers in the DFW Metroplex” University Level Competitive Grant Recipient, The University of Texas at Arlington, (Amount \$9653)

Rewarded/Completed - Competitive Research Grant (for 2009- January 2011) – Clower, Terry (Supervisor), Li, J., Arndt, J., Overman, J. (UNT, UTA, TTI); Ozdil, Taner R. (Role UTA Co-PI), “Evaluating the Impact of Transit Oriented Development” TxDOT, RFP 0-6511 (Amount \$175,878)

Rewarded/ Completed – Research Support (for 2007 – January 2011) - Ozdil, Taner R. (Role: Principal Research Collaborator), Dallas Urban Solution Center of Texas A&M University System (Amount Approx. \$45,000)

Rewarded/Started May 15th, 2010 – Competitive Research Grant through Dallas Urban Solution Center of Texas A&M University System (for 2010-2013) – Jaber, Fouad (Project Lead), & Ozdil, Taner (Role: Project Principal Partner) “Upper Trinity Watershed Green Building Infrastructure for Stormwater Management” TCEQ, RFP 319 (Amount \$645,481 TCEQ + 452,294 Non-TCEQ TAMU Match = Total \$1,097,774)

Proposed/Not Rewarded – Competitive Research Grant - Winguth, Arne (PI), Co-PIs; Chen, Victoria C., McEnery, John A., Muttiah, S. R. , Ozdil, Taner, (for 01/01/11 -12/31/14) “Type 1 – L0I2170277: Seasonal-to-Decadal Regional Climate Change Modeling Framework for Studying the North Texas Hydrological Cycle (NTexCLIM)” NSF 10-554/ NSF Proposal # 064234610 (Amount: \$899,727)

Proposed/Not Rewarded - Competitive Construction/Research Grant (for 2010-2012) – Rogers, Kevin (Project Lead), Key Research Personnel, Maldonado, T. & Jones, C. A. & Engelke, M. C., Lee, W., & Huang, H., & Ozdil, Taner R. (TAMU & UTA) “The Urban Sustainability Research Center” National Institute of Standards and Technology (NIST), Department of Commerce, No: 2010-NIST-CONSTRUCTION-01 (Amount Approx. \$15 million).

Rewarded/Completed - Community Partnership Project (June -2011) - Ozdil, Taner (Role, PI), “The Village Creek and The City of Kennedale”, City of Kennedale, Texas (Amount \$5000 for Student Awards, & Expenses).

Rewarded/Completed - Community Partnership Project (Fall-2010) - Ozdil, Taner (Role, PI), “Re-inventing Junius Heights Historic District”, Junius Height Neighborhood Association, Texas (Approx. Amount \$1000 for Student Awards, & Expenses).

Rewarded/Completed - Community Partnership Project (Spring-2010) - Ozdil, Taner (Role, PI), “Alliance Environmental Inventory, Analysis, and Planning Research Project”, Hillwood Properties (Amount \$3500 for Student Awards, & Expenses).

Shortlisted, Not Rewarded- Project Grant –John F. Burke Nature Preserve Master Plan, Farmers Branch, TX (2010). Timothy May, ASLA (Project Manager). Project is led by Teague Nall & Perkins, Inc. and has multiple partners. If rewarded the role: Technical Advisor for the project.

Not Rewarded - Project Grant –Southwest Nature Preserve Master plan (rfp no. 10-0064), Arlington, TX (2009). Timothy May, ASLA (Project Manager) with. Project is led by Teague Nall and Perkins, Inc. and has multiple partners. If the project was rewarded I would be one of the Technical Advisor for the project.

Not Rewarded – Competitive Research Grant - Chen, Victoria C., Howard, Jeff, Hunt, Andrew, Ozdil, Taner, Winguth, Arne (for 09/01/10 - 01/15/15) “DMUU: Integration of Climate Change Uncertainties into Decision Making Affecting the Future Development of North Central Texas” NSF 09-544/ NSF Proposal # 0951486 (Award Amount: \$6,500,035).

Not Rewarded - Competitive Research Grant – Li, Jianling (Supervisor), Mattingly, S., Casey, C., Ozdil, Taner (for 2010 & 2011), “Filling the Transit Gaps: Unserved Urbanized Area” TxDOT, RFP 0-6473 (Amount \$260,436).

Rewarded/Completed - Community Partnership Project (Fall-2009) - Ozdil, Taner (Role, PI), “Trinity River Uptown Canals”, Trinity River Vision Authority, Texas (Amount \$1000 for Student Awards, and \$1000 Expenses)

Rewarded/Completed - Community Partnership Research Project (Spring 2008) - Ozdil, Taner (Role: P.I.) “Talley Ranch Master Planned Community Studio Project”, (Total Amount \$2000 for Student Support and Expenses).

