

FAY



UNIVERSITY OF
ARKANSAS

Fay Jones School
of Architecture + Design

DEPARTMENT OF LANDSCAPE ARCHITECTURE SELF EVALUATION REPORT

18 FEBRUARY 2016



PROGRAM SELF-EVALUATION REPORT

For the Academic Years	2011-2016
Institution	Fay Jones School of Architecture and Design University of Arkansas
Program	Department of Landscape Architecture
Degree Title/Degree Length	Bachelor of Landscape Architecture (Five years)
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Report Submitted by	Dr. Ethel Goodstein-Murphree and the Landscape Architecture Faculty February 18, 2016

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' 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 University of Arkansas's Bachelor of Landscape Architecture program meets the minimum conditions to apply for LAAB accreditation.



18 February 2016

Dr. Ethel Goodstein-Murphree
Interim Department Head, Associate Dean

Date

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INTRODUCTION

1. History of Program

The Department of Landscape Architecture is an academic unit of the Fay Jones School of Architecture and Design, a multi-disciplinary school of design that also includes complementary programs in Architecture and Interior Design. Established as an independent academic unit in 1974, the school grew from a department of architecture, first situated in the College of Engineering (1946-48) and then in the College of Arts and Sciences (1948-1974). Since 2009, the School of Architecture is honored to bear the name of its most renowned graduate, Fay Jones (1921-2004), and in July 2015, the Board of Trustees granted the school's request to change its name to the Fay Jones School of Architecture and Design in recognition of the diversity of design education it offers and the value it places on collaborative education, research, and practice among the design disciplines.

In addition to the professional programs in architecture, landscape architecture and interior design, the school offers liberal studies programs, four-year pre-professional degrees in architectural studies and landscape architectural studies that combine studio design education with innovative teaching in history, theory, technology and urban design. In all of the school's academic units, design instruction occurs in carefully planned studio sequences, providing educational experiences appropriate for students who wish to pursue both traditional and non-traditional forms of professional practice. Fundamental principles and techniques of critical analysis are stressed, and the curriculum strives to empower students by developing skill, knowledge, creative problem solving, and a deep sense of responsibility to the environment and to the cultures they will serve.

The professional program in Landscape Architecture was established in 1975, and following provisional accreditation by the Landscape Architecture Accreditation Board (LAAB) in 1981, it has been fully accredited since 1985. The program attained full and independent status as a department in 1994.

In addition to the accredited five-year BLA program, the department has offered a Bachelor of Science in Landscape Architectural Studies since 2003 in order to provide a meaningful course of study for students with scholarly interests in landscape issues but who do not aspire to professional licensure and landscape architecture practice.

The following dates provide a brief, chronological history of the department:

- 1975 Professional Program in Landscape Architecture established in School of Architecture.
Michael Blumenfield appointed Acting Director.
- 1977 Richard Sheridan appointed Acting Director of Program in Landscape Architecture.
- 1978 Calvin Taylor appointed Director of Program in Landscape Architecture.
- 1981 First Landscape Architectural Accreditation Board (LAAB) review of Program.
Provisional accreditation given.
Diane K. McGuire appointed Professor of Landscape Architecture and Director of Program in Landscape Architecture following national search.
- 1984 LAAB review resulting in full accreditation.
Frank B. Buggraf appointed Director of Program in Landscape Architecture.
- 1985 Garvan Woodland Gardens bequest formalized with University of Arkansas, Fayetteville.
- 1988 John V. Crone appointed Director of Program in Landscape Architecture.
- 1989 LAAB review resulting in full accreditation.
- 1993 Garvan Woodland Gardens bequest fully realized.
- 1994 LAAB review resulting in full accreditation.
Program designation changed from "Program" to "Department."

Karen C. Hanna appointed Departmental Head.

- 1995 Barry Kew appointed as first Garvan Chair, a visiting position.
- 2000 E. Lynn Miller appointed as Interim Department Head, upon resignation of Karen Hanna to assume duties as Head of Landscape Architecture and Environmental Planning at Utah State University.
- 2001 Frances G. Beatty appointed Associate Professor and Department Head following nationwide search. Summer Study Abroad program instituted.
- 2003 Bachelor of Science in Landscape Architectural Studies (non-accredited four-year program) approved and established.
- 2004 LAAB review resulting in full accreditation.
Thomas Oslund appointed as John Williams Distinguished Visiting Professor.
- 2005 Nadia Amoroso appointed as Garvan Chair (Spring).
- 2006 Janet Coleman appointed as Garvan Chair (Spring).
- 2007 Dr. Carl Smith appointed as Garvan Chair (Spring).
- 2008 Lissa Thompson appointed as Garvan Chair (Spring).
Fran Beatty resigns from the University (Summer) to return to private professional practice.
Mark Boyer appointed Interim Department Head.
Kurt Culbertson serves as John Williams Distinguished Visiting Professor (Fall).
Dr. Carl Smith, Chartered Landscape Architect, appointed Assistant Professor of Landscape Architecture.
- 2009 Lee Anne Kirby appointed as Garvan Chair (Spring).
Kimball Erdman, PLA, appointed Assistant Professor of Landscape Architecture
- 2010 Nikki Springer appointed as Garvan Chair (Spring).
LAAB review resulting in full accreditation.

Since the last accreditation visit:

- 2010 Summer study abroad (Italy, France, and Great Britain) led by Associate Professor Brittenum and Assistant Professor Erdman.
Mark Boyer appointed Department Head, and promoted to Full Professor (Fall).
Assistant Professor Carl Smith, in collaboration with Assistant Professor of Art Bethany Springer, exhibits, "Blockbuster: Imagining a Future Fabric for Northwest Arkansas," at the Fayetteville Public Library and at sUgAR Gallery, Bentonville, Arkansas.
- 2011 Noah Billig appointed as Garvan Chair (Academic Year).
Summer study abroad (Italy, France, and Great Britain) led by Professor Crone and Assistant Professor Erdman.
Arkansas ASLA honors Professor John Crone with Arkansas Pioneer Award.
BLA candidate Billy Fleming receives 2011 Senior Honor Citation from the Arkansas Alumni Association following his service as President of the University of Arkansas Association of Student Government.
- 2012 Phoebe Lickwar, PLA, ASLA, appointed Assistant Professor of Landscape Architecture.
Noah Billig reappointed as Garvan Chair (Academic Year).
The Rivers, Trails, and Conservation Assistance Program of the National Park Service opens office in the Fay Jones School, establishing new collaborative opportunities for faculty and students.
"Envisioning a People-centered College Avenue" featuring the work of Noah Billig's landscape architecture students on display at Ozark Natural Foods art gallery.
Alumnus Billy Fleming (BLA, 2011), earns White House Internship.
Professor Mark Boyer elected second vice president of the Council of Educators in Landscape Architecture.

- 2013 Department of Landscape Architecture moves to newly renovated Vol Walker Hall and its addition, the Steven L. Anderson Design Center, marking the first time in the history of the Fay Jones School that all of its programs are housed in a single facility.
- Travis Brooks appointed as Garvan Chair.
- Professor John Crone retires (Spring).
- Dr. Noah Billig, AICP, appointed Assistant Professor of Landscape Architecture.
- Dr. Carl Smith, Chartered Landscape Architect, promoted to Associate Professor with tenure.
- Associate Professor Judy Brittenum elected ASLA National Council of Fellows Secretary.
- Summer study abroad (Italy, France, and Great Britain) led by Associate Professor Smith and Assistant Professor Erdman.
- Jeff Shannon steps down as Dean of Fay Jones School of Architecture after 14 years of service in the position; Ethel Goodstein-Murphree assumes position of interim dean while a national search is conducted.
- Assistant Professor Kimball Erdman receives Oakley Certificate of Merit Award from the Association of Gravestone Studies.
- "Barn Again" exhibition by Assistant Professor Phoebe Lickwar with Assistant Professors of Architecture Frank Jacobus and Marc Manack opens in the Fred and Mary Smith Gallery, Vol Walker Hall.
- "Townscaping an Automobile-Oriented Fabric, by the University of Arkansas Community Design Center wins a 2013 ASLA Honor Award.
- Assistant Professor Phoebe Lickwar exhibits "Lost Farm, Cave Springs, Arkansas," at International Plastic Camera Show.
- Assistant Professor Kimball Erdman receives Historic Preservation Alliance of Arkansas award for Outstanding Achievement in Preservation Education.
- The campus-wide Planning Minor, a collaborative minor between the Department of Landscape Architecture and the Department of Political Science, officially begins.
- Third-year student Katie Dunn is named a Udall Scholarship finalist.
- 2014 Randolph Hester appointed as Garvan Chair (Fall).
- Peter B. MacKeith named Dean of Fay Jones School of Architecture (July).
- Exhibit of photographs by Anne Whiston Spirn. "The Eye is a Door" on display in Fred and Mary Smith Gallery of Vol Walker Hall (Fall).
- "unEarthed: rediscovering the Fourche Bottoms," featuring work of landscape architecture students on display at studioMAIN, Little Rock.
- Fourth-year student Katie Dunn earns honorable mention in Goldwater Scholars competition; Dunn also named finalist in both the Harry S. Truman and Udall scholarship competitions.
- Third-year students Adel Vaughn and Mary Nell Patterson win Student Award in Envision Little Rock 2013 Competition.
- Fourth-year student Donna Freeman wins the ASLA Council of Fellows Scholarship.
- Third-year student Mary Nell Patterson conducts a 10-week service learning study abroad to Hope North, Uganda and Barefoot College, India, in collaboration with the University of Arkansas Honors College and Clinton School of Public Service.
- 2015 Mark Boyer resigns as Department Head to become Director of the Robert Reich School of Landscape Architecture, Louisiana State University.
- Associate Dean Ethel Goodstein-Murphree assumes duties of Interim Department Head while a national search is conducted for Professor Boyer's replacement.
- Helle Sørholt and John Bela of Gehl Studio (Copenhagen, New York, and San Francisco) appointed as Garvin Distinguished Visiting Chairs (Fall).
- Assistant Professor Kimball Erdman promoted to Associate Professor with tenure.
- Scott Biehle, ASLA, appointed Clinical Assistant Professor of Landscape Architecture.

Verna Garvan Society created to support Garvan Distinguished Visting Chair.

Assistant Professors Billig and Lickwar develop a new summer Study Abroad initiative, taking students to Istanbul, Turkey and Copenhagen, Denmark.

With approval from Board of Trustees, School name expanded to Fay Jones School of Architecture and Design to reflect broader educational mission and inclusivity of the academic unit in which Landscape Architecture is situated.

Fifth-year students Brittany Brown and Katie Dunn receive Honor and Merit design awards from Central States Region of the ASLA.

Hannah Moll, a fourth-year honors student, receives three awards for her design work from the Arkansas chapter of the American Society of Landscape Architects (Fall).

“Food City” Design, by University of Arkansas Community Development Center wins ASLA Honor Award.

“Shaking Hands with the Landscape” exhibition of second, third, and fourth-year studio work on display at campus Ann Kitrell Gallery, and off campus at the sUGAR Art Gallery and Ozark Society.

2016 Candidates for Department Head Interviews (February).

Landscape Architectural Studies (four-year) degree internal review.

Landscape Architecture Professional Program LAAB review.

2. Response to Previous LAAB Review

Describe the progress that has been made on the Recommendation 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 Suggestions for Improvement and provide an update.

Recommendations Affecting Accreditation

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| 1. Reconsider the program mission statement and the goals and strategies to include more explicit language as to what graduates are expected to be able to do (measureable learning outcomes). (Standard 1) |
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Response:

A committee of department faculty, chaired by Assistant Professor Billig, was charged to address the program’s mission, goals and strategies. Following more than two years of dedicated study, a revised statement was articulated, with particular attention to curricular objectives and measureable learning outcomes related directly to specific courses required for the BLA. In response too, assessment of measureable learning outcomes and their efficacy in influencing students’ learning experiences has become an integral part of our end-of-year (“super jury”) reviews. Please see Standard 1: Sections A, B, and C of this report for a full discussion of these changes.

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| 2. Resolve the question of permanent leadership for the Landscape Architecture program and fill at least one additional faculty line to ease instructional loads. (Standard 2) |
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Response:

Since the last accreditation, instructional loads have been eased by the addition of two tenure-track assistant professors, Phoebe Lickwar, PLA, ASLA, and Noah Billig, PhD, AICP. The award of tenure and promotion to the rank of associate professor to Carl Smith, PhD, chartered landscape architect (UK) and Kimball Erdman, PLA, has added further stability and emerging leadership to the faculty. The current faculty cohort is diverse in scholarly expertise and professional experience, well serving the instructional demands of the department at our current level of enrollment, but the Interim Department Head works closely with the Dean to assure that faculty needs will be assessed continually as/when enrollment growth mandates.

At the end of fall semester 2010, Interim Department Head Mark Boyer was granted a full and continuing (five-year) appointment to the position of Department Head, with promotion to the rank of full professor. In spring 2015,

however, Professor Boyer tendered his retirement from the University to accept the position of Director of the Robert Reich School of Landscape Architecture at Louisiana State University. By the end of the semester, Dean Peter MacKeith had secured the Provost's approval to conduct a national search to fill the vacated position, a search committee—chaired by Interior Design Department Head, Carl Matthews, and including all permanent members of the Landscape Architecture faculty together with representatives from our student body, alumni, staff, Garvan Woodland Gardens, and the University of Arkansas Community Design Center—was named, and a position description advertised by mid-summer. The Committee articulated a short-list of candidates for the position in December 2015, and interviews are scheduled to take place during February 2016. (See Standard 2: Section A, part 2 of this report for the position description.)

In the interim, Dean MacKeith, following consultation with the faculty, named Associate Dean Ethel Goodstein-Murphree, PhD and Professor of Architecture to assume the duties of Interim Department Head. As Associate Dean and a faculty member whose classes serve students in all of our school's academic disciplines, Dr. Goodstein long has worked closely with Landscape Architecture Department faculty and students, and knows the BLA curriculum well. Further, as we faced the reaccreditation visit, Dr. Goodstein's experience with professional program accreditations would serve the department well. Most importantly, Dean MacKeith made this appointment with a view toward assuring continuity in the teaching mission of the Department without turning to visiting or adjunct faculty, and respecting the research and creative practice trajectories of Landscape Architecture faculty, particularly those at the associate professor rank.

While it is always trying to lose a valued member of the Department, our faculty, students, and peers in our allied disciplines are optimistic about the addition of a new ingredient and the fresh perspectives that he will bring to the faculty community and leadership of the school. We aspire to name the new department head in advance of the April accreditation visit.

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| 3. Review the IT equipment situation in Memorial Hall and provide equal access to computer facilities in Vol Walker Hall for Landscape Architecture students. (Standard 9) |
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Response:

By the beginning of Fall semester 2013, the Department of Landscape Architecture vacated its quarters in Memorial Hall to join the allied academic units, the Department of Architecture and Department of Interior Design in a renovated Vol Walker Hall and its new addition, the Steven L. Anderson Design Center. With the move, access to all computer facilities and amenities, including other technical equipment, the wood and digital design shops, and media and materials collections became equally available to all students in all academic units of the Fay Jones School. (See Standard 7: Section A, part 2 and Section B, parts 1–4 of this report for detailed discussion of the impact of the new facilities with regard IT.)

Suggestions for Improvement

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| 1. Create or refine the student learning outcomes for the BLA courses, especially the final capstone project, and develop measures to assess outcomes. (Standard 1) |
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Response:

As noted in response to Recommendation 1, The Department's Mission, Goals, Objectives and Measurable Learning Outcomes (MLOs) were established through the efforts of a three-person departmental committee, charged in Fall 2011. The Mission, Goals and Objectives were completed in Spring 2013, and the MLOs were completed in Spring 2014. As the Committee worked through this process, individual faculty members were encouraged to refine them or develop specific course MLOs based on the Committee drafts for inclusion in studio and class syllabi. A departmental end-of-term curriculum review (also referred to herein as the "super jury") with outside critics at the conclusion of spring semester 2015 revealed that the departmental MLOs were quite broad, and that very specific outcomes that tie into departmental MLOs should be developed for each course. Refinement will continue, but an effective structure is in place.

Refinement of the capstone studio student learning outcomes began Fall 2010 with the creation of a matrix that allowed faculty and external reviewers to assess the competency of students completing the BLA program, thus reflecting on the effectiveness not only of the final studio but also the entire five-year curriculum. The capstone year 2014-15 (Fall 2014) saw an instructor change. Then, Judy Brittenum guided individual endeavors that ranged from planning projects to urban design; other projects emphasized ecological and sociological concerns as well as planning and design. Two of these projects won the Honor and Merit Awards in ASLA Four-State Convention (Oklahoma City, Oklahoma). The measures to assess outcomes were applied after outside jurors were invited to both the preliminary and final school juries. Students worked with not only the instructor of record, but also with individual faculty advisors. The more intense attention from classroom and outside professionals allowed students to work to a higher standard than in ordinary studio situations. By Fall 2015, a further change in the curriculum eliminated the individual capstone projects, restructuring the last required studio to a single project-based format. Also in Fall 2015, the final studio (LARC 5396, Senior Demonstration Project) was conducted by this year's Garvan Distinguished visiting professors, Helle Søholt and John Bela of Gehl Studio, as an interdisciplinary studio engaging both landscape architecture and architecture students in a collaborative urban design study. With support from the Fay Jones School Dean for the distinguished visitors (endowed) faculty line and increasing efforts to seek interdisciplinary collaboration in the fifth year across the professional curriculums, this studio sets an important precedent for capstone learning experiences in the future. Further, it builds upon conceptual frameworks for design thinking and interdisciplinary exchange as a requisite part of contemporary practice established in the collaborative foundation (first year) curriculum, implemented since Fall 2014.

2. Increase efforts to achieve progress in meeting the School's diversity strategic goal. (Standard 2)
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Response:

Increasing diversity throughout the Fay Jones School student, faculty, and staff populations is a continual challenge. Although student enrollment metrics do not evidence substantial increases among under-represented populations, our strongest efforts are being made with an eye toward improving future recruitment, through an annual summer Design Camp. The camps include faculty from Landscape Architecture, Architecture and Interior Design who work with high-school students to introduce the design professions. The camp has recently expanded operations to include one-week camps in both Little Rock, Arkansas, and in Hot Springs, Arkansas, the latter taking advantage of our Garvan Woodland Gardens as its site. The camps in central Arkansas were conceived specifically to draw from a more diverse population of students than we encounter in Fayetteville and Northwest Arkansas. We also continue to work with nearby Springdale High School's Architecture and Engineering Academy, with its proportionately high cohort of Hispanic and Marshallese students, in recruiting efforts. The Associate Dean and our student recruiter stay alert to events sponsored by the University's Center for Multi-cultural and Diversity Education, and participate whenever possible in their programs on campus and in outreach trips to central and east Arkansas. In Spring 2015, a National Organization of Minority Architecture (NOMA) Student Chapter was chartered in the school, which welcomes students from all disciplines. The School has supported student attendance at the national NOMA convention, and the Associate Dean attends NOMA's college recruiting fair annually. Our student population, however, is a model of gender equity with nearly equal numbers of male and female students; the Fay Jones School is a leader among the University's academic units in this regard.