Publications:

- * Ozdil, Taner R. (April, 2011). Town Center and Mixed-Use Developments: Learning from North Texas Case Studies. *Council of Educators in Landscape Architecture (CELA-2011)*, Los Angeles.
- * Ozdil, Taner R., & Artunc, S., & Richards, J., & Volkman, N. (April, 2011). Landscape Architectural Trends in the 21st Century: Learning from Academic Job Openings in North America. *Council of Educators in Landscape Architecture (CELA-2011)*, Los Angeles.
- * Parker, Brian, & Ozdil, Taner R. (April, 2011). Assessing Stormwater Runoff with “SWAT” in mixed-used developments: Learning from Southlake Town Square and Addison Circle in North Texas. *Council of Educators in Landscape Architecture (CELA-2011)*, Los Angeles
- Ozdil, Taner R., Taylor, P., Li, J. (June, 2011). Transit Oriented Development Report. NCTCOG University Partnership Program.
- * Ozdil, Taner R. (January, 2011). “From the Studio to the Streets of North Texas: Design & Planning with Academic Institutions”. Focus North Central Texas: Planning Symposium. North Central Texas Section of American Planning Association (APA).
- * Ozdil, Taner R., & Artunc, S., & Richards, J., & Volkman, N. (October, 2010). Who should teach to next generation of landscape architects? Searching for balance between academic aspirations and professional needs. Panel. European Council of Landscape Architecture Schools (ECLAS) Conference 2010 Istanbul, Turkey.
- * Abrahams, Petrine, & Ozdil, Taner R. (October, 2010). Pedestrian Accessibility to Green Infrastructure in Fort Worth’s Urban Villages: Stakeholder’s Perceptions. *European Council of Landscape Architecture Schools (ECLAS)* Conference 2010 Istanbul, Turkey.

- * Ozdil, Taner R. (May, 2010). Resurrecting the Old or Building the New: Assessing the Economic Value of Urban Design in Town Centers in North Texas. *Council of Educators in Landscape Architecture (CELA-ISOMUL 2010)*, Maastricht, The Netherlands (In Proceedings, not presented).
- * Volkman, Nancy & Özdil, Taner R. (May, 2010). Agriculture in Cities: Three Models of Urban Gardening. *Council of Educators in Landscape Architecture (CELA-ISOMUL 2010)*, The Netherlands.
- * Abrahams, Petrine, & Ozdil, Taner R. (May, 2010). Urban Villages in Fort Worth, Texas: Perceptions of Pedestrian Accessibility to Green Infrastructure. *Council of Educators in Landscape Architecture (CELA-ISOMUL 2010)*, Maastricht, The Netherlands.
- * Taylor, Pat D., & Ellis, Chris, & Ozdil, Taner R. (May, 2010). The Academic Information System (AIS) A Response to the Need for Reliable Data About Higher Education in Landscape Architecture. *Council of Educators in Landscape Architecture (CELA-ISOMUL 2010)*, Maastricht, The Netherlands.
- * Nelson, Nick & Ozdil, Taner R. (June 2010). Designed Urban Environments and Skateboarding: Lessons from Downtown Fort Worth. *Environmental Design Research Association (EDRA)*, Washington, DC.
- * Woodfin, T., & Ozdil, Taner R. (March, 2010). Twenty Years' Legacy of Excellence: The Texas ASLA Design Award Archive. *ASLA Texas Chapter Conference*, San Antonio, Texas.
- * Abrahams, P. & Ozdil, Taner R. (March, 2010). Accessibility to Green Infrastructure in Fort Worth's Urban Villages. *ASLA Texas Chapter Conference*, San Antonio, TX.
- * Ozdil, Taner R., & Abrahams, P., & Buchanan, J., & Taylor, P., & Gatzke, D. (November, 2009). *Mixed-use Developments and Centers in North Texas III, & Urban Design Case Studies*, (Study Brief III, & Case Studies published on Vision North Texas Website <http://www.visionnorthtexas.org/>).
- * Ozdil, Taner R., & Abrahams, P., & Buchanan, J., & Taylor, P., & Gatzke, D. (June, 2009). *Mixed-use Developments and Centers in North Texas II*, (New Study Brief appeared in North Texas Alternative Futures Meeting Report).
- * Ozdil, Taner R. & Volkman, Nancy (January 2009). Did You Find What You Were Looking For? Academic Trends in Landscape Architecture, *Council of Educators in Landscape Architecture (CELA 2008)*, Tucson, Arizona.
- * Nelson, Nick & Ozdil, Taner R. (April 2009). Assessing Skateboarding Activity in the Urban Landscape: Learning from Downtown Fort Worth, *ASLA Texas Chapter Conference*, Austin, Texas,
- * Cuppett, Gregory & Ozdil, Taner R. (April 2009). Where do you go from here? Developing A Vision for a Small Landscape Architecture Firm, *ASLA Texas Chapter Conference*, Austin, Texas.
- * Cuppett, Gregory & Ozdil, Taner R. (January 2009). Evaluating Methods for Developing a Vision as They Apply to Small Landscape Architecture Firms, *Council of Educators in Landscape Architecture (CELA 2008)*, Tucson, Arizona.
- * Lionel, Plummer, & Taylor, Pat, & Ozdil, Taner R. (January 2009). The Development and the Testing of the Academic Information System Survey, *Council of Educators in Landscape Architecture (CELA 2008)*, Tucson, Arizona (In Proceedings, not presented).
- * Özdil, Taner R. (2008). *Economic Value of Urban Design*. VDM Verlag Dr. Muller, Munich
- * Özdil, H., & Özdil, Taner R. (2008). Houston: Experiment that is Gone Wrong or Model for Urban Future? *Journal of the Chamber of City Planners*, Union of Chambers of Turkish Engineers and Architects, 1;51-60.
- * Ozdil, Hulya, & Ozdil, Taner R. (July 2008). Re-constituting the Social Through Urban Renewal: Learning From the Experience of Çinçin, Ankara. *ACSP-AESOP 4th Joint Congress*, Chicago, IL.
- * Ozdil, Taner R., & Buchanan, J., & Abrahams, P., & Taylor, P., & Gatzke, D. (November, 2008). *Mixed-use Developments and Centers in North Texas*, (Study Brief appeared in Regional Choices for Vision North Texas Report).

- * Ozdil, Taner R., (October, 2007). Does Urban Design Add Value in Downtown Revitalization? Assessing Main Street Program's Impact in Texas Cities. *ACSP 2007*, Milwaukee, Wisconsin.
- * Ozdil, Taner R. & Volkman, Nancy (August 2007). Cultural Perspectives and Urban Landscapes in the 16th Century: Learning from the Illustrations of Nasuh and Danti, *Council of Educators in Landscape Architecture (CELA)* State College, Pennsylvania.
- * Volkman, Nancy & Özdil, Taner R. (May 2007). After the Hurricanes: Helping U.S. Communities through Design after Catastrophic Loss. *Mimar Sinan University 18th Urban Design Conference*, Istanbul, Turkey.
- * Ozdil, Taner R. (April 2007). Recycling the Small City Downtown: The Value of Urban Design and Preservation in Texas Main Street program cities. *International Conference on Sustainable Urbanism*, College Station, Texas.
- * Seidel, & A., Holden, G., & Ozdil, Taner R. (June, 2006). What an Architect Needs to Know According to Principles of Firms: International Comparisons, *Architectural Science Review*, 49.2; 196-203.
- * Ozdil, Taner R. (June 2006). Does Design Matter in Downtown Revitalization? Assessing the Main Street Program Approach in Texas Cities, *Council of Educators in Landscape Architecture (CELA & CSLA)*, (Abstract is in proceedings, not presented), Vancouver, Canada.
- * Woodfin, T., & Ozdil, Taner R. (2006). Teaching from an Archive of Excellence, *Council of Educators in Landscape Architecture (CELA & CSLA Joint Conference)*, Vancouver, Canada.
- * Woodfin, T. and Ozdil, Taner R. (1998 - present). Texas ASLA Award Winners Archive Website. Research, Web address: <http://aslatx.tamu.edu/>,

•**Master Thesis Advisory and Membership (26 students):**

Graduated master students advised (10): S. Alford (US Army Corps of Engineers, 2011), C. Yorek (Choate USA, 2011), P. Abrams (Private Consulting, 2010), J. Ball (US Army Corps of Engineers, 2010), B. Parker (Jacobs Eng., 2010), V. Gupte (2009), G. Cuppett (DFL Group, 2008), & N. Nelson (Oklahoma State University, 2008). **Current** master students advised (3): Y. Zhou, J. Buchanan, C. Holmes, B. Kidambi, H. Lee. Thesis committee member for 21 graduated and 2 current students.

Contributions:

As it is illustrated above, my teaching, research and service activities draws upon issues within the interdisciplinary realm of landscape architecture, urban design, urban planning and architecture fields in order to advance the knowledge or capability of the profession of landscape architecture to a wider scholarly and professional audience. I have been increasingly contributing to education, service, and scholarly activities taking place within the realm of landscape architecture by impacting not only the quality of future professional's education but also the advancement of landscape architecture field as a scholarly discipline and an areas of professional practice among scholars, professionals, and the community at large for the past five years.

Just to highlight a few, the scholarly and professional activities I have been engaged in two recognized institutions in the past five years has impacted the diverse education and success of hundreds of bright students entering the field, produced several community service projects and partnerships, and generated over a million dollar funding for landscape architecture related research creating research findings that would impact the future landscapes. The landscape architectural knowledge generated through these activities disseminated through my first book, more than thirty scholarly publications and presentations, and more than twenty, lectures, panels, discussions, and competition jury memberships to national and international audience in the advancement of the profession of landscape architecture. My primarily volunteer activities in the field also supported the longest running landscape architectural web based archive (Texas ASLA archive award winners archive), the planning and visioning of North Texas for

2050 through Vision North Texas, and contributed to body of knowledge by refereeing on several scholarly journals and conferences both national and international.

Global and regional changes taking place in this century in the social, economic, and environmental front create new frontiers for landscape architecture as a scholarly discipline and an area of practice. I believe that evidence-based research and creative activities in planning and design are, and will continue to be, critical in coping with the pace and the scale of this growth, balancing-out the use of natural resources with required utilization of the built environment. The expertise I have acquired, developed, and disseminated within the past 5 years is fundamental for advancing the knowledge and capability of the profession of landscape architecture field.