3. Pursue the approval of the revised Tenure and Promotion Guidelines with the Provost. (Standard 2)
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Response:

In Fall 2013 a committee was formed to clarify, simplify, and update departmental Tenure and Promotion Guidelines. The revised guidelines were approved unanimously by the Department faculty in early Spring 2015, and, accordingly, forwarded to the Dean. In Fall 2015, the Dean created an all-school Governance Committee, charged with creating operational protocols for the Fay Jones School, including all-school tenure and promotion guidelines that will overarch the discrete department documents. We await next steps of this committee, scheduled to report its recommendations to the School faculty by mid-semester, with anticipation that our Tenure and Promotion Guidelines will require modification to be in compliance with any new protocols before they move forward in the chain of approval. (See Addenda G, Personnel Documents.)

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| 4. Review the current curriculum for course loads and sequences to provide the students opportunity to take professional electives earlier in the curriculum. (Standard 3) |
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Response:

The concomitant imperatives of instilling foundational disciplinary knowledge and achieving timely completion of the 35-hours university core, with its requirements in physical science, fine arts, humanities, and social sciences, remain central to our organizational logic for the first three years of the professional curriculum. The first (fall) semester of second year has been streamlined to reduce course load (though not credit hours) through decanting deep focus on graphic technique, experimentation and production from the Design III studio (LARC 3356) into the co-requisite Design Communications 1 class (LARC 2113). Historically this semester has offered the most challenging load to Landscape Architecture students. Course loads and sequences for students who pursue the new Planning minor, offered jointly by Landscape Architecture and Political Science, or the campus-wide Sustainability minor, both of which attract our students, demand careful planning with regard to both university core courses, which figure as requisites and pre-requisites in the respective minors, and professional electives (12 required hours for the BLA) and free electives (9 required hours for the BLA).

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| 5. Increase coverage of digital tools to better prepare students to meet entry level professional expectations. (Standard 3) |
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Response:

As part of the refinement of our foundation curriculum to a collaborative and interdisciplinary course of study in which all first year Fay Jones School students are taught together, (bringing Landscape Architecture students and faculty into a shared learning and teaching experience with Interior Design and Architecture students and faculty), we have moved the requirement for students to purchase a computer to the first year. Now, digital tools, including introduction to the Adobe Suite and Auto CAD, are part of the first-year collaborative studio experience, which also introduces the CNC router. The collaborative first year curriculum also includes a broad introduction to hand drawing techniques, and this has allowed the Landscape Architecture faculty to re-think the second-year Design Communications classes. By then, students are quite digitally proficient, consequently, there is now greater emphasis on the introduction and reinforcement of digital tools through the communications sequence, and in application with parallel and subsequent studios.

The most recent additions to our permanent faculty (Associate Professor Erdman, hired in 2009, Assistant Professor Lickwar in 2012, and Assistant Professor Billig in 2013) each brought new and distinct expertise in various digital tools. As a result, expectations were modified throughout the design studios to encourage more digitally produced and hybrid graphics. GIS, taught with the cooperation with Geosciences, was emphasized in an optional regional planning studio Spring 2012. The following year this studio was officially added to the curriculum as a required fourth-year studio. GIS training and its application to urban and regional design and planning projects remains fundamental to this course.

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| 6. Establish curricula ties with allied disciplines, especially architecture. (Standard 3) |
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Response:

Through the Department's commitment to engage in a collaborative foundation (first year) curriculum, taught cooperatively with the allied disciplines of Interior Design and Architecture, ties with our peers in related professional programs in design never have been stronger. In addition to the collaborative first year studio mentioned above, all first year Fay Jones students enroll in two "design thinking" courses, one focused on technology, the other on history of the made environment, that instill a common body of knowledge about the natural and made environments that, we trust, will open further opportunities to bring students back together later in their respective curriculums, with both shared understandings and discrete domains of disciplinary knowledge. The interdisciplinary fifth-year studio offered this fall (2015), mentioned above (see Suggestion 1) offers a pedagogical model for the quality and depth of work among the allied disciplines in the Fay Jones School that we hope to achieve. Additionally, Fay Jones School professional electives offer students from all three design disciplines more opportunities for collaborative learning. Needless to say, the influence of our new building is apparent in the current synergy among the design disciplines, which is reaping benefits not only in teaching, but also in collaborative research projects that involve Landscape Architecture faculty in creative and scholarly

activities with peers in Interior Design and Architecture, and shared social and outreach activities among our student organization.

Since the last accreditation, the faculty also has been committed to, and has been successful in, initiating and contributing to collaborative teaching endeavors across the curriculum. For example:

- LARC 5043, Summer 2010/Spring 2012/Spring 2014 – Elective/Special Topics class focusing on sustainability in housing and community design, includes students from Landscape Architecture, Architecture, Interior Design and Environmental Engineering, including co-teaching between LARCH and ARCH faculty.
- LARC 2346 Design IV, Spring 2011 – West Memphis Memorial Design, a collaborative exploration of design narrative including Landscape Architecture and Architecture faculty and students.
- LARC 4376 Design VII, Fall 2010/Fall 2012 – Site analysis and developing community identity projects; respectively collaborative projects between students of Landscape Architecture and Horticulture and Landscape Architecture and Interior Design.
- LARC 3356 Design V, Fall 2013 – A collaborative Interior Design and Landscape Architecture project for the integrated redesign of site and building for Marvin's Grocery Store in Fayetteville.
- LARC 303V Regional Planning Studio, Spring 2012 – This new studio (which became LARC 5386 – Design VIII) had Architecture and Geography (graduate) students.
- LARC 5493, Land Use and Environmental Planning Seminar, Spring 2014, 2015, and 2016 – A new seminar that attracts an interdisciplinary group of students from throughout campus, but particularly from the Department of Architecture.
- LARC 4033, Landscape Architecture Theory, Fall 2013, 2014, and 2015 – This new required course routinely attracts Architecture students.
- LARC 303V, Public Participation in Design and Planning, Summer 2012 – This course (now LARC 4743) taught theory and techniques of public participation in design and planning scenarios, attracting Landscape Architecture, Architecture and Political Science students.

In Spring 2012 a Historic Landscape Preservation elective was taught and a grant-funded documentation project was completed that utilized staff, equipment, and expertise from the University's Center for Advanced Spatial Technologies (CAST). This course was repeated in Spring 2014, again in collaboration with CAST on a different grant-funded project. A second Historic Preservation elective was co-taught Spring 2014 by Architecture and Landscape Architecture faculty. The creation of an interdisciplinary minor in Preservation Design, currently in the University approval chain with expectations of implementation in Fall 2017 will intensify collaboration among Landscape Architecture, Interior Design, and Architecture faculty and students as well as with campus partners in History and Historical Archaeology.

A Planning minor was created jointly in the Landscape Architecture and Political Science Departments. This has attracted students from across campus, as well as a number of Landscape Architecture and Architecture students. Transdisciplinary interests in Sustainability also continue to open corridors for cooperation beyond the Fay Jones School, in service of the campus-wide Sustainability minor, for which our courses LARC 5493, Environmental Land Use Planning; LARC 5386, Design VIII; and LARC 4743, Public Participation in Design and Planning are electives, and as evidenced by a fast-developing relationship with Biological Engineering, currently a partner in Associate Professor Smith's second-year (LARC 2346) design studio.

7. Provide faculty the opportunity to offer courses related to their scholarship and creative interest. (Standard 3)

Response:

It is the contention of the Landscape Architecture faculty, noted in written responses to the 2010 Visiting Team's suggestions, that they do offer, and always have offered, elective and required courses related to their scholarly interests and professional expertise. As a small faculty, we must make the provision of courses required for timely completion of the BLA a priority, which does limit opportunities for teaching professional electives during the fall and spring semesters for some of our faculty members, but studio assignments, to the greatest extent possible

are tailored to resonate with faculty interests. In short, all teaching assignments are made with attention to both enrollment management and faculty desires. For example:

- LARC 4376 Design VII, has a malleable urban design focus that has provided ample opportunities for the instructor to introduce aspects of research and scholarship, including Associate Professor Smith's expertise in public perceptions of relatively compact housing density in burgeoning/urbanizing regions.
- LARC 5043 Elective/Special Topics as developed by Associate Professor Smith, is a class wholly focused on the study and application of sustainable housing principles, including design for low energy, resident health and well-being, ecological capacity and improved life-cycle profiles.
- LARC 3356, Design V, taught by Assistant Professor Billig in Fall 2011, 2013, and 2014, relates closely to his research in public participation and environmental-behavior theories.
- LARC 4743, Public Participation in Design and Planning, taught by Assistant Professor Billig, relates closely to one area of his research.
- Assistant Professors Lickwar and Billig were given the opportunity to create a new study abroad option for LARC 3933, Cultural Landscape Studies, and LARC 4123, Urban Form Studies, which takes advantage of their respective interests in Istanbul and Copenhagen.
- Associate Professor Erdman, a landscape architectural historian and preservationist, teaches the two-semester History of Landscape Architecture survey each year. He also teaches a historic landscape preservation elective every other year (Spring 2012, 2014, 2016) and frequently works with individuals and small groups in preservation-related independent study classes (Spring 2011, 2012, 2014).
- Associate Professor Brittenum, widely published on planting design and its changing perceptions about its role in professional practice and landscape architectural education, offers our Planting Design course, LARC 3914.
- Associate Professor Brittenum, currently teaching Professional Practice (LARC 5613), spent three years gathering data on all professional practice courses taught in U.S. BLA and MLA programs for the ASLA Professional Practice Committee on which she served.
- Assistant Professor Lickwar, a gifted photographer as well as landscape architect, is a valued member of the first-year collaborative studio teaching team, and the author of much of the curriculum in the Design Communications I and II second-year sequence. She also has offered upper-level professional electives that explore digital and hand representation relative to site studies and fieldwork.

8. Increase opportunities for adjunct faculty to participate in curriculum development and evaluations. (Standard 4)

Response:

Adjunct and visiting faculty currently are invited to participate in Department meetings and all-school meetings, many of which address curriculum development, learning and curriculum assessment, and the creation of new programs and curricular initiatives. In some instances, visiting and part-time faculty members have been retained because they infuse our program with unique skill sets and perspectives, derived from their professional experience and/or research and creative practices. For example, in Fall 2015 Adjunct Lecturer Carpenter was engaged to teach LARC 2113, Design Communications, specifically to advise full-time faculty in the delivery of innovative and practice-ready graphical skills and techniques specific to digital graphics that have currency in cutting-edge offices and graduate studios.

9. Establish a program advisory committee to keep faculty and students apprised of changing trends in practice. (Standard 6)

Response:

The Fay Jones School Professional Advisory Board is composed of alumni, practitioners, and allied professionals who give generously of their time and expertise to share perspectives on emerging trends in practice with our administrators, faculty, and students. It has been an active and productive part of the Fay Jones School community for at least 25 years. Typically numbering 45 members, each Department Head is responsible for recommending appointment to the board. Meetings are held twice each year (Fall and Spring semester) on campus where opportunities are provided for members to interface formally and informally with students and faculty. In addition to meeting as a committee of the whole, the Landscape Architecture Professional Advisory

Board meets discretely with the Landscape Architecture Department Head to discuss issues specific to our curriculum, with especial attention to our students' preparedness for practice; to the greatest extent possible, faculty are invited to join in these discussions. Invitations to studios and lecture classes always are offered, and lunch with students is a favorite event on the itinerary for board members. We also have hosted board-member lectures, roundtable activities, and engaged in a service-learning day with board members, students, and faculty. Twice in recent history, landscape architects have chaired the professional advisory board (James Richards, FASLA, 2011-2013, and Scott Emmelkamp, ASLA, PLA, LEED AP, 2013-2015).

10. Expand the pool of adjuncts, lecturers and critics to include disciplines other than Landscape Architecture, for example engineers, architects, fine arts, planners, and scientists. (Standard 7)

Response:

In addition to reaching into the larger academic and professional communities to diversify the pool of adjuncts, lecturers, and critics that contribute to our program, recent hires have brought some of the above-suggested disciplinary diversity to our faculty mix with colleagues whose training in allied disciplines (Assistant Professor Billig, urban and regional design, psychology; Assistant Professor Lickwar, fine arts) with accredited professional degrees and experience in landscape architecture. So too, guest critics and guest lecturers for studios since the last accreditation include a Montessori school director, a public middle school principal from an ethnically diverse school, two directors of local watershed non-profit organizations, an ornithologist from the Audubon Society, and a high school teacher with knowledge of an historic local landscape. Horticulture lecturers are regularly participants in planting design (LARC 3914). Other specific examples of such collaborators are:

- LARC 2446 Design III – Fall 2015 spent the majority of the semester working with National Park Service staff, and occasionally Native American cultural experts, redesigning an overlook commemorating the Trail of Tears in Fort Smith, Arkansas.
- LARC 2336/3356/4376 Design III, V, VII Vertical Studio – Fall 2014 drew in scholars and experts from the fields of natural sciences, parks and recreation, and history.
- LARC 4376 Design VII – Fall 2010/Fall 2011/Fall 2012/Fall 2013 – Brian Teague, Civil Engineer and President of Community By Design, Fayetteville, gave seminars on the benefits of new urbanism versus standard post-World War II planning, and co-led 'New Urbanism' section of St. Louis MO field trip, desk-critiques, and final jury critiques.
- LARC 4376 Design VII, Fall 2011 – Tim Busse (New Town St. Charles, Town Architect) and Lawrence Finn (COO, The Village at Hendrix) led guided tours to, respectively, New Town St. Charles, MO and The Village at Hendrix, Conway, AR.
- LARC 4376 Design VII, Fall 2012 – Tim Walker (Graphic Designer, Principal and Founder, Doxa Graphic Design) provided a guest-lecture on urban branding.
- LARC 4376 Design VII, Fall 2013 – Frank Jacobus, Architecture Professor, served as guest critic for the Regenerative Urbanism project at Porta Portese, Trastevere, Rome.
- LARC 5042 Elective/Special Topics class on sustainable housing, Spring 2014 – Jason Wright (Architect and Partner, Modus Studio) and Jill Anthes (Architect and Campus Planner, University of Arkansas) were guest critics.
- LARC 5053 Historic Landscape Preservation – involves collaboration with experts from many disciplines including architecture, geosciences, archeology, library sciences and history.
- LARC 5613 Professional Practice, Spring 2015 – Jerany Jackson, a University of Arkansas graduate BLA and President of Council of Landscape Architectural Registration Boards, provided a guest lecture.

11. Overtly embrace collaboration with established design professionals outside of Landscape Architecture. (Standard 7)

Response:

As will be demonstrated in this report, and as articulated specifically above in responses to Suggestions 6 and 10, in collaborative teaching, interdisciplinary research endeavors, and in service to the community and the institution, the Department, its faculty and its student embrace an understanding and appreciation of multi-disciplinary, interdisciplinary, and trans-disciplinary ways of knowing and ways of working. The much-referenced collaborative

studio and the synergy created by the working environment of the renovated and expanded Vol Walker Hall speak eloquently and clearly to the strides that have been made in connection to suggestion 11.

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| 12. Establish ways to engage students in the Community Design Center projects to perhaps include establishing elective studios with the Center. (Standard 8) |
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Response:

As the Community Design Center (UACDC) continues to undertake projects centered on issues that are critical to the study and practice of landscape architecture (urban agriculture, low-impact development, watershed management, downtown reclamation, and resilient design for example) arguments are readily made for making strong connections between the UACDC and Landscape Architecture students; the UACDC engages Architecture students in advanced (fifth-year) studios every semester. Heretofore, however, the curricular structure of the Landscape Architecture studios limited opportunities for formal participation. With the elimination of the fifth-year capstone project (See Suggestion 1 above) and increased emphasis on multi-disciplinary design studios at the foundation and advanced levels of the curriculum respectively, we are optimistic about future opportunities, with the possibility of integrating Landscape Architecture students into the UACDC studio as early as Fall 2016. In the meantime, UACDC director, Distinguished Professor Steve Luoni, engaged actively in reviews of urban design work executed by the Fall 2015 fifth-year design studio, led by Gehl Studio, and Landscape Architecture faculty, , have been participating actively in UACDC final reviews, providing foundational relationship building that is essential in order for productive learning partnerships to emerge. For example, Assistant Professor Billig and Associate Professor Smith contributed to UACDC final reviews of such projects as the Little Rock Creative Corridor “Cities without Urbanism,” and the reconceptualization of Edward Durell Stone designed (but unexecuted) water gardens at Greers Ferry Lake, Arkansas. Also, Associate Professor Smith was a reviewer of UACDC’s award winning book, *Low Impact Development: a design manual for urban areas*.

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| 13. Establish ways to engage students in community-based projects directly involving public agencies. (Standard 8) |
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Response:

Ample evidence in studio projects, elective courses, honors theses, and service learning endeavors by the student ASLA chapter point to increased and meaningful engagement in community-based projects and mutually beneficial relationships with public agencies.

As a result of both the establishment of an office of its Rivers, Trails, and Conservation Assistance Program, led by Guy Headland in the Fay Jones School and felicitous relationships with program staff connected to local sites as well as in regional offices, the Department’s collaboration with the National Park Service (NPS) warrants particular mention. All of Associate Professor Erdman’s preservation classes (LARC 5053) have featured community-based projects involving the National Park Service (Rohwer Memorial Cemetery, a National Historic Landmark and NPS grant-funded project; Rohwer Relocation Center, NPS grant-funded project; Rush, Arkansas; Buffalo National River). Documentation projects for historic landscapes and involving state and national agencies also have been conducted in Flint, Oklahoma, Siloam Springs, Arkansas, and Clover Bend, Arkansas. In the design studios, the Fall 2014 Vertical Studio (LARC 2336, 3356, 4376 second-, third- and fourth-year vertical studio project) at Mt. Kessler (an area at the edge of Fayetteville of steep bluffs and rock-covered woodlands with miles of nature trails that traverse through stands of old-growth forest, rock out-croppings and many native flora and fauna species; the area presents approximately 376 acres of undeveloped land to the public) was sponsored through Guy Headland of the above-mentioned Rivers, Trails, and Conservation program, and involved the production of outputs, landscape character maps and report, for the NPS. The Fall 2015 Design III studio (LARC 2336) worked with the Fort Smith National Historic Site to explore possibilities for the redesign of an overlook commemorating the Trail of Tears in downtown Fort Smith, Arkansas. Future National Park Service collaborations are in the planning stages for Pea Ridge National Battlefield and Little Rock Central High School National Historic Site; discussions have just begun with the NPS Albuquerque regional office about potential involvement for us in documentation of the world heritage site, Carlsbad Caverns.

Studio projects have purposefully engaged students in the real problems of Arkansas cities and towns and their stakeholders, including studies of Pottsville, (LARC 2346, Spring 2015); Pine Bluff, LARC 3366, Spring 2015),

Northwest Arkansas watersheds and counties (LARC 5386 Design VIII, Spring 2012, 2013, 2014, 2015, 2016); Springdale, Arkansas (LARC 3356 Design V, Fall 2012 and 2013), and Fayetteville (LARC 3356/4376 vertical studio, Fall 2015; LARC 2336/3356/4376 vertical studio, Fall 2014; LARC 3356, Fall 2011). Also, students have taken advantage to participate in design competitions sponsored by municipalities, including Mary Nell Patterson and Adel Vaughn's winning entries for the City of Little Rock's "Envision Little Rock" competition (the design of a gateway to the city in recognition of John Nolen's 1913 plan, in 2013). Similarly, honors students pursue thesis topics embedded in the study of local issues that foster further connections, for example William Towle's "The new American landscape: beyond bollards and barricades" (2012) that uses a site in nearby Rogers, Arkansas to test its thesis about the impact of LEED and SITES guidelines, and Donna Freeman's "Cultivating dreams: examining community involvement and satisfaction in Fayetteville farms" (2015) which investigated urban agriculture. With substantial representation of program alumni on the staffs of local city planning agencies, including leadership positions in Fayetteville (in both City Planning and Parks), Bella Vista, and Bentonville, and faculty actively contributing to local planning initiatives (for example, Associate Professor Smith's work on the Razorback Greenway trails system) we anticipate continuing to make further and deeper connections.

<p>14. Establish ways to support and engage students more directly in the use of the Garvan Woodland Gardens. (Standard 8)</p>
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Response:

We regret that the physical distance between the gardens in Hot Springs, and our campus (a four-hour drive under the best of circumstances) presents practical limitations to involving students directly in the work of Garvan Woodland Gardens (GWG). Since the last accreditation, the Fay Jones School Dean(s) have worked productively with GWG Executive Director, Bob Bledsoe, to put the gardens on a sound financial foundation, which in itself bodes well for intensifying cooperative programs. The most visible sign of collaboration was the participation of Landscape Architecture students in the design of topiaries for a "Mystic Creatures Display" featured at GWG in summer 2014 and 2015. (See: <http://news.uark.edu/articles/24176/garvan-woodland-gardens-presents-mystic-creatures-summer-display>.) Offering one session of our summer Design Camp at the gardens (See Suggestion 2 above) also brought Fay Jones School faculty, together with students serving as teaching assistants for the camp, in close collaboration with GWG staff, including operations director, Becca Ohman, a graduate of the BLA program. Ms. Ohman also has been in regular consultation with the faculty as a member of the search committee charged with identifying our next Department Head. Although plans are not yet set, we hope to facilitate participation of students and faculty in the installation of this spring's "Enchanted Forest: Art in Wild Spaces," a landscape art installation by W. Gary Smith, FASLA scheduled for April 25-29, 2016. Future directions include exploration of (and fund-raising for) summer internships for Landscape Architecture students, in both educational programming and planting design.

As the gardens grow, the input of the Department has offered important perspectives on design and planning through the participation of the Department Head and a faculty member, Associate Professor Brittenum, on the Garvan Woodland Gardens Design Review Board, a group in which Dean MacKeith also has been actively engaged.

Although the School always has been deeply engaged in the stewardship of the gardens and the development activity required to support it, tying the advancement potential of the gardens directly to the Department and its students has been a long-standing goal. Early in 2015, with the leadership of the Dean and our advancement team, the Verna Garvan Society was created to both commemorate Ms. Garvan's legacy and build support for Landscape Architecture students through enhancement of the Garvan Distinguished Visitors funds. The Society was launched with a gala dinner in September at which the Dean, the Interim Department Head, and Associate Professor Brittenum had the opportunity to address friends and supporters about the special relationship of the gardens and the Landscape Architecture program.

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| 15. Initiate an update of the IT equipment and services for the Landscape Architecture program, including student workstation access to school's input and output devices. (Standard 9) |
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Response:

Updating of all IT equipment and services for the Landscape Architecture program we accomplished with the move of the Department to Vol Walker Hall and the centralization of IT services for the Fay Jones School. Campus-wide upgrades and new leadership of campus Information Technology Services also have contributed to improvements in the IT services that we can provide to students, faculty, and staff. More specifically, a new design studio (LARC 5386, Design VIII) that uses GIS was developed in Spring 2012. As part of this course, ArcGIS software was installed on three studio computers in the 2011-12 and 2012-13 school-years. In the 2013-14 school year, ArcGIS software was installed on nine computers in the new Vol Walker computer lab. In addition to this, students taking LARC 5386 have had class in and access to GIS labs in the Center for Advance Spatial Technology (CAST) in the JB Hunt Building. (See Standard 7: Section B of this report; see also www.its.uark.edu.)

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| 16. Pursue funding to accomplish the planned renovation of Vol Walker Hall and engage the Landscape Architecture program in planning process for the renovation and addition. (Standard 9) |
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Response:

The planned renovation of Vol Walker Hall, and the construction of its addition, the Steven L. Anderson Design Center, began at the conclusion of the Spring 2011 semester, with substantial completion achieved in time for Fall 2013 classes to be held in the new and renewed facilities. Both public and private funds supported the project. During summer 2013, the Department of Landscape Architecture fully moved its administrative and faculty offices to Vol Walker Hall and has offered all of its courses, including the design studios, within the building, now a model for collaborative teaching, research, and learning. (See Standard 7: Section A of this report.)

3. Describe current strengths and opportunities

Physical and Institutional Context

Arkansas is known as “The Natural State,” abounding with stunning, wild beauty in its two national forests, national parks, 52 state parks, and along the scenic Buffalo National River. Although rapid and sometimes unchecked growth in the northwest corner of the state that is home to the University of Arkansas has seen the disappearance of significant parts of an historically agricultural landscape, the area is among the most economically sound in the state, and by some measure, in the country, with the international headquarters of Walmart stores and Tyson Foods long-established anchors of commerce in the region. Northwest Arkansas also generates one of the greatest tourism economies in the state. The opening of Crystal Bridges Museum of American Art, in Bentonville (approximately 30 minutes from the campus) has made Northwest Arkansas a new destination in arts tourism, and added incalculable value to the learning opportunities of our students. Study of a Louise Nevelson sculpture, part of its impressive collection, is a staple of the first-year foundation design studio curriculum. The issues facing the State of Arkansas are primarily water quality issues, urban sprawl, and town redevelopment within the context of both protected and unprotected natural environments that often feed into the state’s tourism industry. The Landscape Architecture Department continues to pursue a direction of environmental awareness and landscape change through public service and projects reflecting low impact site development.

The Carnegie Foundation categorizes the University of Arkansas, the flagship campus of its university system, as a research institution with “very high research activity,” placing the University among the top 108 universities nationwide and in a class by itself within the state of Arkansas. Currently, the University serves a population of 26,754 students (Fall 2015). This growth of more than 7,000 students since the last accreditation is accompanied by proportionately rising academic preparedness of its entering undergraduate classes, and the vitality of the region in which the University is situated. The campus, situated on 345 acres overlooking the Ozark Mountains, its eastern boundary on the edge of Fayetteville’s “arts and entertainment” district, is a visible and respected component of the community. While the city’s historic downtown square is a picturesque icon of Chamber of Commerce literature, we are especially aware of Fayetteville’s rich collection of mid-century modern architecture, including important works by our School’s namesake, Fay Jones. The house Mr. Jones designed and built for his family in 1956 recently has been endowed to the School, opening unique opportunities for study of this period’s

works and values. Together, the campus, the townscape and the spectacular natural landscapes of the Ozarks nearby constitute a very special arena for professional education in the design disciplines.

The Fay Jones School of Architecture and Design is one of ten colleges and schools that house academic programs on the Fayetteville campus, including: the Dale Bumpers College of Agricultural, Food and Life Sciences, the J. William Fulbright College of Arts and Sciences, the Sam M. Walton College of Business, the College of Education and Health Professions, the College of Engineering, the School of Law, the Honors College, the Graduate School, and the Global Campus (formerly the School of Continuing Education and Outreach). As a land-grant university, the University of Arkansas strives to fulfill a three-fold mission of teaching, research, and service. In addition, as the flagship of the University of Arkansas System, the Fayetteville campus serves as the state's major center of liberal and professional education and as Arkansas's main source of theoretical and applied research. In this institutional framework and within the curricular context of an excellent professional design education, we provide a vital school-wide design culture and educational environment grounded in critical design thinking, multidisciplinary collaborations and civic engagement.

Resources

A New Home for the Landscape Architecture Department

Since Fall 2013, the Department of Landscape Architecture has been housed in a renovated and expanded Vol Walker Hall, where it joins the Departments of Interior Design and Architecture. For the first time in its history, all three of the academic units of the Fay Jones School are situated under the same roof, and we enjoy a new synergy in our relationships with our faculty and student peers in the allied disciplines, as well as benefit from a new proximity to all of the resources, many of them also new, of the School.

Standard 7: "Facilities" of this report details the functions and amenities of our building. Nevertheless, discussion of the character of the project that brought Landscape Architecture from its former quarters in Memorial Hall to this enhanced situation is warranted. Few building types wield as much power in the shaping of the made environment as a School of Architecture. Such a building is an incubator for its students, the emerging professionals who will be entrusted with the profound task of editing the historic built environment—determining what will be saved and what will be sacrificed. When its home, Vol Walker Hall, demanded intervention, not only to improve the infrastructure of the former University Library (completed in 1935), but also in response to program growth, changing methods of knowledge delivery and design praxis, and contemporary standards of accessibility and sustainability, the Fay Jones School seized the opportunity to provide its students with a didactic model for negotiating an icon of the past with the promise of the future. With its addition, the Steven L. Anderson Design Center, the project demonstrates in its design and construction best practices in both contemporary design and historic preservation.

Unquestionably, students and faculty of the Fay Jones School long will benefit from the palpable discourse between the present and the past that has been achieved in the design of the Steven L. Anderson Design Center. For the larger campus community, those lessons of negotiating an icon of the past, with the promise of the future, and the critical present will prove equally compelling in the harmonious integration into the fabric of the campus of the Steven L. Anderson Design Center—at once bold in its contemporary aesthetic and construction, but respectful in its scale, proportion, and sense of historic place.

Garvan Woodland Gardens

Garvan Woodland Gardens, formerly called Twentieth Century Gardens, was partially bequeathed to the Department in 1985 (35 acres) and fully bequeathed upon Mrs. Verna C. Garvan's death in 1993. In total, the bequest encompasses 210-acres of woodland botanical garden on Lake Hamilton, 150 miles south of Fayetteville, supported in part by a \$4.5 million endowment. In keeping with the donor's wishes, interest from the endowment is used to plan and operate the garden for public use as well as for student scholarships, and to provide for a visiting faculty, the Verna C. Garvan Distinguished Chair. The gardens are managed by an Executive Director who reports to the Dean of the Fay Jones School.

Garvan Woodland Gardens' mission is to preserve and enhance a unique part of the Ouachita (valley) environment; provide people with a place of learning, research, cultural enrichment, and serenity; develop and sustain gardens, landscapes, and structures of exceptional aesthetics, design, and construction; and partner with

and serve communities of which the Gardens is a part. Subsequent gifts to the gardens have assured its evolution, in accordance with a master plan (overseen by a Design Review Committee on which the Department and the School have representation), as a world-class botanical garden, including now a Japanese Garden, a Children's Garden, and a (planned) rose garden. Visible annual events including a holiday lights program and a spring tulip extravaganza bring additional acclaim to the gardens as do its architectural amenities, including a pavilion by Fay Jones, and a chapel by his successor firm Jennings + McKee.

University of Arkansas Community Design Center

The University of Arkansas Community Design Center (UACDC) was founded in 1995 as part of the Fay Jones School of Architecture. Situated off-campus on the downtown square, the UACDC firmly places the interests of the Department and the School in a visible position in the public sector of our community. The Center advances creative development in Arkansas through education, research, and design solutions that enhance the physical environment. It has provided design and planning services to more than 45 communities and organizations across Arkansas, helping them to secure nearly \$65 million in grant funding to enact suggested improvements. In addition to revitalizing historic downtowns, the Center addresses new challenges in affordable housing, urban sprawl, environmental planning, and management of regional growth or decline. Recent UACDC projects have included affordable "green" neighborhoods for Habitat for Humanity; scenario planning to envision new forms of urbanism, including regional light rail and urban-based food systems in Northwest Arkansas; and arts district planning in Little Rock and Fayetteville. The Center's professional staff members are nationally recognized for their expertise in urban and public-interest design, and their work has received more than 100 design awards, including four ASLA Honor Awards for Analysis and Planning during this accreditation period. UACDC services are enhanced by collaborations with the Department of Landscape Architecture, the Department of Biological and Agricultural Engineering, the Center for Business and Economic Research in the Sam Walton College of Business, the Arkansas Forestry Commission, Audubon Arkansas, and Wal-Mart Stores, Inc.

Curriculum and Learning Experiences

- Opportunities in the BLA Program

With a view toward producing well-rounded, entry-level landscape architecture graduates, the program curriculum balances the learning objective of providing foundational disciplinary knowledge in landscape architecture with ample flexibility through elective coursework for students to pursue sub-disciplinary areas of knowledge that prepare them for work in specialized areas of the profession, or continuing their professional education in graduate school. In addition to nine semesters of design studios and two semesters of related design communications courses, there are four semesters of construction studios augmented by coursework in planting design and horticulture, three lecture courses in history and theory, 27 credits (nine courses) in professional and free electives, and a required summer study abroad program that contributes to the history/theory educational component as well as fostering cultural diversity and awareness of urban design and planning. While several students successfully have completed graduate studies after receiving their BLA, most enter the profession upon graduation. In both required and elective coursework, students are exposed to interdisciplinary and cross-disciplinary frameworks for learning. This is a testament to the faculty's commitment to do so, and their success in initiating and contributing to collaborative teaching and research endeavors across the curriculum and across the School.

- Faculty and Students

The strength of our faculty stems from its diversity, and depth in sub-disciplinary areas and emerging domains of knowledge including urban and regional planning, cultural resource management and landscape preservation, sustainable planning in community and housing design, and public participation in environmental design. All the faculty present peer-reviewed papers on a consistent basis, are now or have been involved in practice, and maintain ties with CELA and ASLA as well as other learned societies specific to their research interests; but, most importantly, they are all dedicated to teaching as well as to the profession. A low student:faculty ratio and proactive strategies for advising and mentoring encourage close student-professor relationships, and the students appreciate the collaborative spirit of exchange and learning between students and faculty. Our small size facilitates communication and collaboration and fosters a positive climate for intellectual and creative growth that extends beyond our Department into the larger Fay Jones School.

- **Honors College Distinction**

All qualified Fay Jones School students (those presenting a 28 ACT or 1240 SAT and a 3.5 high school GPA), have the opportunity to participate in the University Honors College. The Honors College partners with each undergraduate college or school on campus to create a community of students and faculty who share a passion for learning, and to promote meaningful undergraduate research experiences. In addition, the Honors College provides exceptional financial resources for its students in scholarships, fellowships, grants, and, of especial interest to our students, support for international study travel. Currently Landscape Architecture honors students complete a written academic thesis as well as fulfilling a requirement for advanced honors courses. During the 2015-16 academic year, a committee, under the direction of Fay Jones School Honors Director Assistant Professor Noah Billig, is studying ways to unify and enhance the honors experience across the Fay Jones School.

- **Study Abroad**

Each student in the professional programs in Landscape Architecture, Architecture and Interior Design is required to complete an approved off-campus study experience focusing upon complex urban relationships, and fostering cultural diversity. For Landscape Architecture students, participation in a summer study in Europe fulfills this requirement. While we have taken advantage of the School's facilities in Rome, the University of Arkansas Rome Center where we lease space in the Palazzo Taverna, last year the Department piloted an alternative study abroad program in Istanbul and Copenhagen. Study abroad, without question, is a life changing experience for our students.

- **Fay Jones School Lecture Series**

The School of Architecture and Design is fortunate to have a lecture series, funded in part by such friends of the school as Polk Stanley Wilcox Architects, Don & Ellen Edmondson Endowment, Lewis Architects and Engineers, Cromwell Architects and Engineers, and Kevin Roche, John Dinkeloo. The Dean funds at least two landscape architect lecturers per year and many professional landscape architects have participated in the School's lecture series, including since the last accreditation, Gina Ford, Anne Whiston Spirn, Helle Sørholt (Gehl Architects/Urban Quality Consultants), Randolph Hester, Thomas Woltz, Susannah Drake, Don Munro, Christine Ten Eyck, Elizabeth Thomas, Frederick Steiner, and James Patchett. The lecture series also features scholars and practitioners whose interdisciplinary reach is of particular significance for landscape architecture, including Michael Sorkin, Juhani Pallasmaa, Sarahy Williams Goldhagen, Tod Williams & Billie Tsien, Kenneth Frampton, and Gwendolyn Wright.

4. Describe current weaknesses and challenges.

Decreasing Student Enrollment

The most significant challenge that is faced by both the five-year accredited degree program and the related four-year (non-accredited) Landscape Architectural Studies program, is an overall decline in student enrollment across the department. We are aware that this pattern is shared with our peer institutions across the country, at both the undergraduate and graduate level, according to statistics shared at the academic program directors meeting at the ASLA national conference last fall (2015). Addressing student recruiting and advocacy for landscape architecture that is intrinsic to that recruiting are constant concerns. Enrollment management reports (consulted at the end of January 2016) indicate the Fall 2016 new student enrollments are improving slightly (relative to Fall 2015) but remain disappointing, with eight students admitted to the professional program, one with stated intent to enroll, and three applied but not yet admitted. This compares to 149 admits to the professional program in Architecture with 22 declared to enroll, and 80 admitted in the professional program in Interior Design with 13 declared to enroll.

Representation of Under-Represented Populations

Although the Fay Jones School as a whole shows an admirable representation of under-represented populations among its students, either meeting or exceeding university averages, there are few Hispanic or African American students in the Department. While women faculty and students are well represented in the Department, we share the School's challenge of attracting faculty from other under-represented populations. See Standard 2, Item C, "Commitment to Diversity" for current strategies to address this challenge.

Regional and National Identity

In order to boost the enrollments and insure the continued viability of both the professional program and the four-year Landscape Architectural Studies degree, the Department must create a more potent regional and national identity.

External (Endowed) Support

Working with the School's advancement team, we seek additional external support (ideally endowed funds), in order to add more lectures that feature issues directly pertinent to landscape architecture to the School's lecture series.

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

Addition of Interior Design to the Fay Jones School

In July 2010, the Interior Design program, previously situated in the Department of Human Environmental Sciences of the Dale Bumpers College of Food, Agricultural and Life Sciences, joined the departments of Landscape Architecture and Architecture in the Fay Jones School of Architecture. The program was granted the status of a discrete department in July 2013.

Collaborative First Year Curriculum

An integrated foundation (first year) curriculum has been created that engages all Landscape Architecture, Architecture, and Interior Design students in a collaborative design studio curriculum and Design Thinking courses, focused on building technologies and history of the made-environment.

First-Year Experience

Adaptation of first year experience course, University Perspectives, from an all-campus curricular model to one that includes more discipline-specific knowledge about Landscape Architecture, Architecture, and Interior Design as professional courses of study, including alternative career paths (notably cultural landscape management and historic preservation design, urban and community planning, sustainability and resilience planning, business leadership and entrepreneurship) for which BLA graduates are particularly well suited.