5. Individual Teacher's Record

Name: Pat D. Taylor

Rank: Associate Professor

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

Education: (College and higher)

Institution	Number of Years Attended	Degree/Date Granted
Texas Tech University	5	BS in Park Administration / Landscape Architecture, 1967
	2	MS in Park Administration, 1969
Michigan State University	1	PhD course work only
The University of Texas at Austin	5	Ph.D. in Organizational Communications, 1983

Teaching Experience: (College level)

Institution	Years Taught	Subjects
Texas Tech University	1969-1972	Park Administration / Landscape Architecture
Michigan State University	1972-1976	Park and Recreation Resources
Texas A&M University	1976-1982; 1991	Park, Recreation and Tourism Sciences
The University of Texas, Arlington	1992-present	Landscape Architecture

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
LandCorp / Pat D. Taylor and Associates	7 ½ years full time	Associate; principal

Professional Registration: Give profession and state/province(s).
Landscape Architect, Texas

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

CELA Treasurer; CELA Interim Executive Director; paper presentations at CELA conferences in 2008, 2009, 2010, and 2011; elected CELA Fellow 2009; Outstanding Administrator Award 2007; Award of Distinction 2006; International Commission of Agriculture Engineers Award of Merit 2006; CLARB Communications Committee member; CLARB Task Force; Distinguished Alumnus Award, College of Agriculture and Natural Resources / Department of Landscape Architecture, Texas Tech University 2009.

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

*Taylor, Pat D., Christopher D. Ellis and Taner R.Ozdil (2010.) *The academic information system (ais:)* A response to the need for reliable data about higher education in landscape architecture. Paper presentation at CELA / ISOMUL conference, Maastricht, the Netherlands.

*Lee, Sang-Woo and Pat D. Taylor (2008.) *Moderating effect of forest cover on the effect of proximity of chemical facilities on property values.* Landscape and Urban Planning, 86, 170-176.

*Taylor, Pat D. (2006.) *Merging past and present in landscape planning: The value question*. Keynote presentation and full paper, "Multiple Landscape: Merging Past and Present," conference of the International Studygroup for the Multiple Use of Land (ISOMUL.) Wageningen University, the Netherlands.

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

As Program Director and faculty member I have served on 26 thesis research committees and chaired 17 of them. Since the last SER fourteen of these students (now alumni) have given refereed paper presentations based on their theses at state, national and international conferences , including Texas ASLA, national ASLA, CELA, and ECLAS. I also have served on three ROVE visits since 2009 having chaired two of the Visiting Teams, and have continued streamlining the Academic Information System (AIS) as a data base for academic administrators, and as a link between CELA and the Landscape Architecture Accreditation Board (LAAB.)

5. Individual Teacher's Record

Name: Claude Thompson

Rank: Adjunct/Visiting Lecturer

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

Education: (College and higher)

Institution	Number of Years Attended	Degree/Date Granted
Mississippi State University	1962-1967	BS/Landscape Architecture
Louisiana State University	1967-1968	Course work for MLA
Georgia Institute of Technology	1970-1971	Lacked only thesis for Master of City Planning

Teaching Experience: (College level)

Institution	Years Taught	Subjects
University of Texas @ Arlington	2007-present	(LARCH 3544) Park & Recreation Planning & Design
University of Texas @ Arlington	2009-present	(ARCH 3337) Site Design
University of Texas @ Arlington	2010/Fall	(LARCH 5301) Intro. to Landscape Architecture [completed ½ term for ill instructor]

In recent years, have presented lectures & administered design problems at various schools (Texas Tech, Texas A&M, Oklahoma State, U of Ark, Mississippi State).

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
Claude Thompson & Associates	2005-present	Sole Proprietor practice in Land. Arch. & City Planning
Town of Prosper, Texas	2005-2006	Planning Director
City of Wylie, Texas	2000-2005	Planning Director

CLAUDE THOMPSON Continued

City of Garland, Texas	1993-2000	Senior Planner
City of Dallas, Texas	1979-1993	Senior Urban Planner
Carter & Burgess, Engineers & Land Planners, Ft Worth, Texas Architect	1978-1979	Senior Land Planner & Landscape
Georgia Dept. of Natural Resources, Atlanta, GA	1972-1975	Senior Environmental Resource Planner
B.G. Sanders & Assoc. Engin, Arch, & Planners, Atlanta, GA	1969-1972	Land Planner, Designer
City of Baton Rouge, LA	1967-1969	Urban Planner/Designer

Professional Registration: Give profession and state/province(s).
Landscape Architect/Texas #1128 (by Unified National Examination for full reciprocity in all states)
[previous reg as L.A. but inactive: Ala#143, Fla#354, Ga#286, Ken#197, La#231, Miss#81, Tenn#187]

Certified Planner (by AICP exam, American Planning Association)

Certified Leisure Professional (by exam, National recreation & Parks Association)