Expanding Elective Opportunities

More courses (both electives and required courses) are being taught that attract students from multiple disciplines. This includes regularly taught required courses: LARC 4033, Landscape Architecture Theory; LARC 5386, Design VIII; LARC 3413, History of Landscape Architecture I; and LARC 4413, History of Landscape Architecture II; and professional electives: LARC 5493, Environmental Land Use Planning and LARC 5053, Historic Landscape Preservation that are attractive to students throughout the Fay Jones School and in allied disciplines across campus.

Creation of Planning Minor

A campus-wide Planning Minor was created, jointly administered by the Landscape Architecture and Political Science Departments.

Appointment of Dean Peter MacKeith

In July 2014, Peter MacKeith was appointed Dean of the Fay Jones School, and with the transition to new leadership came a period of renewal and reassessment of all endeavors. To the benefit of Landscape Architecture students, liberal education models that make the arts and sciences integral to professional education are greatly valued; so too are opportunities for cross-disciplinary and inter-disciplinary endeavors in learning and research for both students and faculty members. Dean MacKeith also has stimulated new thinking about school-wide minor fields of study, graduate education, and international education, all of which will have ramifications for our thinking about the professional program in Landscape Architecture, and afford great opportunities for our students and faculty. To date:

- In July 2015, the School's request to change its name to the Fay Jones School of Architecture and Design, to more fully reflect the breadth and diversity of our programs, was granted full approval by the University of Arkansas Board of Trustees and the Arkansas Department of Higher Education.
- Each academic unit has been charged with exploring and assessing opportunities for graduate education in the design disciplines. Following those discrete discussions, two all-school "town hall" meetings were conducted (November 18, 2015 and January 27, 2016) to consider program structure (first professional Master's degree or post-professional Master's degree), and potential areas of focus and content (existing areas of strength and expertise in research, scholarship, and practice that will support graduate education; interdisciplinary and trans-disciplinary opportunities), as well as needs assessment and potential audiences for graduate education in the design disciplines in Arkansas. A faculty consensus is emerging favoring the creation of a post-professional and inter-disciplinary "Master of Design" degree, with next steps to be determined. With due regard to protocols of curricular development and approval that must follow, we aim to enroll our first graduate class in Fall 2018.
- Proposals for interdisciplinary minors that add value to all of the Fay Jones School's professional degree programs have been explored, with the first two, History of Architecture and Design and Preservation Design, currently in the University chain of program proposal approval. Landscape Architecture faculty have been involved in the creation of the minors, and our history, theory, and cultural landscape preservation courses figure significantly in both curriculums.
- In December 2015, the Fay Jones School acquired the house of its namesake, Fay Jones, a mid-century modern design, located here in Fayetteville, listed on the National Register of Historic Places and situated on ample grounds. Landscape Architecture construction and planting design classes already have taken advantage of the house and grounds as the subject of study. Currently, faculty from the School's three departments are developing a five-year educational plan for the property, in which landscape preservation and cultural resource management figure significantly.

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 SER is understood as a collaborative effort among the stakeholders in the Landscape Architecture Department and the administrative staff that diligently supports their work. Upon its completion, the SER will be made available on the Fay Jones School website, with the aspiration that all stakeholders will review it in full in advance of the arrival of the LAAB Visiting Team.

Faculty and Fay Jones School Administration

Although the final drafting and editing of the SER fell to the Interim Department Head, its content derives in large part from focal discussions in faculty meetings during Fall 2015 together with written responses to recommendations and suggestions articulated in the last (2010) accreditation Visiting Team Report. Faculty also were called upon to review and comment upon the SER, as well as to provide information and assessment relative to their areas of expertise and responsibility in teaching, research and creative practice, and service. In short, all Department faculty have been involved. Peer Department Heads in Architecture and Interior Design together with the Fay Jones School Dean were updated periodically about progress of the SER's composition and self-studies during bi-weekly Deans and Department Heads meetings, and Dean MacKeith reviewed the document prior to its submission.

Documentation of student work that accompanies the SER, including evidence of student work, syllabi and project statements, was assembled by faculty members who served either as principal instructors of specific courses or who possess unique sub-disciplinary expertise in the knowledge domain taught. To assemble our portfolio of evidentiary materials, the department retained adjunct lecturer Angela Carpenter.

Administrative Directors and Staff

The Fay Jones Schools' Administrative Directors contributed significantly to the assembly of quantitative data required in the SER, and the entire staff received updates on all preparations for the LAAB accreditation visit at weekly staff meetings. Melinda Smith, Student Services Director, documented student, graduation, and alumni data; IT Director, Scott Zemke, verified information concerning computer resources and technical equipment; and all metrics concerning financial resources were provided by Budget Director Marianne Hill. Reaching outside the Fay Jones School, Fine Arts Librarian, Phillip Jones, contributed information documenting library resources. Landscape Architecture Administrative Assistant, Theresa Parrish, worked daily with the Interim Department Head to collect, assemble and format information, and members of the Deans' office staff, Assistant to the Deans, Lane Schmidt, and Administrative Assistant, Elizabeth Miller, also supported the production of the SER.

Students

The entire student body of the Fay Jones School was made aware of the LAAB accreditation process during the Spring 2016 all-school convocation, a "kick-off" event that we hold at the beginning of every semester. The Interim Department Head held meetings with Landscape Architecture students, at which the specific content, aims and goals of the SER were discussed. The ASLA student chapter leadership, especially president Hannah Moll, have generously offered their perspectives as well documenting the achievements of the student organization. In addition, the Interim Department Head made particular efforts to reach out to current first year and second year students to assess the impact of the collaborative foundation year.

Alumni and Other Members of the Professional Community

The SER and related issues pertaining to program accreditation were a focal discussion item on the Fall (2015) agenda of the landscape architecture Professional Advisory Board, comprised of both alumni and friends of the School in the professional community. Significant observations were offered about enrollment and student recruiting, performance of recent BLA graduates in professional offices and in the public sector, and the relative merits of BLA versus MLA preparation with regard to professional success. The Interim Department Head has conferred with leadership of Arkansas ASLA as well regarding the relationship of the program to our local and state professional communities. Faculty members reached out directly to select alumni for updates on current professional activities. Our colleagues at Marlon Blackwell Architects and Polk Stanley Wilcox Architecture, the design team for the renovation of and addition to our building, Vol Walker Hall, graciously contributed documentation about our facilities.

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.

Program Mission Statement

The program's mission statement was adopted on May 6, 2013, following extensive discussion among the landscape architecture department faculty members.

Our mission is to educate the next generation of landscape architecture professionals; to conduct scholarly and creative works that engage with the emerging and diverse fronts of the landscape profession; and to provide valued service to state and regional communities.

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 succinct mission statement of the landscape architecture professional program directly embodies the spirit and intent of the overarching mission statements of the University of Arkansas and of the Fay Jones School of Architecture and Design that follow.

University of Arkansas Mission and Vision

The University's mission statement reflects both its fidelity to the land grant tradition and a keen awareness of the evolving obligations of the public university both to create an accessible, yet challenging environment for advancing knowledge through excellence in teaching and research, and contributing productively to the communities it serves.

The mission of the University of Arkansas is to

- (1) provide an internationally competitive education for undergraduate and graduate students in a wide spectrum of disciplines;*
- (2) contribute new knowledge, economic development, basic and applied research and creative activity; and*
- (3) provide service to academic/professional disciplines and society, all aimed at fulfilling its public land-grant mission to serve Arkansas and beyond as a partner, resource, and catalyst.*

So too, the mission is conceived to support a larger vision:

By 2021, the University of Arkansas will be recognized as one of the nation's top 50 public research universities with nationally ranked departments and programs throughout the institution.

The Fay Jones School of Architecture and Design and, particularly, its Landscape Architecture program contribute to the University mission through their academic offerings, public programming and outreach, professional

engagement, and service to the university and the community. With regard to academic programing, learning experiences, and faculty development however, it is difficult to separate the notion of the program's contributions to the institution and the benefits derived to the program from its institutional setting, for we believe that all interdisciplinary endeavors cultivate productive and mutually-beneficial exchange for both students and faculty from which both the program and the larger university community prosper. In short, the Fay Jones School shares the university's aspiration to attain national recognition and is positioned well to support and to contribute to this larger vision.

The Fay Jones School is a multi-disciplinary school of design comprised of complementary programs in Landscape Architecture, Architecture, and Interior Design. In addition to its three professional degrees, the School offers liberal studies programs, specifically four-year pre-professional degrees in architectural studies and landscape architectural studies, which combine studio design education with innovative teaching in history, theory, technology and urban design. In all of the School's academic units, design instruction occurs in carefully planned studio sequences, providing educational experiences appropriate for students who wish to pursue both traditional and non-traditional forms of professional practice. Fundamental principles and techniques of critical analysis are stressed, and the curriculum strives to empower students by developing skill, knowledge, and a deep sense of responsibility to the environment and to the cultures they will serve. Design studio projects survey issues and opportunities in built and natural settings, as well as addressing complex social, physical, and cultural relations that constitute the human-made environment.

We are acutely aware that contemporary practice is a continually changing arena, subject to transformation in intelligent technologies, global economies, environmental conditions, and social structures. In response, the school strives to prepare its students with critical frameworks and, concomitantly, critical agility for design thinking that equips them to assume leadership roles in the profession and in their communities. Further, the School's faculty purposefully addresses issues of their scholarship, creative practice and inquiry within the professional and studies curricula. The Department of Landscape Architecture, in particular, has carefully positioned itself to offer expertise and teaching in areas critical to its land-grant mission, but which resonate with national and even international debate; for example, preservation of under-valued but historically important landscapes, the changing aesthetic and economic values of rural and suburban landscapes, and accommodation of burgeoning populations and urbanization with a resilient approach to planning and design. These points of inquiry reflect an emphasis on leveraging the faculty's interests and expertise, but also reflect the Landscape Architecture faculty's commitment to and reliance on collaboration within and outside of the school.

This perspective is reflected in the Fay Jones School Strategic Plan, adopted and approved by the university in October 2011, which articulates the mission and vision that frames the objectives of both the Landscape Architecture program and the larger school community of which it is an intrinsic part.

Fay Jones School of Architecture and Design Mission and Vision

The vision of the Fay Jones School of Architecture and Design:

We are a professional design school providing excellence in teaching, research and service within a vibrant intellectual community that generates an energy and passion for great design, while nurturing the talent, intellectual agility, optimism and resourcefulness our students need to develop into the leaders in their respective design disciplines and in their communities.

Core Values in Support of that Vision

- **Extraordinary Performance**
We expect extraordinary performance in teaching, research and service.
- **Emerging Issues**
We believe that ongoing processes of curricular engagement with emerging professional and societal issues are crucial.
- **Intellectual Community**
We believe in the value of engendering an intellectual community, a stimulating intellectual and creative atmosphere in which there is a shared sense of important work being done.

- **Cultural and Environmental Stewardship**
We believe that responsiveness to sustainability, including conservation of our built and natural resources, is fundamental to all we do.
- **Diversity/Inclusiveness**
We value the enrichment that diversity in its many manifestations brings to the learning environment.
- **International Study**
We place great importance on international study experiences, especially those in which the students have an educational, social and cultural immersion in the places they study.
- **Human Welfare**
We value the development of environments that improve human welfare and the quality of the human experience for all segments of society.

The mission of the Fay Jones School of Architecture and Design:

Within the curricular context of an excellent professional design education, we provide a vital school-wide design culture and educational environment grounded in critical design thinking, multidisciplinary collaborations and civic engagement.

In conclusion, we believe that the Landscape Architecture program can and does assume a pivotal and proactive role relative to the University's mission to "provide service to academic/professional disciplines and society" and to our School's commitment to "provide an educational environment grounded in critical design thinking, multidisciplinary collaborations and civic engagement." Through active engagement with the design community in both northwest and central Arkansas as well as with public entities at the local, state and federal level, and historic preservation and sustainability advocates, the program takes seriously its responsibility to participate and contribute beyond the School and to the campus; in so doing, modeling best practices of leadership—essential for the advancement of our profession and stewardship of the natural and made environment—for our students. We also demonstrate, over time, the value our students, graduates and faculty add to the economy and quality of life in the state.

B. Educational Goals

1. State the academic goals of the program.

Education

To provide a clear, professional, and inclusive curriculum that educates the next generation of practitioners in traditional and emerging professional issues, promotes interdisciplinary connections, and incorporates service and scholarly work in the classroom.

Research

To conduct resonant scholarly endeavors and creative works that engage the emerging and diverse fronts of the landscape architecture profession, integrate with teaching and service efforts, and enrich the educational culture of the department.

Service

To engage in service beneficial to our local, regional, national, and international communities, with emphasis on activities that resonate with faculty and student interests and the advocacy of the landscape architecture profession.

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

In tailoring the all-embracing ideals of teaching, creating new knowledge, and performing public service in the tradition of the land grant institution to the interests of landscape architecture, the academic goals derive from and reinforce the closely related missions of the program, the School, and the University. The goals provide a

conceptual framework for the BLA program that underscores the critical balance of disciplinary knowledge and liberal education that is a touchstone for undergraduate professional education, that acknowledges the ways of knowing and working of the profession as essential ingredients of all endeavors in teaching, research/creative activity, and service, and that make clear the obligations of students and the faculty that prepare them for professional practice, and to understand and advocate for the profession in an ever-changing post-industrial world.

In crafting the program mission and academic goals, as well as the educational objectives that follow, the department faculty aspired to make ourselves and the program transparent and accountable to the students and to each other. As a result, we have a much less rigid curriculum than we offered in past accreditation periods, eliminating unnecessarily prescriptive protocols (such as dictating square footage and site characteristics for design projects at each stage of the studio curriculum) and expectations. With the new mission, goals and objectives, we can make a cohesive contribution and cover all LAAB requirements with fidelity, while flexing project scope, emphasis, collaborators and base theory.

Implemented together, the academic goals and the program mission inculcate in our students awareness and abilities related to both the discipline and the practice of landscape architecture. Implicit in the mission and academic goals are the imperatives of providing for students an understanding and appreciation of the landscape architect's responsibilities to positively contribute to the health, safety, and welfare of the communities that they will serve and the role these objectives play relative to professional licensure. So too, the academic goals speak to our conviction that upon graduation, students will possess skills and knowledge suitable for entry into the profession of landscape architecture, with particular competency in design development, site planning, and sustainable practices. Students graduating from the program are able to understand and apply a design process in the creation of plans that employ research, site and program analysis, and synthesizes site factors (natural and social) with design concepts. Furthermore, competency in construction technology and communication skills (graphic, written, verbal) are requisite foundations for all design studio propositions, as is our belief in the importance of an appreciation of the history and theory of the profession. Through advocacy and connection to the community, graduates are made aware of public service opportunities and professional practice ideals that embrace ethical standards and promote land stewardship. The grounding in a liberal arts education with several specialization opportunities is expected to enable students to make wise and rational decisions in their professional life and to maintain a humane global perspective in all their professional activities. In the end, we trust that our students will develop a profound appreciation for how their education scaffolds a broad view and awareness of the world in which they live, with faculty and their own creative research, practice and service modeling that all-important perspective.

<h3>3. Describe how the program regularly evaluates its progress in meeting its goals.</h3>

We are a reflective and deliberate faculty with a willingness to discuss and debate important issues, our methods, the content and structure of our curriculum, our studios, and other course work. Consequently, self-assessment of how the program meets its goals is an ongoing process in the Department of Landscape Architecture, employing both qualitative and quantitative methods to evaluate student learning experiences as they relate to the program's mission and academic goals.

Student Performance and Curriculum Efficacy

Assuring the delivery of a synthetic curriculum, in which areas of knowledge and skills can develop incrementally through the course of the five-year program and integrally over discrete sub-disciplinary domains of knowledge requires ongoing faculty dialogue. Regularly scheduled faculty meetings often focus on issues that require reviews of course content, concepts for learning, and vehicles to achieving the overarching curricular goals and supporting objectives.

The Department Head, historically, has held an end-of- (academic) year review (informally referred to as the (super jury) to discuss curriculum and student performance relative to all department programs and courses. Although discussion of the design studios often is at the center of these conversations, other facets of the curriculum, including required and elective lecture/seminar courses, minor areas of study, and special projects also are addressed. Thus, the linkages among all courses are strengthened, and the importance of connecting

both studio and knowledge-based course work to the larger academic mission of the program is underscored. End-of-year reviews often engage visiting academics and/or professionals who provide a critical analysis of student work and of the efficacy of the professional curriculum, adding the value of peer evaluation to our own assessment. This curriculum review also provides the venue for overall faculty input into each faculty member's studio strengths and weaknesses at timely intervals. Since the creation and adoption, in May 2013, of revised Mission, Goals, and Objectives for the Department, the faculty has extrapolated from these very specific and demonstrable Measurable Learning Objectives (MLOs) for their course syllabi. These MLOs, intended primarily as an evaluation tool for student progress, provide a framework for faculty peer-evaluation during the end-of-year curricula reviews. There is an onus on faculty to demonstrate to one another how the pedagogical arc of each course and project meets the stated MLOs. Discussions are supportive and open, with the aim of providing one another with ideas for course refinement and encouragement and praise of successful endeavors. (See Standard 3: Professional Curriculum.)

Additional insights to our progress in meeting academic goals can be gleaned from the work of our students. The Department employs a portfolio review process at the end of the students' second year, which is the forum for faculty to evaluate each student's ability to continue in the professional program. Each student must prepare a portfolio in a booklet format that includes representative work from all courses in the program as well as writing samples. Criteria typically focus on analytical skills, application of design process thinking, concept identification and development, written communication skills, and graphic presentation ability.

Students who are aggrieved by a grade have the right to request a Design Review, which includes all faculty; although such hearings occur infrequently, they provide yet another forum for faculty to identify and discuss pedagogical issues.

Student Observations and Evaluations

Consistent with Arkansas Higher Education Coordinating Board and Board of Trustees policy requiring student evaluation of teaching, each semester the teacher and course evaluation process at the University of Arkansas begins with email notification from IT Services. Evaluations are managed through the CoursEval online system and are scheduled to be given during the last week of classes, with scores and comments returned to faculty members 72 hours after final grades have been turned in. All faculty members are expected to take part in teacher and course evaluations each term, and the program administrator has online access to student evaluations of instruction in all landscape architecture department courses.

Faculty Self-Evaluation

As noted in Standard 3: Governance and Standard 5: Faculty, including all full-time tenured, tenure-track, and continuing clinical faculty appointments, are required annually to submit a dossier addressing teaching, research, and service as part of the annual review and peer review process. Faculty members are required to address, in a self-evaluative narrative, teaching accomplishments and challenges during the evaluation period (the calendar year in accordance with university protocols) as well as report both quantitatively and with assessment of impact upon their personal professional development of research, creative practice and scholarship, and service, affording the Department Head another perspective for considering how individual faculty members are contributing to the fulfillment of program goals. Measurable indicators such as number of peer-reviewed papers presented and published at national and international conferences certainly reinforces the University quest for national recognition, while reinforcing the School and Department missions. Ideally, this information is reflected back into the teaching environment to be truly successful, and the annual evaluation by the Department Head can reinforce this approach.

Recognition through External Awards

A tangible measure of success is the number of design awards that students and faculty receive from the School, state ASLA, the national ASLA, and others. A number of awards also have been given to our alumni, including recognition in the School's own Alumni Design Awards competition. (See Standards 4, 5, and 6 for details of these achievement; see also Addenda E., Faculty Information.)

Inviting Observation from External Constituents

The School of Architecture and Design's Professional Advisory Board meets two times a year to discuss School and Departmental issues relevant to achieving the School mission. These discussions elucidate current professional trends, consider the performance of recent graduates in office situations, and share developments about studio projects, curriculum, and research trajectories with the express purpose of soliciting feedback from our friends and alumni in the professional community.

Maintaining Connections with Recent Graduates

It is important to the program to keep open and productive lines of communication with its alumni, particularly recent graduates. Experiences of recent graduates in the profession, particularly as they make the transition from the academy to practice, afford a qualitative but insightful perspective on how well the program is attaining its pedagogical goals and mission. Through the dedicated work of our development staff, we maintain contact information so that the Department Head can reach out to provide information on the program and solicit participation in activities and events. Together with the Dean, the Department hosts receptions at both national and regional ASLA conferences as well as holding alumni receptions across the country. In the end, informal conversations with alumni, as well as with friends of the school, almost always brings reflection on the work ethics, professional skills, and design acumen of recent graduates.

Invited Design Critiques and Juries

The faculty frequently call upon expertise from beyond the Department to evaluate and reflect on the quality and progress of student work, and, by extension, the value of the pedagogy in which they are studying. Our commitment to maintaining links to external constituents and recent graduates, as laid out above, provides the faculty with a recognized body of new and established professionals who are familiar with, and investing in, the programs we teach, and are often ready and willing to provide service as critics. Further, our commitment to addressing emergent and complex issues in studio often necessitates the inclusion of jury practitioners from a wide range of disciplines. This not only enriches the learning and teaching of the Department, but provides robust checks on the viability and veracity of curricula for preparing students for a collaborative professional life.

LAAB Accreditation Process and Internal Program Review

We acknowledge that the standards for accreditation established by the Landscape Architectural Accreditation Board strongly influence pedagogical decisions and learning assessment relative to the BLA program. In addition, the Department is required, every five years, to undertake a program review, including external peer reviewers, of the four-year non-accredited Bachelor of Science in Landscape Architectural Studies that we also offer. The non-accredited degree includes 26 credit hours of required landscape architecture courses and 16 credit hours of department electives, drawn in large part from courses required for the BLA.

C. Educational Objectives

1. List the educational objectives of the program.
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I. Provide a clear, transparent core curriculum that fulfills and transcends the Landscape Architecture Accreditation Board's (LAAB) requirements.

- A. Establish and utilize, at the program and syllabi levels, learning objectives and measurable learning outcomes for all courses offered through the Department.
- B. Undertake regular curriculum reviews that:
 - 1. Compare program and course content against current LAAB requirements;
 - 2. Include invited input from a peer, preferably from an aspirational, institution;
 - 3. Appraise pedagogical efficiencies at the curriculum, course syllabi and project statements levels;
 - 4. Record regular revisions and their effectiveness.
- C. Utilize periodic assessment methods to evaluate students' abilities, including:
 - 1. Senior project reviews with external peer reviewers;

2. Second-year student departmental reviews for admission to the professional program, including portfolio of key coursework.

II. Provide opportunities for exploration and education in traditional and emerging practice and theory through learning opportunities beyond the BLA core curriculum.

- A. Utilize a professional advisory board, alumni, and practitioner input on emerging practice issues to be addressed within and beyond the core curriculum as appropriate;
- B. Facilitate and encourage minors from inside and outside the department;
- C. Facilitate the development and offering of electives that cover emerging practice or theoretical issues;
- D. Encourage honors or special topics for students to explore opportunities to engage with innovative content;
- E. Utilize cross-campus, professional and community networks that enhance core curriculum and elective offerings;
- F. Utilize senior project for students to explore diverse fronts;
- G. Require a study abroad experience for all students.

III. Encourage interdisciplinary collaborations with allied departments and professions.

- A. Encourage development of interdisciplinary opportunities in the Department;
- B. Encourage cross-campus, professional and community networks that facilitate inter-disciplinary collaborations within classes;
- C. Encourage inter-disciplinary conferences and symposia when possible.

IV. Integrate research and creative works in classes.

- A. Utilize class exercises and electives that synthesize with ongoing research and/or creative endeavors;
- B. Honors and special topics students will be required to present their work as a short-format lecture to their class-peers;
- C. Faculty are encouraged to engage in pedagogical and teaching research to augment primary research trajectories and improve teaching practice and technique.

V. Foster an inclusive departmental atmosphere with a commitment to diversity.

- A. Recruit diverse students, faculty and staff.
- B. Encourage inclusive and multi-cultural classroom experiences, including:
 1. Establishing an atmosphere of inclusivity in classes and interactions with students;
 2. Presenting and incorporating multi-cultural viewpoints;
 3. Utilizing service learning projects in under-represented communities.
- C. Incorporate, as appropriate, international design projects into classes.

2. Describe how educational objectives fulfill the academic goals.
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The program's educational objectives provide students and faculty of the Department together with our peers in the Fay Jones School with a tangible set of measures for monitoring progress and assessing achievement in education, research and service as articulated in the broadly cast academic goals stated above. So too, they offer a conceptual framework for the BLA program in guiding curriculum to address both requisite domains of knowledge and explore "value-added" enhancements in student learning experience, ("education"); in encouraging faculty activities in scholarship and creative practice that are integral with the learning experience of our students and relevant to the professional community with which we work and for which we prepare our students ("research"), and engage students and faculty with ways of working that not only encourage service and advocacy of landscape architecture in the community but also embrace civility and diversity in ordinary practices of education and the profession ("service"). By articulating synthetically opportunities, ideas and practices relevant to education, research, and service in each of the educational objectives, their relationship with those academic goals becomes vivid and achievable.

D. Long Range Planning Process

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

The Landscape Architecture program is engaged in long-range planning processes as a discrete department and as a vital constituency in the larger Fay Jones School.

Since the 2010 accreditation visit, the Department of Landscape Architecture faculty participated in an all-school strategic planning process, which included faculty retreats in two consecutive years. Jim Cramer of the Design Futures Council and Design Intelligence facilitated these meetings. A committee was formed, appointed by (former) Dean Shannon, representing the Departments of Landscape Architecture, Architecture, Interior Design, and the UACDC. This committee authored a draft document, drawing upon the ideas developed in the retreat, which earned the approval of the faculty, and subsequently The Fay Jones School of Architecture and Design strategic plan was presented to, and approved by, the University Provost.

Within the program, the Department's long range planning efforts are led by the Department Head, with emphasis upon the content and structure of the curriculum and the Department's agenda for fostering civic engagement and professionalism.

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

The spirit and letter of the program's academic mission and goals are addressed, implicitly and explicitly, in the program's curriculum. They are central to our aspirations and our understanding of the social and ethical responsibilities that apply for our student-centered, professional practice-oriented, five-year, undergraduate professional program. Additionally, the program's educational objectives are in harmony with the goals of the Fay Jones School strategic plan, a connection that joins all long-range planning in a productive multi-disciplinary framework across the design disciplines. They are:

A. Critical Design Thinking

Goal 1: We will emphasize the development of critical design thinking skills at all levels of each curriculum.

Objective 1.1: Introduce our students to professional conventions and disciplinary knowledge, and then encourage them to challenge these with the confidence and commitment required for innovation, excellence and success.

Objective 1.2: Explore and develop distinctions between critical thinking and critical design thinking and pursue the pedagogical implications of these distinctions.

Objective 1.3: Develop ongoing strategic planning procedures within all departments requiring us to commit to a continuing process of self- assessment and close attention to the definition of our mission and our objectives.

B. Collaboration

Goal 2: As never before, the ability to work collaboratively is an educational and professional imperative; we will therefore explore and develop opportunities and strategies for interdisciplinary collaborations between each of our own curricula, as well as with other disciplines on campus.

Objective 2.1: Make greater investments of human and financial resources in interdisciplinary design related teaching and research.

Objective 2.2: Develop and incentivize productive collaborations between all three programs, as well as with other disciplines on campus, as appropriate.

C. Outreach/Civic Engagement

Goal 3: We will integrate service/outreach/civic engagement experiences into each program's studio curricula, as well as encourage elective coursework that helps build an ethos of civic engagement.

Objective 3.1: Instill a service ethic in our students, essential to their being future community and professional leaders.

Objective 3.2: Promote and provide good design in the service of the communities and environmental resources of our state and region.

Objective 3.3: Demonstrate over time the value our students, graduates and faculty add to the economy and quality of life of the state through our outreach initiatives.

Objective 3.4: Make support of our outreach programs an important fundraising priority, including development of endowments to support student internships, related faculty research and outreach operational budgets for each program.

D. Graduate Education

Goal 4: We will develop options for viable graduate programs that enhance the mission and vision of the school.

Objective 4.1: Identify viable proposals for graduate education that furthers our collective strategic agenda and supports our mission.

Objective 4.2: Develop the funding requirements for each viable graduate proposal.

Objective 4.3: Prioritize the identified graduate program options in terms of their ability to attract fiscal support from the university administration and other funding sources.

E. Faculty and Staff Support

Goal 5: We will continue, with renewed emphasis, efforts to increase faculty and staff salaries to peer levels.

F. Four Year Degrees

Goal 6: We will continue the promotion of our four year degrees as preparation for graduate studies.

Objective 6.1: To show the flexibility of these degrees, develop a range of sample curricula; e.g., preservation, history/theory, technology, etc.

G. National Recognition

Goal 7: We will leverage the rich heritage and history of the school in both student and faculty accomplishments of the highest order into national recognition as a top five public school of design.

Objective 7.1: Identify the critical elements of a strategy to elevate our national prominence and estimate the cost of providing these elements.

Objective 7.2: Promote the resulting recognition strategy to the upper administration as the most efficient, cost effective strategy for achieving national prominence for any campus academic unit.

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.

As we have welcomed new leadership in our own Dean's office and, this semester, are joined by a new University Chancellor, the strategic plan has provided a lucid vehicle for communicating our mission and values, essential to assuring continuity in times of change. We are mindful that the strategic planning document now is five years old, and expect that it will be revisited soon. In the meantime, the Deans and Department Heads meet bi-monthly and frequently their agenda includes long-term planning for the School and the Departments. During this academic year, long-term planning concerning international programs, the creation of academic minors within the design curriculums, governance, and the prospect of graduate education was initiated at both the department level, in faculty meetings, and among the full school community in all-school town meetings.

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.

Working diligently with our colleagues in University Relations, the Fay Jones School seeks to maintain a high and informative profile of regional and national identity with materials carefully developed to speak to a broad spectrum of constituencies from prospective students to the professional community and friends of the School and, of course, to the larger public. The School has a Director of Communications and a Graphic Designer who work with the Dean and the Department Heads to disseminate timely news releases about the program, maintain a presence on the web and through social media, develop appropriate recruiting brochures, and, in general, advance the Fay Jones School “brand.” In 2013 we undertook a branding study, coincident with the University’s redesign of its webpages, and our electronic and print media reflect these endeavors, including a redesign of our annual magazine, *ReView*. Through periodic email blasts, productive use of the University’s Newswire, a lecture poster produced every semester and distributed to our peer institutions, and postcards to announce special programs and events, the Department and the School remain visible through multiple means and media.

For an overview of the Fay Jones School of Architecture and Design, follow the following sources on the Fay Jones School website:

- Fay Jones School of Architecture and Design home page
<http://fayjones.uark.edu>
- About the Fay Jones School: Mission, History, and Leadership
<http://fayjones.uark.edu/about/index.php>

For information about the BLA program, follow the following sources listed as links on the Fay Jones School website:

- BLA Requirements, Sample Curriculum, and Courses
<http://fayjones.uark.edu/academics/landscape-architecture/degrees.php> and
<http://fayjones.uark.edu/academics/landscape-architecture/courses.php>
- Landscape Architecture Fact Sheet
http://fayjones.uark.edu/_resources/PDFs/LandscapeArchitectureFactSheet2015.pdf
- Admission, including tuition & fees, deadlines, scholarships
<http://fayjones.uark.edu/admissions/index.php>

To develop an understanding of the larger context for professional education in landscape architecture education and the career paths available to graduates of accredited degree programs, the following sources are listed as links on the Fay Jones School website:

- Accreditation
Under “Academics/Landscape Architecture/Accreditation” are links to the Landscape Architectural Accreditation Board and the American Society of Landscape Architects
<http://fayjones.uark.edu/academics/landscape-architecture/accreditation.php>
For the last (2010) LAAB Visiting Team Report
http://fayjones.uark.edu/_resources/PDFs/LAABReport2010.pdf

Social media presence includes:

- Fay Jones School Facebook Page
<https://www.facebook.com/Fay-Jones-School-of-Architecture-and-Design-50218162614/?fref=ts>
- Department of Landscape Architecture Facebook Page
<https://www.facebook.com/University-of-Arkansas-Landscape-Architecture-636388496415678/>
- Fay Jones School Twitter
<https://twitter.com/fayjoneschool>

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?

The University of Arkansas

The University of Arkansas, the state's flagship university, resides on 345 acres overlooking the Ozark Mountains. Established in 1871, the university's founding satisfied the provision in the Arkansas Constitution of 1868 that the General Assembly create and maintain a state university. Citizens in Fayetteville and surrounding Washington County raised \$130,000 to secure the university's location in a statewide competition sparked by the General Assembly's Organic Act of 1871, providing for the "location, organization and maintenance of the Arkansas Industrial University with a normal department [teacher education] therein." Created under the Morrill Land-Grant College Act of 1862, however, the university also embraced the land-grant mission to offer training in agriculture and the mechanic arts together with scientific and classical studies, as well as "military tactics," all designed for the liberal and practical education of the "industrial classes." For nearly 150 years, it has been at the center of higher education in the state of Arkansas, and currently is poised to achieve recognition as a leader among public institutions of higher education in the nation.

The Fay Jones School of Architecture and Design is one of ten colleges and schools that house academic programs on the Fayetteville campus, including: the Dale Bumpers College of Agricultural, Food and Life Sciences, the J. William Fulbright College of Arts and Sciences, the Sam M. Walton College of Business, the College of Education and Health Professions, the College of Engineering, the School of Law, the Honors College, the Graduate School, and the Global Campus (formerly the School of Continuing Education and Outreach). Students can pursue a broad spectrum of academic curriculums leading to baccalaureate, master's, doctoral, and professional degrees, not only in traditional disciplines, within the arts, humanities, social sciences, and natural sciences, but also in the core professional areas of agriculture, food and life sciences, business, education, engineering, nursing, human environmental sciences, law, and, of course, architecture, landscape architecture and interior design.

As a land-grant university, the University of Arkansas strives to fulfill a three-fold mission of teaching, research, and service. In addition, as the flagship of the University of Arkansas System, the Fayetteville campus serves as the state's major center of liberal and professional education and as Arkansas's main source of theoretical and applied research. We value working with a collaborative and mutually beneficial framework of this larger institutional tradition of a land grant university which also enjoys the distinction of a RU/VH (very high research) Carnegie Foundation ranking.

The Fay Jones School of Architecture and Design

The Department of Landscape Architecture is one of three distinct academic units in the Fay Jones School of Architecture and Design, where it enjoys complementary, collaborative relationships with the Department of Architecture and the Department of Interior Design, both of which also offer accredited, professional undergraduate programs (the NAAB-accredited Bachelor of Architecture and the CIDA-accredited Bachelor of Interior Design). The academic units are complemented by the Garvan Woodland Gardens in Hot Springs, Arkansas, led by Executive Director Bob Bledsoe, which maintains a close association with the Department of Landscape Architecture, and the University of Arkansas Community Design Center (UACDC), located in

downtown Fayetteville, which engages in multi-disciplinary urban design research and outreach, and offers fifth-year design studios led by its director, Steven Luoni, a distinguished professor of architecture. The three academic department heads and the directors of the Gardens and the UACDC report to the Dean of the Fay Jones School. An Associate Dean also provides leadership and administrative support for the entire school. Typically, the Dean, the Associate Dean, and the academic Department Heads meet bi-monthly to address current issues, share information pertaining to both the school and the discrete units, and to promote cross-disciplinary learning as well as to engage in strategic planning. Frequent (usually bi-weekly) department meetings facilitate a long-standing commitment to faculty engagement and agency in self-governance, curricular issues, and academic (strategic) planning, with concern for our students always a touchstone for decision-making.

The Office of the Dean also includes administrative professional staff that are essential to the management of the school and the success of its programs: a Director of Development; a financial and Budget Officer; a Director of Student Services; and a Director of Communications. All of these positions report to the Dean, working closely with both the Dean and the Associate Dean. The Dean also oversees a professional staff that contributes to teaching and learning experiences through direction of critical resources. These positions include: Director of the Smart Media Center; Director of the Wood Shop; Director of the Visualization Lab; and the Director of Information Technology. The above-captioned positions provide support specific to their areas of expertise for all of the School's academic units.

(See University of Arkansas and Fay Jones School of Architecture and Design organizational charts that follow at the end of this section.)

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

Typically and historically, the program administrator holds a faculty appointment in landscape architecture. This year, while we conduct a national search for a new program administrator, the Fay Jones School Associate Dean, Ethel Goodstein-Murphree, who holds a faculty appointment in architecture, at the rank of full professor, serves as interim department head and program administrator.

A short-list of candidates for the permanent position already has been named, with interviews to commence in February 2016. The position description for the permanent program administrator stipulates that "candidates possess a professional degree in landscape architecture" and qualify for appointment as a tenured full professor in Landscape Architecture. Select text from the position announcement follows:

Position Description

Head, Department of Landscape Architecture, Fay Jones School of Architecture and Design,
University of Arkansas

The Fay Jones School of Architecture and Design invites applications and nominations for the position of Head of the Department of Landscape Architecture.

The Head of the Department of Landscape Architecture is one of three program heads in the School and reports to the Dean of the Fay Jones School. Candidates must possess a professional degree in Landscape Architecture, hold a Master's degree (or the international equivalent) and qualify for appointment as a tenured full professor. Professional licensure and/or a PhD is preferred, and candidature from those holding dual or multiple qualifications in Landscape Architecture and allied disciplines is welcomed. Salary is nationally competitive and commensurate with experience and qualifications. The position search is for an initial five-year appointment beginning July 1, 2016.

The Challenge

Landscape architects confront complex design challenges at a range of scales and resolution. The department head will lead a diverse and energetic faculty team in helping prepare graduates to meet these challenges. Applicants should address their leadership approach with special attention to the following three critical needs:

1. Development of a clear and inspiring vision of Landscape Architecture practice, scholarship, and education for the 21st Century. Visioning should include, but not be limited to, curricular evolution and development of cross-disciplinary, school-wide graduate programs, and advocacy and outreach for the department and discipline, particularly at the state and regional levels.
2. Development of a plan for the recruitment and retention of high quality students in a collaborative, multi-disciplinary environment.
3. Normalization of collaborative practice, scholarship, teaching, and administration within a multi-disciplinary environment.