Certified Energy management Specialist (by course completion, Federal Energy Management Agency)

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

Governmental Affairs Advisory Committee, American Society of Landscape Architects, 2010-present

Landscape Architecture Magazine Editorial Advisory Committee, American Society of Landscape
Architect, 2006-2010

[previous National Trustee, Texas Chapter President, D/FW Section Chair, & various committees,
American Society of Landscape Architects]

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

**"On their Own Initiative"/Student Competition, *Landscape Architecture* Magazine, June 2008, pp52-58

**"Ambassador for Gardens"/Professional Profile, *Landscape Architecture* Magazine, October 2008,
pp138-141

CLAUDE THOMPSON Continued

Book Review: *Urban Design & the Bottom Line, Optimizing the Bottom Line*, by Dennis Jerke, *Landscape Architecture Magazine*, July 2009, pp 108-109

Book Review: *Genius of Place, The Life of Frederick Law Olmsted*, by Justin Martin, July 2011, p132

[previous books: coauthor w/ T. Yates *Learning Through Movement* and cited contributor to *Parks & Open Space Standards & Guidelines* by R. Lancaster and *A Guide to Sustainable Landscape Design* by K. Sorvig; and 12 professional articles in *Landscape Architecture* and *Parks & Recreation Journals*; as well as 25 presentations to state & national professional conferences including ASLA, APA, NRPA most published by tape or print.]

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

I monitor, review and comment on state and national legislation related to the profession as member of the Governmental Advisory Committee., and I write as well as jury/revise articles by others to *Landscape Architecture Magazine*. Upon request, I continue to mentor and teach students at several regional schools. Although retired from full-time practice, I also share my knowledge and expertise with various groups, such as location & site plan review to the City of Dallas for neighborhood library relocation, landscape advise and projects for my homeowners association, building committee of my church, and regularly attend & comment at public planning meetings.

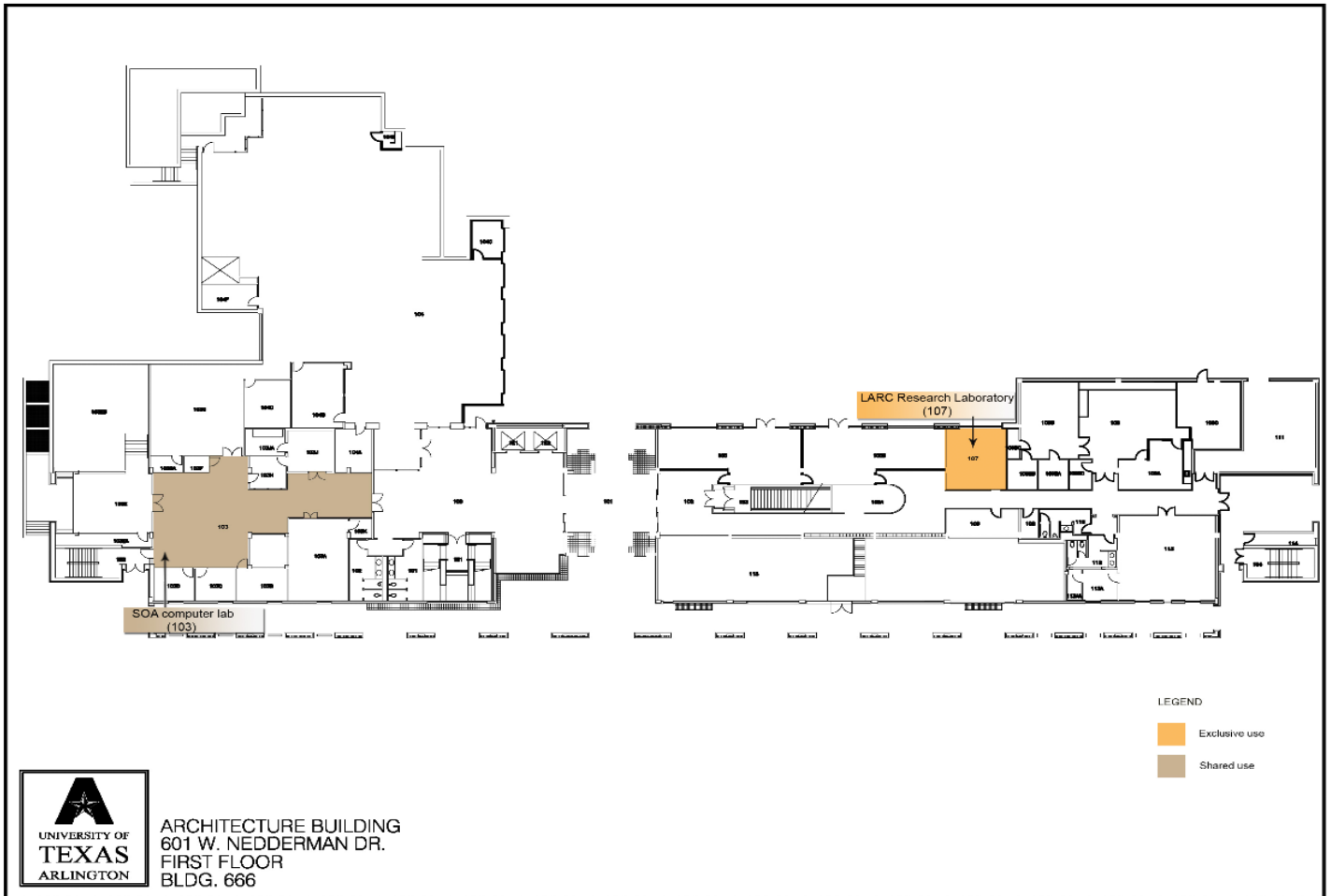
F . FACILITIES INFORMATION

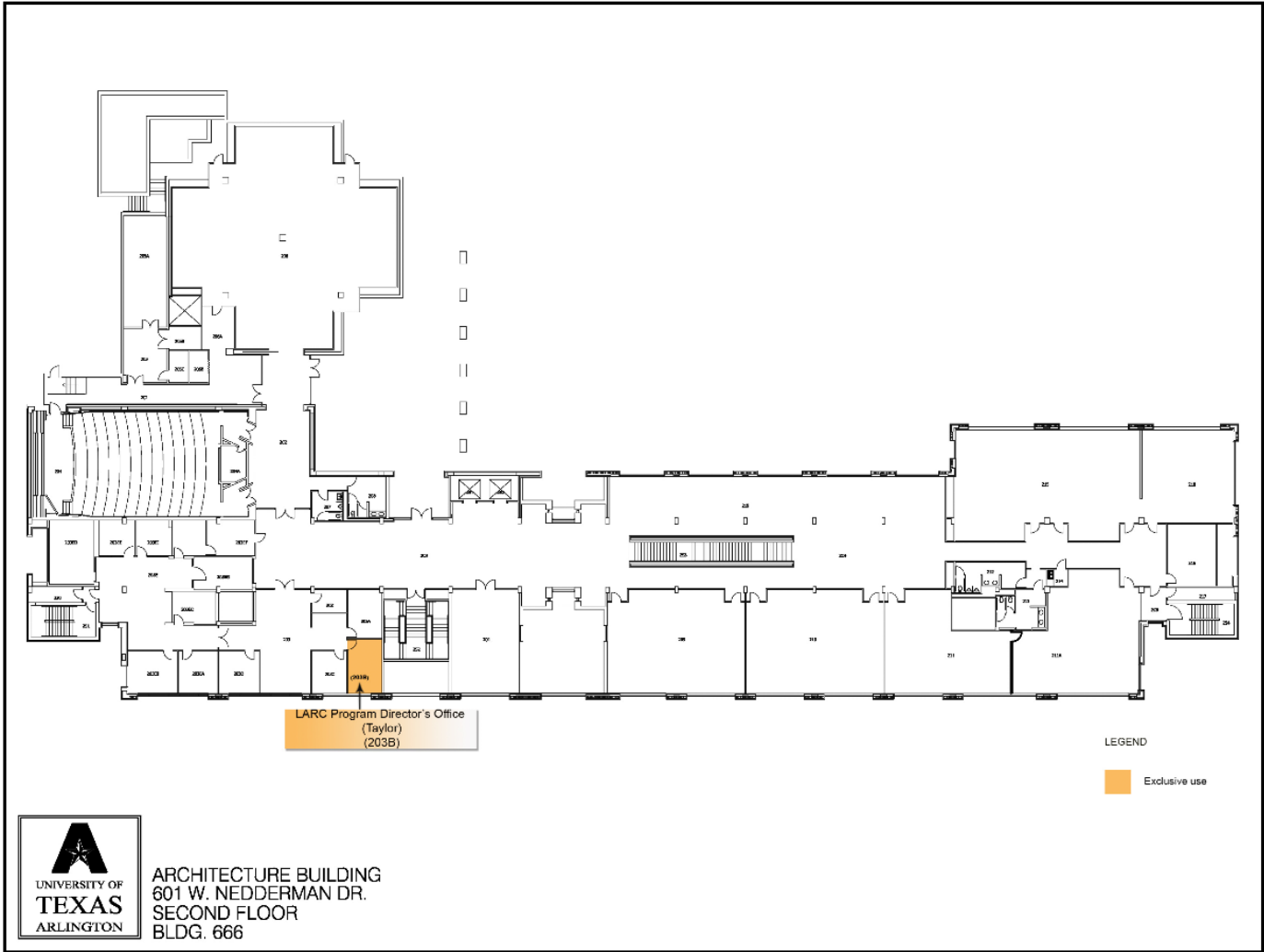
Instructions

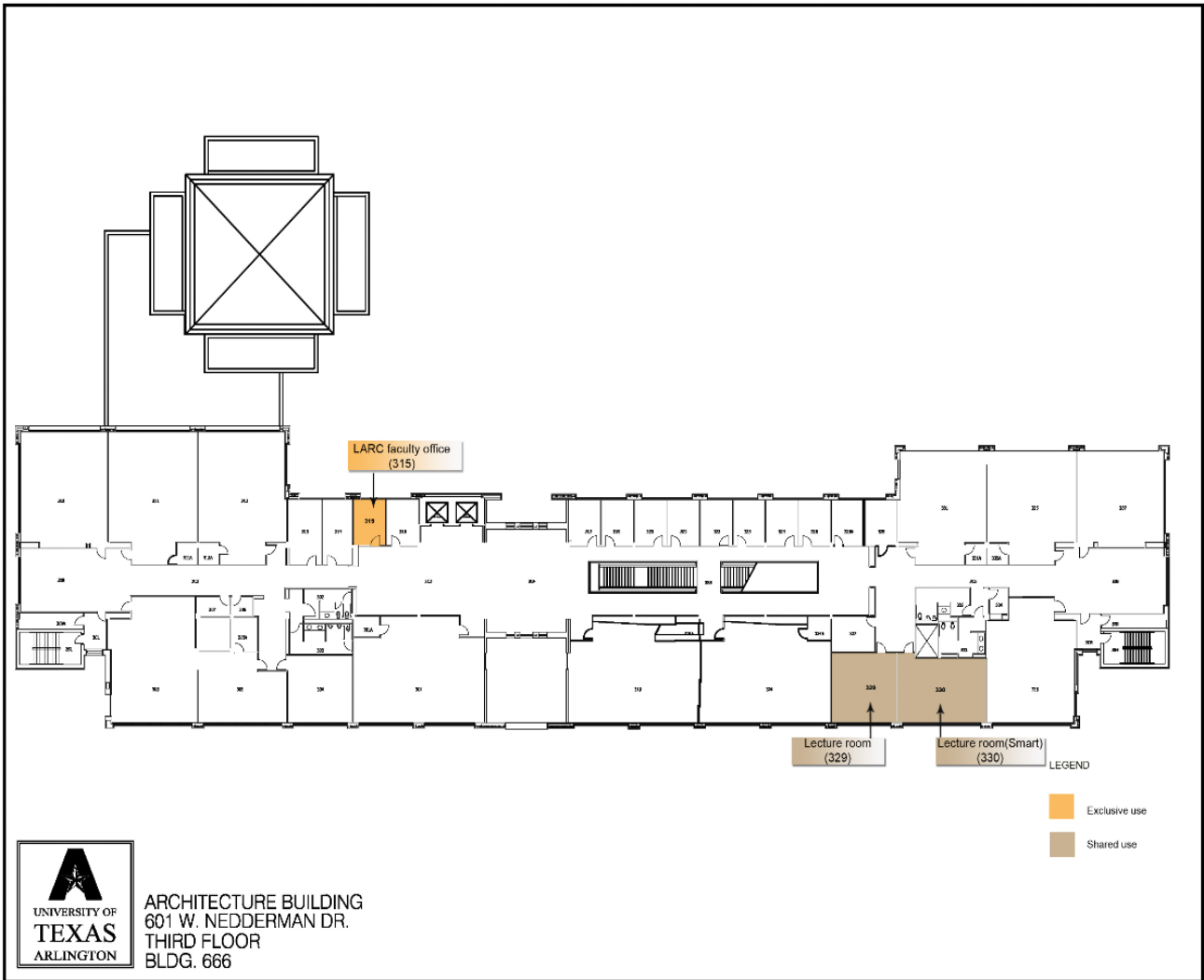
1. Tabulate space data as shown below.
2. Describe any steps that are being taken to improve the spaces.