Position and Department Overview

Leading candidates will have: a strong record of achievement in teaching, creative research and/or practice and service. They will be able to demonstrate their leadership approach with regard to the three critical areas identified above, as well as the ambition and ability to lead the Department of Landscape Architecture to greater national recognition. Strong applications will also demonstrate a clear understanding of significant programs and national education policies; excellent administrative and management skills; the ability to further encourage the existing, vital research culture among faculty; and the use of collaborative thinking and multi-disciplinary approaches to add value to the student experience. The Fay Jones School includes highly regarded Departments of Architecture and Interior Design; the multiple-award winning University of Arkansas Community Design Center; the Garvan Woodland Gardens at Hot Springs, Arkansas; the University of Arkansas Rome Center; and houses a regional field office of the National Park Service. Collaboration and exchange is encouraged among all these constituencies to create a vibrant, cross-disciplinary culture. The Department of Landscape Architecture itself currently offers an accredited first-professional five-year Bachelor's degree in landscape architecture (BLA), as well as a four-year Bachelor of Science in Landscape Architectural Studies. The Department also co-offers, with the Department of Political Science, a minor in Urban and Regional Planning.

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

The Landscape Architecture Department Head, appointed by the Dean with the counsel of the faculty, serves as program administrator. The Head directs the five-year professional (BLA) program in landscape architecture and the four-year landscape architectural studies (BS) program, assuming responsibility for both day-to-day affairs and long-range planning relative to the operation of the department. In addition to providing pedagogical leadership and facilitating the evolution and assessment of the curriculum, the Department Head is responsible for faculty assignments and evaluation, course scheduling, and management of the department's fiscal resources. In collaboration with the Dean's Office and the University of Arkansas Study Abroad Office (a division of the College of Graduate Education and International Studies), the Department Head also administers Landscape Architecture's international (study abroad) programs. The Department Head promotes and facilitates the personal professional development of the faculty, including the direction of peer mentoring in the department. In collaboration with the Associate Dean, the Department Head is responsive to the interests and concerns of all department students. This position is a 50% administrative appointment, allowing the Department Head to teach at least one class each academic year and to maintain vitality and productivity in her/his own creative practice, research, and scholarship. An administrative assistant, dedicated exclusively to Landscape Architecture, supports the department head, as well as assisting the faculty in daily operations of the department.

In fulfilling management obligations, the Landscape Architecture Department Head (program administrator) benefits from the assistance and support of administrative leadership associated with the Office of the Deans, including the Associate Dean for Academic Affairs and Research; the Director of Development, who facilitates relationships with alumni and other constituents of the School as well as coordinating private gift support that enhances the opportunities of both students and faculty; the Director of Communications, who plays a key role in disseminating information and making the Department of Landscape Architecture "brand" nationally recognizable; the Director of Student Services, who assists directly in student advising, recruitment and retention of students,

and enrollment management; and the Budget Director, who provides timely counsel of fiscal management, purchasing, property control, and leave accounting reporting.

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?

Yes. The Landscape Architecture faculty benefits from institutional support at two distinct levels: within the Fay Jones School of Architecture and Design, and from the larger campus community.

The Fay Jones School and its department of Landscape Architecture conduct fiscal affairs under the oversight of the University Office of Financial Affairs, governed by policies and protocols established by the State of Arkansas and the University of Arkansas Board of Trustees. The University prepares an annual budget for unrestricted educational and general (E&G) revenues sources only, which represents activities supported by a combination of revenues from tuition and fees, state revenues, and other sources such as investment income and indirect cost recovery. The School operates fiscally under the leadership of the Dean, who holds fiduciary responsibility for the budget of the Fay Jones School as a whole, including all financial resources and expenses. Within this larger structure, the department heads and heads of outreach units are responsible for managing “maintenance” budgets allocated by the dean, which can include discretionary funding as well as funding determined by state funding formulas. The Dean entertains proposals from the program administrator for special projects to support the teaching and learning mission of the department as part of the annual budgeting process. For reference, please see fiscal year 2016 budget that follows at the end of this section.

Fay Jones School students pay a differential tuition (or “telefee”) that supports teaching and learning activities and services specific to the unit (in fall 2015, the School of Architecture fee is \$28.86 per credit hour). These fees provide support for essential services for both faculty and students, including the Smart Media Center, the woodshop and design VIZ lab, and computer lab, as well as enabling the department to fund teaching assistants and visiting critics. Support for international programs, the study abroad experience that is required of all students in the BLA program, comes in part from a special international program fee that our students pay for eight semesters, (typically in advance of their summer semester abroad), to offset costs. Currently, the fee is \$633 per semester, for a total of \$5,064.

Institutional Context for Faculty Support

At the scale of the University, the Provost’s office has made clear that faculty are expected to excel in both teaching and research/scholarship/creative practice, establishing a productive climate for integrated scholarship from which all students as well as their faculties benefit. All tenure-track faculty receive guidance in the areas of teaching, scholarship, creative activity, service, and, of course, the subtleties of the annual review, tenure and promotion processes, from the Department Head, as well as from peers – a process that occurs easily among our small and mutually supportive cohort of faculty. At the University level, the Advancement for Associate Professors initiative (AAP) assists associate professors who have held this rank for more than seven years to advance in rank, with the counsel of a mentor, often a colleague from an allied academic unit, at the Professor, University Professor or Distinguished Professor rank. Associate professors eligible for AAP are identified by self-nomination or recommendation from the Department Head.

There is substantial University support for faculty development. The Office of Faculty Development and Enhancement, in conjunction with the Teaching and Faculty Support Center and the Office for Research and Economic Development, is responsible for assisting faculty with their research and teaching commitments. It focuses upon creating a supportive and encouraging environment for faculty members to grow professionally. The Office for Research and Economic Development, led by Vice Chancellor Jim Rankin, oversees the Office for Research Support and Sponsored Programs, Technology Licensing Office, High Performance Computing Center, Survey Research Center, and University of Arkansas Press, all of which offer resources to Landscape Architecture faculty. Monthly, Dr. Rankin convenes a meeting of “research deans,” (the Fay Jones School

Associate Dean is a member of this committee), that brings landscape architecture into a larger discourse of opportunities and challenges associated with externally supported research endeavors on campus. Sensitive to the diverse arenas of research and creative activity on campus, Research and Economic Development identified five areas of Interdisciplinary Research Strengths: Health, Energy and the Environment; Nano/Advanced Materials; Food Safety; Transportation and Logistics; and American Art, Humanities and (significantly) Architecture/Landscape Architecture. In the same spirit of inclusion of all research endeavors and embracing design research, Dr. Rankin established seed grants for the arts and humanities for which Landscape Architecture faculty are eligible to compete. Regular training and workshops are offered to support and incentivize faculty who seek externally funded grant opportunities, and grant specialists in the area of Research, Support and Sponsored Programs are assigned to specific areas of research expertise. [See <http://vpred.uark.edu> for further information on programs and initiatives.]

The recent flurry of building activity on campus, including the renaissance of our facilities in Vol Walker Hall and its new addition, the Steven L. Anderson Design Center, demonstrate the commitment of the administration to providing sufficient and state-of-the-art physical facilities for teaching and learning, research and creative activity. With the appointment of Peter MacKeith as the Fay Jones School's fifth dean (in 2014), additional University support has been provided to enhance the infrastructure of the School, with particular attention to academic program and faculty development – including enhanced IT resources and support for research that all have had direct and positive influence on the Landscape Architecture program.

Support for Teaching

Through the Office of the Vice Provost for Faculty Development and Enhancement, and the Teaching and Faculty Support Center (TFSC), the University provides an array of resources to assist faculty in developing their teaching and advancing their research through consideration of the scholarship of teaching. The TFSC unit organizes seminars, conducts an annual three-day teaching retreat, promotes monthly networking luncheons, and produces a monthly newsletter. In addition, the staff is available for counsel and advice related to teaching or student learning. To date, both tenure-track and tenured faculty members have taken full advantage of this teaching support resource. The Provost's office also offers opportunities to compete for collaborative research grants, instructional enhancement grants, and assistance for travel. Recent tenure-track hires have benefitted from the provision of (modest) start-up packages from the Vice Provost for Research and Economic Development. Also, at the outset of 2016, the Honors College announced the creation of Honors College Faculty Equipment and Technology Grants, designed to help tenured and tenure-track faculty individually, or in teams, purchase specialized equipment or technology to support, advance, and promote undergraduate research and honors student researchers at the University of Arkansas that will have transformational impact upon teaching and learning.

Within the Fay Jones School, administrative support for scholarship and innovation in teaching is apparent at multiple levels of the Landscape Architecture program. Required first year courses, in the design studio and design thinking, are collaborative learning experiences engaging students and faculty from all three design disciplines. The Dean provides support for teaching assistants for the first-year lecture courses, the first-year field trip, and for guest critics to participate in studio reviews.

Excellence in teaching is recognized by the department with the annual award of the Howell-Vancuren Outstanding Faculty Teaching Medal.

Support for Research, Scholarship and Creative Research and Practice

Faculty in the Department of Landscape Architecture are encouraged to cultivate their expertise in their fields of specialization, including research, scholarship, and creative practice, and, equally important, to maintain and enhance their teaching skills through the variety of opportunities and resources described above. The typical faculty load for department of Landscape Architecture faculty who teach in the design studio—the majority of our faculty—is 65% teaching, 25% research, scholarship, and/or creative activity; and 10% service; that metric, however, is flexible and frequently adjusted to grant faculty release from teaching and/or service to facilitate research and scholarly activities, to foster service in national organizations, and to allow other opportunities for personal professional development and service to the community.

Supporting the development of faculty on tenure-track long has been a priority of the Department and the School with regard to release time and support of scholarly and/or creative activities. Similarly, the Dean annually provides up to \$2,500 in research incentive funding for all tenure-track faculty, with \$1,500 allocated for each tenured member of the faculty. In parallel, the department head budgets \$2,500 in travel support, (which upon request can be diverted to support research endeavors), for tenure-track faculty, and \$1,500 for tenured faculty. Support of clinical appointments and visiting faculty is made available for faculty development at the discretion of the Dean and the Department Head respectively.

Funding from both the Dean of the Fay Jones School and the Landscape Architecture Department Head has supported research assistants for faculty engaged in scholarly endeavors, cementing the relationship between faculty development and undergraduate research. In academic year 2014-15, an internal set of competitive awards, the Fay Jones School Grants for Creative Research and Practice, were created with support from the Provost's office, providing "seed" funding of up to \$4,000 and privileging collaborative practices in design research and practice. In the program's first year, both Assistant Professor Lickwar and Associate Professor Smith were recipients of these awards. Additionally, the Dean's office funds travel expenses for all faculty who serve on the boards of regional and national scholarly and professional organizations. (Currently, Associate Professor Brittenum is a member of the American Society of Landscape Architects Council of Fellows, and Associate Professor Erdman is a member of the Board of Directors of the Alliance for Historic Landscape Preservation).

As the above-mentioned strategies for awarding financial support suggest, faculty are encouraged to present peer-reviewed papers and to attend conferences, both of which have been fruitful means for dissemination of faculty research in the past two years. The majority of the faculty are supported to attend the annual conference of the Council of Educators in Landscape Architecture, an important venue for networking with peers as well as presenting research and scholarship on teaching; the Environmental Design Research Association also is a venue frequently sought by our faculty. Increasingly, the publication of scholarly articles and books is being established as a desired objective for faculty scholarship, with Dean's Research Incentive Funds and Fay Jones School Grants for Creative Research and Practice providing support directed toward achieving those ends. As a Department that values making as a significant aspect of design research, the Department sanctions professional practice by faculty, as long as that practice remains in compliance with University protocols for conflict of interest. (Conflict of interest potential is evaluated and negotiated by the Vice Provost for Research and Economic Development.) Creative practice remains an important area of personal professional development for many department faculty, with faculty engaged in critical design practice (Assistant Professor Lickwar, Clinical Assistant Professor Biehle); cultural landscape preservation practice (Associate Professor Erdman); and consulting on planning projects, particularly in the public sector (Associate Professor Smith; Assistant Professor Billig). Both the Dean's office and the Landscape Architecture Department Head will approve the use of research incentive funds for preparation of creative work for exhibition, competition, and awards program entries. Similarly, the Department Head has funded submission fees to enter student design work in national and regional competitions.

All faculty members are eligible for off-campus duty assignments after six years of service. Since 2012, these assignments have been determined competitively, reviewed at the School level by a Peer Review Committee and subject to approval by the Provost. During the last two years, one faculty member has applied for and been awarded an OCDA, (Associate Professor Brittenum, fall 2014).

IT Equipment and Support

All IT purchases, including faculty computers, are funded by a single budget, overseen by the IT Director, who reports directly to the Dean of the Fay Jones School. Similarly, all IT and instructional support services in the Fay Jones School are centralized, supervised by an IT Director with a staff of two project managers who support students, faculty, and staff, and maintain classroom equipment. A team of student assistants, including some who are on duty "after hours," monitor the computer lab, which is very important to our students who enjoy 24/7 access to our facilities.

All faculty are provided with desktop or laptop computers (Windows or Mac), and, increasingly, faculty requests for tablets and other portable devices to support teaching and research have been fulfilled. IT staff works with faculty to provide software specific to research, creative practice, and teaching needs, typically including MS Office suite, Adobe Acrobat Pro, Echo360, and several web browsers; all software made available to our students is also provided for our faculty. IT staff are responsible for cyclical maintenance of equipment, and monitor

computers to assure that all faculty have contemporary, state-of-the-art equipment at their disposal. For economy and quality control, the School is in the process of centralizing printing services, including color printing and copying. Faculty offices are hardwired for internet access.

2. What are student/faculty ratios in studios? How are student/faculty ratios influenced by the program? What is considered normal?
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Student/faculty ratios are governed by protocols established by the University relative to course categories, adapted to the particular needs of the design disciplines in the Fay Jones School and tempered by fluctuations in enrollment.

University policy establishes that courses at the 1000, 2000 and 3000 levels must be populated by at least 15 students; advanced courses at the 4000 and 5000 level require 5 students to “make.” With the exception of LARC 1003, a University core course offered to students from the larger campus community, which has been offered for as many as 150 students and benefits from the assignment of a teaching assistant, Landscape Architecture class sizes have reflected precisely student enrollment at each year level of the curriculum.

Historically, required lecture and seminar courses including the construction sequence, planting design, history and theory, and professional practice have had one section each per semester, making each faculty member responsible for all planning, preparation, delivery, and learning assessment in his or her course. Although history and theory courses, which are available to students in the architecture and interior design programs as professional electives, and advanced elective courses, which fulfill requirements in our planning minor and the campus-wide sustainability minor, attract students outside of Landscape Architecture, class sizes (during the accreditation period) rarely have exceeded 15 students, creating a generous student/faculty ratio.

Throughout the Fay Jones School, 15 students are the limit for studio sections at the 2000 level and above, with studio typically populated at 12 students per faculty member. During the accreditation period, an historically low enrollment pattern has presented challenges in resource management that have influenced studio pedagogy and size. During academic years 2014-15 and 2015-16, vertical studios were developed to serve unusually low student populations at the second and third year levels (2014-15) and the third and fourth year levels (2015-16), still maintaining a desirable student/ faculty ratio, with fewer than 10 students/faculty member. As with all of our courses, decisions about how to best manage studios are based upon the nature of the studio, student enrollment and demographics, and available funding.

Since fall 2014, the first year studios have been taught collaboratively among the three design disciplines, with a teaching team composed of members of all three faculties—landscape architecture, architecture, and interior design, often engaging faculty with professional credentials in multiple disciplines. Increasingly, we are creating opportunities to balance this formative experience with advanced studio, at the fifth year level, that engages interdisciplinary design practices. In fall 2015, the Garvan Distinguished Visitors, Helle Sørholt and John Bela of Gehl Studio, pioneered this model with an urban landscape design studio that brought together fifth year landscape architecture students with their peers in the bachelor of architecture curriculum.

The pedagogy of the first year studio involves active learning in group discussions and pin-ups, making it possible to accommodate as many qualified students as possible to offset attrition in the first year of the design curriculums. During the current (2015-16) academic year, the student/faculty ratio in the fall was 1:22, and 1:17 in the spring; the faculty are supported with three teaching assistants, one from each of the design disciplines. This is consistent with our aspirations for enrolling a first year class of 125 students, ideally composed of 50 architecture majors; 50 interior design majors, and 25 landscape architecture majors. Current patterns of enrollment indicate that there is much work to be done in new student recruiting to achieve that goal for landscape architecture. In parallel to the studio, foundation lecture courses, Design Thinking 1, Introduction to Technology and Design Thinking 2, and Foundations of History, are large lecture classes (with 114 enrolled in fall 2015, 83 in spring 2016), and are supported with two teaching assistants.

The assessment measures described in Sections 1, 3, 4, and 5 of the SER are used by the faculty, administration, and students to determine the impact of student faculty rations by qualitatively assessing learning experiences and outcomes.

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

Since the last accreditation visit, tuition has increased substantially, as the University seeks to compensate for falling state support with increased tuition dollars. In fall 2010, in-state tuition for a (typical) 30-credit hour academic year was \$6,460; in fall 2015, it was \$8,210, representing a 27% increase over the six-year period. The Fay Jones School has been compelled to increase its differential tuition incrementally during the past three years in particular to support increases in intelligent-technology resources for both teaching and learning as well as to increase international program fees. In short, this is a challenging question, for we continually seek increased funding to recruit an excellent and diverse student population, retain them through graduation, and provide support both in recognition of meritorious performance and in response to critical needs.

Those challenges notwithstanding, landscape architecture students can seek support at the university level through a number of funding opportunities such as the Arkansas Academic Challenge Scholarship and the Governor's Scholars Program, which are available through the Arkansas Department of Higher Education; through non-resident tuition award scholarships, and, for qualified students, through the Honors College Fellow Programs. (See <http://scholarships.uark.edu/arkansas-state-programs.php>; <http://honorscollege.uark.edu/prospective-students/fellowships>). Within the Department and the Fay Jones School, Landscape Architecture students have opportunities for employment as research assistants, teaching assistants, and assistants to our IT and media services. Most significantly, all Landscape Architecture students are eligible to compete for all-school and department-specific merit and need-based scholarships¹ including:

All School Scholarships

Annual Fund Alumnus Award – For an incoming fourth year student; based upon financial need; rotates between disciplines annually

Dean's Circle Awards – For an incoming freshman; need-based; minority preferred

EDI International Architecture Freshman Award - For an incoming freshman; financial need; must stay enrolled during semester(s) funded

Edmondo Vitali Scholarship – Any level student; financial need; high academic standards; to be used for any of our approved travel programs.

Herbert Thomas Memorial Scholarship – For an incoming freshman; outstanding ACT/SAT scores; submit application. Renewable annually if the recipient maintains a 3.0 cum GPA; must carry a minimum of fourteen (14) hours per semester

John G. Williams Scholarship – Based on financial need; rotates between disciplines annually

John R. and Judy W. Fletcher Endowed Scholarship - For a student who demonstrates financial need

Mason Contractors Scholarship – For any professional program student; at least second semester of second year; 2.0 or higher GPA; financial need; self or family member has worked in construction; can be renewed if criteria requirements are maintained

Pella Student Essay Award – Requires submission of essay related to Architecture, Landscape Architecture, or Interior Design topic; Length: no min, 5000 word max; prize is primarily for idea content, although writing style is important; may take prose or poetic form

Professional Advisory Board Scholarship – For an incoming freshman; high school senior who has shown outstanding academic achievement; must submit application

Professional Advisory Board Scholarship – For a student entering final year of degree; exhibits hard work, perseverance, dedication and has great potential for success in the profession

The Michael Buono Scholarship for Sustainable Architecture – Architecture or landscape architecture student; incoming fourth or fifth year; based on submission of essay stating their interest in sustainability issues and justification as to why they are worthy of scholarship

¹Award amounts are subject to change annually, according to the performance of the endowments that support them. A list of Spring 2016 award amounts will be made available in the team room.

Landscape Architecture Scholarships

E. Lynn Miller Creative Writing Award – Submit creative writing as it relates to landscape architecture. Writing projects from other courses or projects are not eligible and will not be accepted.

John G. Williams Traveling Fellowship – Architecture or landscape architecture student; submit proposal for project of genuine educational worth involving travel; does NOT include sanctioned off-campus programs; Requires submission of proposal. Funded by AIA Endowed Scholarship.

Judy Byrd Brittenum Cultural Landscape Award – Student who demonstrates interest in the study of Cultural Landscapes including Cultural Sustainability, Historic Preservation, History and/or Cultural Landscape Documentation; 2.5 GPA or higher. Faculty selected. Renewable, not automatic.

Landplan Consultants Scholarship – Student who shows academic strength and great potential in the profession; financial need; minimum 3.0 GPA; full-time student

Maple Hill Garden Club of Fayetteville – Third, fourth, or fifth year student; must be resident of NWA; financial need

Maurice Jennings International Experience Endowed Scholarship – Member of the Honors College; completed at least six Honors hours (this is now being left to discretion of School); to be used for international travel

Neil Hamill Park Memorial Scholarship – Entering fourth or fifth year student; current ASLA member; cumulative GPA of 2.0+ with a previous semester GPA of 2.5+; improvement in design ability; non-renewable

Professional Landscaping, Inc. – Student; between 2.5 & 3.5 GPA; must be used for international study abroad

The Verna C. Garvan Diversity Scholarship – For a student who has demonstrated academic achievement and progress in the discipline

The Verna C. Garvan in Plant ID and Planting Design Scholarship – Student with the highest GPA in Plant ID and Planting Design courses. Applicants must have completed at least two of these courses.

The Verna C. Garvan Leadership Award – Awarded to the president (president-elect) of ASLA for travel to the national conference

The Verna C. Garvan Rising Scholarship – Awarded to a student entering their second, third, fourth, or final year of the professional program

The Verna C. Garvan Scholarship in Construction Technology – Awarded to a student who has shown promise in the Construction Technology courses

The Verna C. Garvan Traveling Scholarship – Awarded to a student scheduled to participate in one of the sanctioned travel programs during the following academic year.

4. Are adequate support personnel available to accomplish program mission and goals?
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Yes. As noted in section A 1 above, the Fay Jones School is staffed with professionals in budget management, communications, advancement, student affairs, IT, wood shop and fabrication, and materials and media who, in cooperation with a team of administrative professionals, well support the mission and goals of the Landscape Architecture program.

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?
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Social Equity as a Framework for Achieving and Sustaining Diversity

The University of Arkansas avows that social equity, and the diversity it embraces, is a strength to be pursued, not a goal to be met. Fostering and maintaining a positive learning and working environment for all members of our community—students, faculty, and staff alike, regardless of race, ethnicity, creed, national origin, gender, age, physical ability or sexual orientation—is essential in assuring that the Fay Jones School is a culturally rich and readily accessible educational arena. Statements that frame and confirm these fundamental beliefs are expressed by several university policies and organizations, and made visible through its web presence. In particular, the University of Arkansas Faculty Handbook, the Division of Student Affairs Student Handbook (<http://handbook.uark.edu/nondiscrimination.php>), and the office of Equal Opportunity and Compliance website (<http://oeoc.uark.edu/148.php>) all contain and underscore the importance of the university's Non-Discrimination Policy. With particular regard to faculty rights and responsibilities, Academic Affairs Policy 1405.00

(provost.uark.edu/140500.doc), mandates that all college/school personnel documents contain a non-discrimination statement. In the same spirit, the University also makes clear its sexual harassment policy, an established procedure articulated with a web presence (http://oeoc.uark.edu/4180_Sexual_Harassment_Policy.pdf), in the Code of Student Life, in the Faculty Handbook, and through the Office of Equal Opportunity and Compliance.

The Sexual Harassment Policy also addresses the often difficult negotiation of the boundaries between perceived harassment and academic freedom, important to the teaching and learning environment of the Fay Jones School.

The University also has taken measures to assure instructors and students rights to an education environment that is supportive of the learning process, involving both the responsibility of faculty to create and maintain this environment and the responsibility of the student to act in a manner appropriate for the classroom and to adhere to behavioral standards and expectations that promote social equity, diversity, and student success in learning.

Diversity Policies and Initiatives

The University of Arkansas Office of Diversity Affairs works to promote an inclusive climate on our university campus that empowers students, staff and faculty to experience opportunities for engaging people of different races, ethnicities, religions, cultures, sexual orientations, disabilities and intellectual proclivities, (see <http://diversity.uark.edu>). We believe that enhancing diversity is a vital University objective and critically important to the mission of developing more enlightened, skilled, and socially responsible citizens of the state, nation and world. So too, the Department of Landscape Architecture embraces this perspective in the particular context of the cultural practices that make meaning in the made and natural environments.

As early as March 2007, the Fay Jones School adopted a pioneering diversity plan that continues to frame the School's, and the Department's philosophy about and initiatives toward attaining and promoting social, intellectual, and cultural diversity.

- **Goal 1:** Build an inclusive, affirming learning culture that is supportive of all individuals and maximizes their chances to succeed and to reach their full potential.
- **Goal 2:** Ensure that the rich and varied perspectives of a diverse university and society are reflected in our curricula.
- **Goal 3:** Recruit, retain and graduate greater numbers of students from under-represented communities as well as greater numbers of female students; recruit and retain greater numbers of faculty and staff from under-represented communities as well as greater numbers of female faculty and staff.
- **Goal 4:** Build a "climate of inclusion" that enhances in all students, faculty and staff the feeling of belonging to the Fay Jones School of Architecture and Design and to the University of Arkansas.

In 2009-10, implementation of the Diversity Plan and leadership of the School's diversity initiatives became the responsibility of the Associate Dean. Shortly thereafter, in fall of 2010, each academic unit of the school, including the Department of Landscape Architecture, built upon the conceptual framework of the School Diversity Plan by crafting Department Diversity Plans, which continue to provide touchstones for the recruitment and retention of students, faculty, and staff.

As a relatively small department, cooperative programs engaging the Landscape Architecture Department in all-school initiatives are critical to success. The following efforts represent on-going activities dedicated toward both fostering intellectual diversity and cultivating a diverse population of students and faculty throughout the School.

Student-Centered Initiatives

Outreach to Local Schools

Principally through its advising center, together with directed outreach efforts by faculty, the School cultivates relationships with high school counselors who work in schools with high percentages of minority students. Our on-going relationship with Springdale High School Engineering and Architecture Academy has resulted in an increase of Hispanic students enrolled in the professional program in architecture; Associate Dean Ethel Goodstein-Murphree sits, and our former Landscape Architecture Department Head Mark Boyer sat, on its Advisory Board. (Springdale High School's student population is 45% Hispanic and 3% black, compared to the

state average of 9% Hispanic and 22% black students). We seek to extend this relationship to other magnet programs and charter schools across the state, particularly in central Arkansas, where the School is establishing a tangible presence in Little Rock through outreach initiatives and planned collaborative efforts with the Arkansas ASLA, Central Arkansas AIA, and StudioMain, a recently formed non-profit group focused on promoting architecture and design.

Involvement of Minority Students and Alumni in Recruiting

Strategically, the school has geared its recruiting efforts to diversify its student population, reaching out to areas of the state that have large minority populations as well as participating in University events directed toward minority recruiting. The Associate Dean serves as the School's Diversity Liaison, working directly with the Vice Chancellor for Diversity and Community and participating in University diversity recruiting and retention efforts. To the fullest extent possible, the department has enlisted minority students and alumni to contribute to recruiting efforts.

Summer Programs

Five times since the last accreditation visit (2010, 2012, 2013, 2014 and 2015), the school has offered a summer workshop, conceived as the Young Women's Experiencing Design Academy and now evolved into a broader summer Design Camp, with the particular goal of introducing young women and under-represented populations, in middle school and early high school years, to the field of landscape architecture and the allied design disciplines. In addition to raising awareness of the profession among women and minorities, the program also strives to eliminate some of the misconceptions that have served as barriers to attaining more diversity in the profession. Since summer 2010, Landscape Architecture and Architecture faculty – joined by Interior Design faculty in 2012 – have worked cooperatively to offer the workshop as a multi-disciplinary introduction to design and careers in the design disciplines. In addition to cultivating campus support, with generous funding from the Fay Jones School Dean's Office, we have worked with the Alex Foundation to bring students from the southeast Arkansas delta, (Dermott High School and Lakeside Middle School in Lake Village), to the campus to participate in the program.

Last summer (2015), the program grew from a one-week program on our campus, to three discrete programs when we launched camps in central Arkansas, at our Garvan Woodland Gardens in Hot Springs and in Little Rock, working with a local multi-disciplinary design advocacy group, StudioMain. The central Arkansas venues were conceived, principally, to make this exposure to landscape architecture and the allied design professions more accessible in parts of the state where minority populations exceed those of northwest Arkansas. All together 69 students participated in the programs in 2015. This coming summer (2016), we will offer for the first time, a residential camp for out-of-town and out-of-state students here at our Fayetteville campus.

Curricular Initiatives and Opportunities

Without reinforcement through ordinary practices of teaching and learning, the influence of diversity initiatives cannot become acculturated into the department. Curricular initiatives that serve this objective include:

- Leadership By Design/University Perspectives - Diversity in academe and in the profession is discussed in the Leadership by Design (rebranded by "University Perspectives" as part of a provost's initiative in fall 2013), a foundation-level course required of all Landscape Architecture, Architecture, and Interior Design students.
- Diversity and Design - Offered first as an upper-level elective, and currently reconceived for the University Core Curriculum, the School has developed ARCH 1013, Diversity by Design to encourage awareness of the impact of the made-environment on decentered populations and to promote a culture of inclusive design. Landscape Architecture students are encouraged to participate in Diversity by Design, in which they can enroll as a free elective course or a university core course.
- International Study - A semester abroad is required for all students pursuing professional degrees, with unique opportunities for expanding students' perspectives on diversity.

Funding in Support of Diversity

The School will continue to seek dedicated funding for recruiting and retaining minority students. We have been able to secure some money from the Dean's Circle for recruiting and scholarship support for first-year students, but not on a permanent basis. The creation of a Dean's Emergency Fund, which provides one-time funding and

loans to students, has proved successful in facilitating minority students' access to Department programs, including field trips and international study. We continue to seek, through development efforts, external funding specific to helping currently enrolled minority students stay in school.

Faculty and Staff Initiatives

Recruiting Faculty from Underrepresented Ethnic Groups, Women, and Global Populations

All School of Architecture faculty engage their professional networks and maintain an active presence at professional and scholarly conferences and affinity groups to identify appropriate candidates for continuing faculty appointments as well as visiting positions.

Encourage Faculty Research that Addresses Diversity in Design.

Faculty research and, concomitantly, teaching that embraces and analyzes difference and inclusion is supported by the School.

Initiatives for Supporting a Diverse Workplace

All School of Architecture faculty and staff are required to participate in at least one of the diversity workshops sponsored by Human Resources. School administration has facilitated this by including diversity learning opportunities, including presentations by the Dean of Students office, in all-school (faculty and staff) meetings.

A Discrete Diversity Plan for the Department of Landscape Architecture

Although the multi-disciplinary perspectives and practices that operate in the context of the entire Fay Jones School are essential to attaining diversity, in fall 2010, in response to a request from the Provost to articulate discrete department diversity plans, the Department of Landscape Architecture Diversity Plan sets forth additional goals and ideals for assuring a proactive and continual response to fostering social and cultural equity and diversity in our program:

Faculty and Staff

- **Goal 1:** Maintain a faculty diversity mix that is reflective of our student diversity mix.
- **Goal 2:** Seek to make hires of minority faculty members. Although striving to fill open positions with women and members of under-represented groups should always be a consideration, in light of national statistics that emphasize the limitations in making full-time, permanent hires, other opportunities for engaging women and minority landscape architects in the department's programs should be explored and implemented. In addition, the department will continue to foster relationships with graduate programs to identify qualified minority candidates for open faculty
- **Goal 3:** Develop staff capabilities for addressing diversity and difference among students and faculty with sensitivity and compassion.

Students

- **Goal 1:** Maintain student diversity that enhances the design experience for all landscape architecture students.
- **Goal 2:** Increase the population of enrollments by women and members of unrepresented groups.
 - Target minority recruitment opportunities in Arkansas, Missouri, Texas, Kansas, and Oklahoma, working closely with our Fay Jones School recruiter to participate in selected "college fairs" and other recruiting events.
 - Identify alumni in those targeted markets and recruit them for career day presentations and job shadowing.
 - Send departmental brochures to targeted market high school counselors.
- **Goal 3:** Continue to offer summer Design Camp.

Teaching, Research and Creative Activity, and Outreach

- **Goal 1:** Support scholarly research, critical practice, and outreach endeavors by landscape architecture faculty that engage or expand knowledge and ways of working that involve multiculturalism and difference.

Assessment of Initiatives

Although changes in the School's population occur slowly and steadily, since the last accreditation (2010), diversity in the Fay Jones School experienced an overall 5% increase in students of under-represented populations and an overall 14% increase in women students, who now comprise 56.1% of the Fay Jones School student cohort. Since 2010, the percent of students of under-represented populations in the Department of Landscape Architecture, however, has decreased as overall enrollments have declined. The representation of women students in the program has increased from 28.2% in spring, 2010, to 48.5% in fall 2015.

With the cooperative efforts of the Office of the Vice Provost for Diversity and the Vice Provost for Admissions, we observe a proportionally increasing depth in our pool of minority applicants, with the School of Architecture and Design's minority applications equaling the campus average. Attracting members of this pool to Landscape Architecture figures significantly in all discussions concerning enrollment, recruiting and retention.

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?

In the spring of each year, the Dean of the Fay Jones School is invited to present a budget request for the following fiscal year to the Chancellor, Provost, and representatives of the Chancellor's Executive Committee. In advance of this presentation, the Dean meets with Department Heads to discuss the upcoming budget cycle and entertains suggestions for initiatives that will benefit teaching and learning across disciplines as well in the discrete departments; typically, Department Heads seek input from their faculties as part of this process. At the same time, the Dean reviews with each Department Head teaching needs for the next academic year, opening discussion concerning requests for support of visiting lecturers and other non-tenure track (short-term) appointments.

As soon as the Dean receives an operating budget for the fiscal year, all unit administrators meet with the Dean and the Budget Director to determine resource allocations for the fiscal year. In preparation for those discussions, the Department Head queries faculty concerning anticipated travel to conferences, plans for personal professional development, and teaching expenses, including enhancements such as visiting reviewers and critics, studio resources, field trips, and teaching assistantships, so that these needs can be considered in the budgeting process.

The Landscape Architecture faculty meets bi-weekly to discuss all aspects of the Department's activities, including financial issues and teaching and learning initiatives that influence resource allocation. The Department Head seeks transparency in reporting to the faculty on financial issues brought to light in discussion with the Dean, and faculty members are encouraged to discuss resource allocation issues with the Department Head or directly with the Dean. Faculty members also work directly with the Budget Director to manage expenditures of external and internal funding for research and faculty development.

Landscape Architecture faculty participate in the governance and curricular planning at the level of the Department, the School, and the University.

As noted above, landscape architecture faculty meets bi-weekly, and, as a small faculty cohort, are all engaged actively in issues that pertain to academic affairs, including curriculum development, with particular focus on design studio curriculum, and evaluation of learning; evaluation of students and progress in the professional program; student recruiting, retention, and advising; faculty teaching and service assignments; student awards and scholarships; and faculty and administrative searches. The Department Head also takes advantage of faculty meetings to report on issues of interest to the larger Fay Jones School that are shared at weekly all-school staff meetings that include the Dean, Associate Dean, Department Heads, administrative unit directors, and administrative assistants.

At the School level, landscape architecture faculty have established seats on all standing committees of the school, including the Governance Committee, Honors Committee, First Year (Foundation Design) Curriculum Committee, Awards and Scholarships Committee, Technology Committee, Lecture Series Committee, Career Development committee, and the Peer Review Committee. Through all-school meetings, held twice each semester, and period all-school “town hall” discussions on such pertinent topics as graduate education, international study, technology, and governance, Landscape Architecture faculty have opportunities to voice concerns and ideas among their peers in the allied disciplines.

Faculty members also generously devote time to service on University committees. Annually, faculty members from across campus are invited to seek election for at-large seats on Faculty Senate and positions on the University Committee on Appointments, Tenure, and Promotion. A Faculty Senate Committee on Committees, on which a member of the Fay Jones School faculty sits, makes annual and continuing appointments to standing University committees, usually in response to faculty preference. Currently, Landscape Architecture faculty serve on the Honors College Program Directors Committee (Billig), Admissions and Appellate Board (Brittenum), English as a Second Language Committee (Erdman), Faculty Grievance Panel (Erdman), University Distinguished Lectures (Lickwar), and Campus Master Plan Committee (Goodstein-Murphree in designated seat for Landscape Architecture Department Head).

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

Yes. Institutional guidelines codified in “Fayetteville Policies and Procedures,” “Board of Trustees Policies,” and Provost’s “Academic Policies,” (see <http://provost.uark.edu/policies>) outline explicitly the roles and responsibilities of the faculty in regard to appointments, tenure and promotion, and annual review procedures. (See especially, Academic Policy 1405. Personnel Documents; Academic Policy 1405.10., Assessing the Performance of Tenured and Tenure-Track Faculty: Appointment, Promotion, and Tenure Decisions; Academic Policy 1405.11, Evaluative Criteria, Procedures, and General Standards for Initial Appointment, Successive Appointment, Annual and Post-tenure Review, Promotion and Tenure; and Academic Policy 1405.12, Appointing and Assessing the Performance of Non-Tenure-Track Faculty.) Each academic unit (department and college or school) articulates personnel documents and procedures in accordance with campus and Board of Trustees policies. During academic year 2014-15, the Landscape Architecture faculty reviewed and amended its Personnel Document. Final approval and implementation of this document is pending the creation of a new, all-school governance document, the faculty review of which is scheduled for spring semester 2016. See Addenda G, Personnel Documents.

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?