3. Include floor plan(s) on standard 8 1/2" x 11" sheets. Label these plans to identify various types of spaces and who controls/uses it.
4. If spaces are shared by other programs or departments, indicate this on the spaces affected.

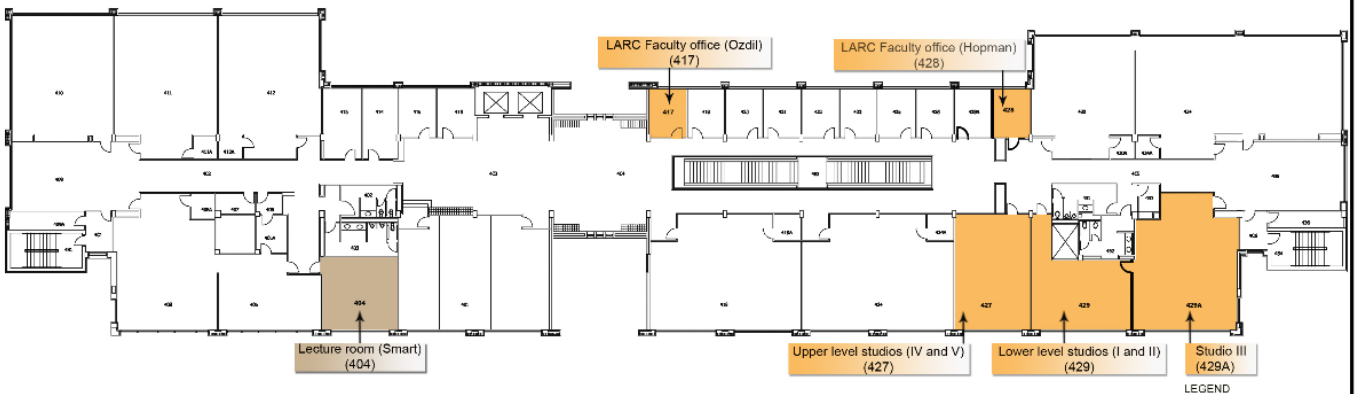
Program Facilities (All LARC spaces are in main Architecture building)

Room #	Size (SF)	Max. Capacity Normal Max. Users	Type of Space (studio, office, storage, etc.)	Shared Use (S) Exclusive Use (E)
103	1,687		SOA computer lab	S
107	369		GRA/GTA/adjunct and research office	E
203B	189	1	Director's office	E
315	147	1	Faculty office	E
329	473	40	Lecture room	S
330	475	30	Lecture room (smart)	S
404	451	25	Lecture room (smart)	S
417	147	1	Faculty office	E
427	710	15	Studio	E
428	147	1	Faculty office	E
429A	998		Studio	E
429B	665		Studio	E









LEGEND

Exclusive use

Shared use



ARCHITECTURE BUILDING
 601 W. NEDDERMAN DR.
 FOURTH FLOOR
 BLDG. 666

School of Architecture Computer Graphics Lab – Spring 2011 Semester

1. ActiveState Pearl
2. ActiveState Python
3. Adobe Flash player activeX
4. Adobe Flash player plugin
5. Adobe Illustrator CS5
6. Adobe InDesign CS5
7. Adobe PhotoShop CS5 Extended
8. Adobe Premiere Pro CS5
9. Adobe Reader
10. Adobe Web Standard CS5
11. Adobe Shockwave player
12. Apple QuickTime player
13. Autodesk AutoCAD 2011
14. Autodesk Design Review 2011
15. Autodesk Maya 2011
16. Autodesk 3D Studio Max 2011
17. Autodesk Banzai 3D
18. Autodesk FormZ Renderzone Plus 6.7.2
19. Bentley MicroStation V8i
20. Blender
21. EASEUS Todo Backup
22. E.S.R.I. ArcGIS Desktop 10
23. Google Chrome
24. Google Earth
25. Google Sketchup Pro 8
26. Java 6
27. McNeel Accurender nXt for AutoCAD 2011
28. Microsoft Internet Explorer 8
29. Microsoft.NET framework 4
30. Microsoft Forefront Client Security/state assessment
31. Microsoft Forefront Client Security Antimalware
32. Microsoft Live (photo gallery and movie maker)
33. Microsoft Office 2010
34. Microsoft SCCM Client
35. Microsoft Silverlight
36. Microsoft SQL Server 2008 Client
37. Microsoft Visual C++ 2008 Redistributable
38. Microsoft Windows 7 Professional 64Bit
39. Mozilla Firefox 3.6.13
40. Oracle Open Office
41. PDFCreator
42. Pharos Uniprint Client
43. PowerDVD
44. Real player
45. Roxio Creator Silver
46. SSH Secure Shell
47. WinRAR 4.0

Software Listing - OIT

ActiveState ActivePerl
Adobe Bridge CS5
Adobe Dreamweaver CS5.5
Adobe Encore CS5.5
Adobe Fireworks CS5
Adobe Flash Player 10.x
Adobe Flash Professional CS5.5
Adobe Illustrator CS5
Adobe InDesign CS5.5
Adobe OnLocation CS5.5
Adobe Photoshop CS5 Extended
Adobe Premier Pro CS5.5
Adobe Reader X
Adobe Shockwave Player 11
Apple QuickTime 7
AutoDesk AutoCAD 64-bit 2011/2012
Autodesk Maya 64-bit 2011/2012
AutoDesSys bonzai3d SE 2.4
AutoDesSys formZ 6.7
Bentley MicroStation V8i
ERDAS IMAGINE 9.3
Esri ArcGIS Desktop 10
ESRI ArcInfo Workstation 10
Google Earth 5
Google SketchUp Pro 8
IHS PETRA 3
McNeel Grasshopper 1
McNeel Rhinoceros 4
Microsoft .Net Framework 4
Microsoft Internet Explorer 8
Microsoft Office 2010
Microsoft Silverlight 4
Microsoft Windows 7 Enterprise 64-bit
Microsoft Windows Live Movie Maker 2011
Microsoft Windows Live Photo Gallery 2011
Midland Valley MOVE 2010
Mozilla Firefox 4.x
pdfforge.org PDFCreator 1
Platte River Associates BasinMod 2009
Python Software Foundation Python 2.6
Python Software Foundation Python 3.1
RealNetworks RealPlayer SP 1
RefWorks Write-N-Cite 2
Roxio Creator Business Edition Silver 10
SMT Kingdom Suite 8.5
SSH Secure Shell for Workstations 3
Sun Microsystems Java Software Development Kit 6