Yes. The above captioned Academic Policy 1405.11, Evaluative Criteria, Procedures, and General Standards for Initial Appointment, Successive Appointments, Annual and Post-Tenure Review, Promotion and Tenure stipulates protocols for notifying faculty of annual expectations for evaluation and opportunities to earn the right of tenure and/or seek promotion. At a minimum, the Department Head meets annually with faculty, typically at the end of the academic year, with a view toward both providing a summative evaluation and establishing goals for the coming year, to address teaching, research, creative activity and scholarship, service, and collegiality. In our small department, additional informal meetings occur frequently throughout the semester, particularly as research and external funding opportunities present themselves. Although there is no formal peer mentoring in the Department, a close and collegial faculty community—across the Fay Jones School as well as within the Department—offers a mutually supportive environment for discussing protocols in evaluation, tenure, and promotion.

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?

Yes. The following five people hold full time (tenured or tenure track) appointments and have professional degrees in landscape architecture:

Associate Professor Judy Brittenum, MLA
Associate Professor Kimball Erdman, BLA, MLA
Associate Professor Carl Smith, MA in Landscape Architecture¹
Assistant Professor Noah Billig, MLA
Assistant Professor Phoebe Lickwar, MLA

In addition, one Clinical Assistant Professor has a professional degree in landscape architecture:
Clinical Assistant Professor Scott Biehle

Finally, the position of Head of the Department of Landscape Architecture, currently the subject of a national search, will be filled with a candidate who possesses a professional degree in landscape architecture.

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

Please see Section 1.D.

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

At our current enrollment level, the number of program faculty is adequate to achieve our mission, goals, and support faculty development. Faculty expertise covers the essential areas of our curriculum in the design studio, in construction and planting design courses, in history and theory offerings, and in professional practice. We have enjoyed support from the Dean to hire adjunct faculty (lecturers) to enrich our faculty mix, particularly in the area of digital representation and media and through the appointment of distinguished visitors, the Garvan Distinguished (Visiting) Chairs. So too, the Dean already has requested authorization to fill (and to retain in Landscape Architecture) a faculty line that will open up with a planned retirement (Associate Professor Brittenum) at the conclusion of spring semester 2016. This year, purposeful management of faculty resources has enabled the Department Head to grant research release time (a single course release) to Associate Professor Erdman (spring 2016, to pursue externally-funded research) and Assistant Professor Billig (fall 2015, to prepare for pre-tenure review and to support his activities as Fay Jones School Honors Program Director).

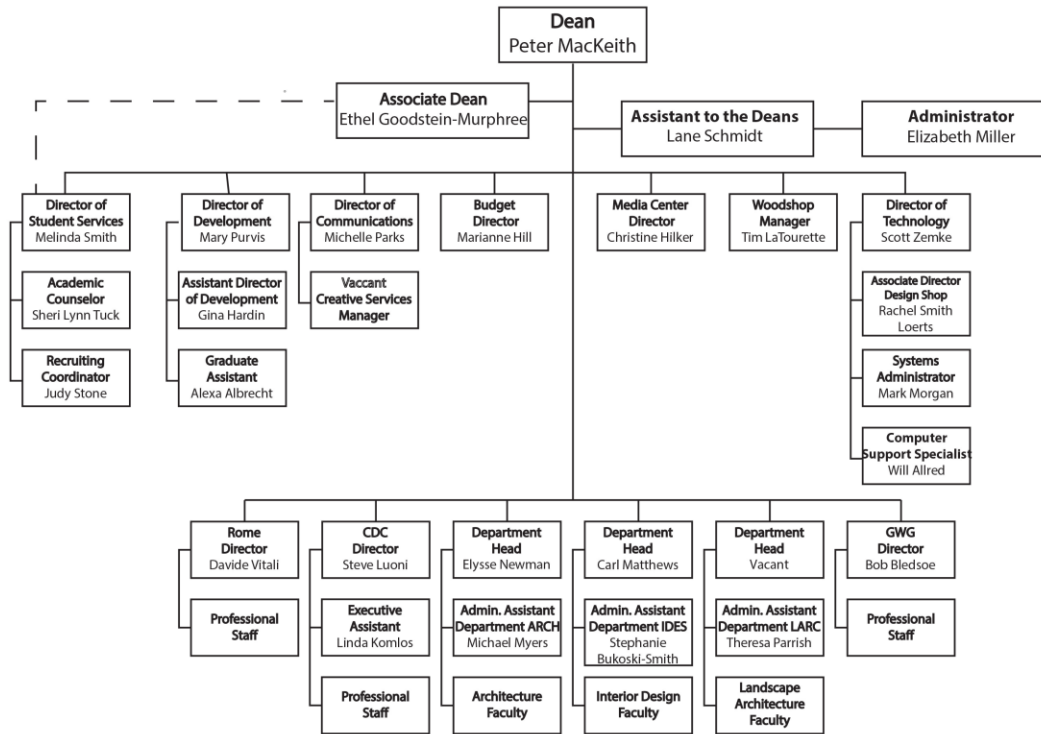
¹Dr. Carl Smith, educated in the British system, earned an Master of Arts (MA) in Landscape Architecture from the University of Sheffield (1999). The MA in LARCH from Sheffield is recognized as the equivalent of a first professional MLA degree; Sheffield's program is accredited by the Landscape Institute (LI), the UK Royal Chartered Body of Landscape Architects. With such a degree, the graduate can (after a minimum two year's documented work experience) sit the LI's professional examination to become Chartered (the UK equivalent of licensed): *"This is a two year full time postgraduate course for graduates in other subjects who wish to qualify as professional Landscape Architects in the UK and other IFLA member countries. The course is fully accredited by the Landscape Institute;"* (<https://www.sheffield.ac.uk/landscape/mastudents/masterla>). Dr. Smith attained the title of Chartered Landscape Architect in 2001.



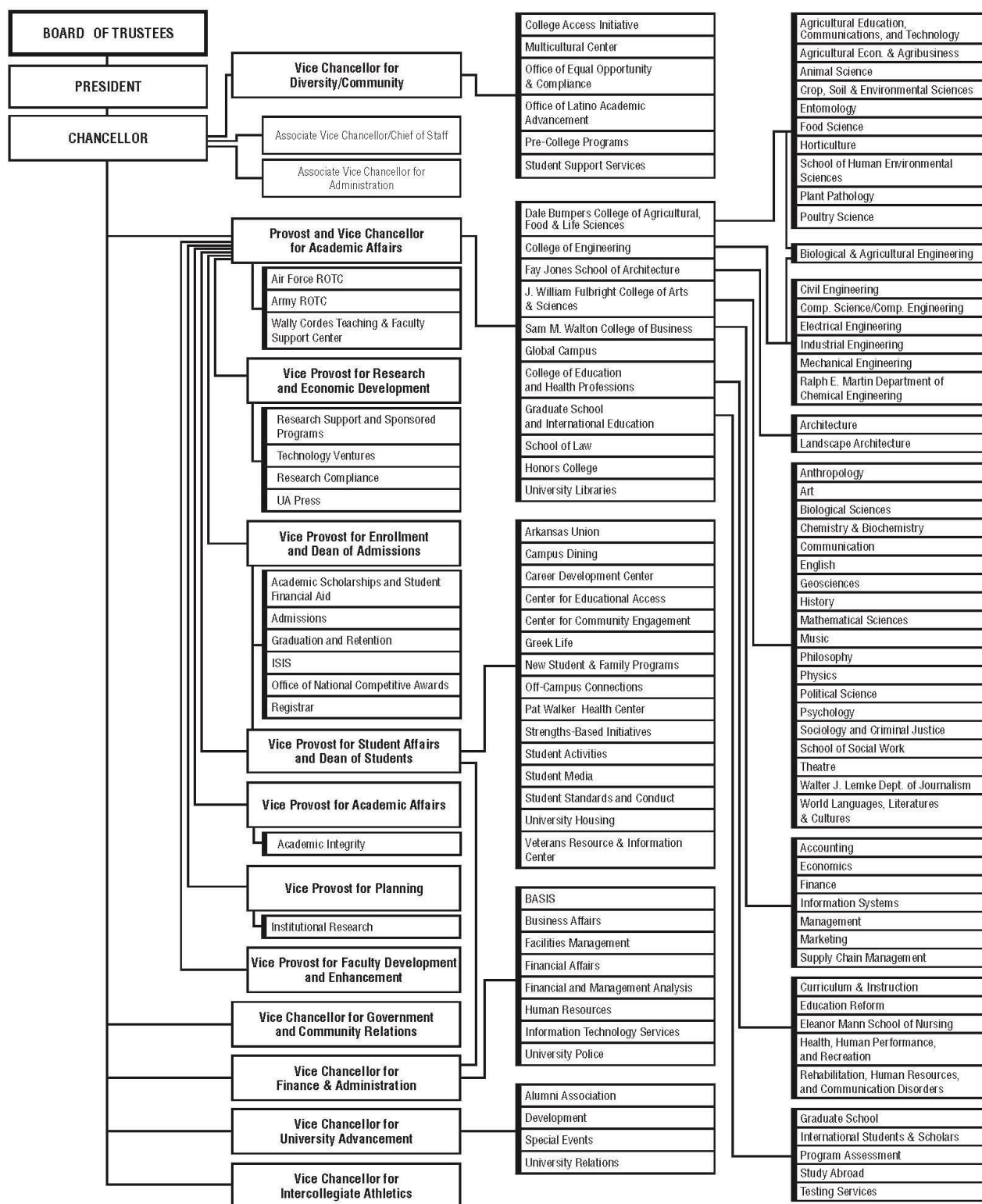
UNIVERSITY OF
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Fay Jones School
of Architecture + Design

Fay Jones School of Architecture and Design Organizational Chart



FAY



**Fay Jones School of Architecture and Design
Department of Landscape Architecture
FY16 Budget**

Funding	Requested Budget	Contingency	FY16 Budget
Maintenance	31,950	1,950	30,000
Telefees	19,170	1,170	18,000
Totals	51,120	3,120	48,000

	Faculty/Staff Support	Maintenance	Telefees	Total
	Regional conference - Dept Head and Faculty	-	-	-
	National Conferences (CELA/EDRA, Faculty)	13,750.00	-	13,750.00
	ASLA Conference (Interim Department Head)	2,050.00	-	2,050.00
	Memberships	-	-	-
	Research Support	-	-	-
	Staff support	-	-	-
	Miscellaneous equipment and supplies (Office supplies, maintenance, phones, etc)	9,200.00	-	9,200.00
	Catering	1,200.00	-	1,200.00
	Special Event	-	-	-
	New Student Recruiting and Outreach	3,800.00	-	3,800.00
63%	Subtotal	30,000.00	-	30,000.00
	Student Support			
	Student Conference (LaBash Support)	-	-	-
	Catering (Fellowship Events, 4/semester)	-	2,500.00	2,500.00
	Studio Supplies	-	-	-
	Student wages - Teaching Assistant	-	3,000.00	3,000.00
	Book Awards - Will be paid by foundation	-	-	-
	Student Travel - Studio Trips	-	-	-
	Print/Copy	-	-	-
	Special Initiative: GWG Field Trip	-	-	-
	Special Initiative: GWG Internships	-	-	-
11%	Subtotal	-	5,500.00	5,500.00
	Curriculum Support			
	Faculty Development	-	3,000.00	3,000.00
	Review Materials	-	-	-
	Miscellaneous course support	-	500.00	500.00
	Fall End Term Reviewers (fall)	-	3,000.00	3,000.00
	Spring End Term Reviewers (spring)	-	4,500.00	4,500.00
	Super Jury Contribution	-	1,500.00	1,500.00
	Special Initiative: Additional Lecture	-	-	-
	Special Initiative: Distinguished Visitor	-	-	-
	Special Initiative: Cultural Landscape Preservation	-	-	-
26%	Subtotal	-	12,500.00	12,500.00
	Critics and Consultants (honorariums, travel, expenses)	-	-	-
	End of Semester External reviewers - Travel, lodging & meals - Critics	-	-	-
	Honorariums - Critics	-	-	-
	DeProcess	-	-	-
	Special Events	-	-	-
	Subtotal - See curriculum support	-	-	-
100%	Grand Total	30,000	18,000	48,000

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.

This review concerns a first professional degree program at the bachelor's level as described in a (above).

A. Mission and Objectives

1. How does the curriculum address the program's mission, goals, and objectives?
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Educating the next generation of landscape architecture professionals, in an academic climate that values scholarly and creative research as well as fosters service to our communities, guides the structure and content of our curriculum. We believe that we create every opportunity to engage our students in a vibrant and professional design culture and we hope that the exposure they receive to best practices of making, thinking, and assuming leadership through design will give them the agility to thrive in an ever-changing environment of practice or, if they so desire, empower them to choose alternate paths in landscape architecture and its allied disciplines. In short, our most fundamental curricular goal is to equip graduates with the knowledge, skills, and capacities for critical thinking necessary for entry into practice, but in recognition of the overarching mission of the Fay Jones School and the University, we are equally invested in our graduates' readiness to take responsibility as stewards of the natural and cultural landscape.

We have a clear consensus that providing the best available educational opportunities for our students is our leading edge and that we are responsible for ensuring that they enjoy the many benefits of breadth and depth in their university education as well as in their professional studies. Achieving these goals within the boundaries of the five-year undergraduate professional program is not without challenges; nevertheless our curricular framework is conceived with design and designing at the center of a generative and synthetic relationship with history and theory, construction practices, and methods and materials. Design is recognized as a source of innovation through which forward-directed solutions to environmental, urban, and land-use problems can be identified and addressed. At the same time, exposure to both traditional and contemporary ways of making, representation, and technology are essential to achieving the program's education objectives, as is elevating our students' awareness of diverse and emerging domains of knowledge within professional practice. Taking advantage of the resources of our rich and diverse university community enriches the professional curriculum with

both required and elective opportunities for exposure to the natural and social sciences, arts, and humanities, business, and agriculture.

To begin, the curriculum exposes students to the domains of design thinking and knowledge pertinent to the allied disciplines of landscape architecture, architecture, and interior design in the collaborative first year studio and its companion courses that introduce technology and history as frameworks for design thinking. Studio projects engage two and three-dimensional design with a view toward building disciplinary, interdisciplinary, and transdisciplinary knowledge as conceptual frameworks for practice. Concurrently, students acquire general education skills and a work ethic pertinent to their advancement in the professional curriculum in the first year. Next, the second and third years of the curriculum develop understanding of and expertise in critically employing foundational knowledge in the areas of design, landscape architectural history, landscape construction, landscape representation and visualization, and planting design, all purposefully interrelated to establish their interdependency in making and knowing natural and made form and space, while continuing to cultivate their general education in the humanities, arts and social sciences. In the fourth and fifth years, the curriculum provides students, once grounded with a solid framework of disciplinary knowledge and liberal thought through which to understand landscape architecture's larger ramifications to the societies, communities and economies it serves, with opportunities to pursue particular areas of interest, involving a range of elective choices within and beyond the professional program. (Twelve hours of professional electives and nine hours of free electives are required, creating ample opportunity for students to pursue academic minors.) At this point, students are expected to have developed a strong studio habitus and greater confidence in their design intuition and process. Faculty engage students to a greater degree in defining both the scope and program of studio projects.

During the summer between the third and fourth year of the curriculum (or between the fourth and fifth year), all students participate in a study abroad program. Although focused on cultural landscape studies and urban form studies, the study abroad experience expands our students' perspectives of practice to include understanding of and empathy for global concerns that are essential to ethical practice. The study abroad experience also contributes significantly to students' abilities to make the best use of the creative and intellectual freedom they enjoy in making curricular choices in their upper-level courses. Through careful faculty advising and mentoring, within this structure each student is encouraged to define her or his identity and intellectual position within the profession.

Civic engagement and social responsibility also are essential ingredients in the program's strategies for linking curriculum development to our mission, goals, and educational objectives. Recognizing design as community based research, the Department responds to its local context, as well as sites across the state of Arkansas, with experiential learning that addresses sustainable development, environmentally based projects, and historically rich urban and natural settings in the design studio, as well as in history and theory courses and an array of electives. So too, related faculty research endeavors reinforce curricular initiatives that have the potential to educate expanding communities about achieving balance between natural and cultural resources and economic impacts. The curriculum thus enables the program to prepare students to design projects at the site planning scale, recognize critical natural and cultural resources, and contribute to the civic decisions.

2. How does the program identify the knowledge, skills, abilities and values it expects students to possess at graduation?
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As part of the program self-study of its mission, academic goals and learning objectives in response to suggestions offered in the last accreditation's visiting team report (see Introduction and Standard 1), the faculty articulated a rubric of measured learning objectives (see table below). While these objectives necessarily respond to the benchmarks established by the LAAB as well as consider the knowledge and skills expected of entry-level landscape architecture professionals who aspire to success on the LARE, they also reflect core values of the program, the School, and the University. With this in mind, our expectations of graduates embody an ethical position about the profession's accountability for human and ecological health, environmental sustainability, social equity, and stewardship of the natural and historical cultural landscape. The depth and breadth of the faculty's professional training and experience in research, practice, and public service also influence our perspective as do conversations with stakeholders, particularly members of our Professional Advisory Board and alumni. With respect to the multidisciplinary and transdisciplinary collaboration in which contemporary practice is rooted,

program faculty members also exchange ideas about the curriculum with our colleagues in the Fay Jones School and in the larger university community.

Learning Objectives and Measurable Learning Outcomes

Learning Objective	Where Addressed in Curriculum	Assessment and Adaptation of Implementation and Measurement
1. BLA graduates should exhibit habits and dispositions of the profession, including professional ethics and values.*	UNIV 1001 University Perspectives LARC 1315 Design I LARC 1325 Design II LARC 2336 Design III LARC 2113 Design Comm I LARC 2346 Design IV LARC 2123 Design Comm II LARC 2714 Construction I LARC 3356 Design V LARC 3724 Construction II LARC 3914 Planting Design LARC 3366 Design VI LARC 3734 Construction III LARC 3933 Cultural LS (Study abroad) LARC 4123 Urban Form (Study abroad) LARC 4376 Design VII LARC 4714 Construction IV LARC 4033 Theory LARC 5386 Design VIII LARC 4382 Senior Project Prep LARC 5613 Pro Practice LARC 5396 Design IX	
2. BLA graduates should demonstrate the ability to employ critical thinking in the development of their work and the assessment of peer work.*	LARC 1315 Design I LARC 1325 Design II LARC 2336 Design III LARC 2113 Design Comm I LARC 2346 Design IV LARC 2123 Design Comm II LARC 2714 Construction I LARC 3356 Design V LARC 3724 Construction II LARC 3914 Planting Design LARC 3366 Design VI LARC 3734 Construction III LARC 3933 Cultural LS (Study abroad) LARC 4123 Urban Form (Study abroad) LARC 4376 Design VII LARC 4714 Construction IV LARC 4033 Theory LARC 5386 Design VIII LARC 4382 Senior Project Prep LARC 5396 Design IX	
3. BLA graduates should demonstrate knowledge of natural systems and	LARC 1315 Design I LARC 1325 Design II LARC 2336 Design III	

engage an ethic of stewardship to promote ecosystem health through landscape design and management.*	LARC 3413 History I HORT 3103 Woody Plants LARC 2346 Design IV LARC 2714 Construction I LARC 3356 Design V LARC 3914 Planting Design LARC 3366 Design VI LARC 4413 History II LARC 3933 Cultural LS (Study abroad) LARC 4123 Urban Form (Study abroad) LARC 4376 Design VII LARC 4714 Construction IV LARC 5386 Design VIII LARC 4382 Senior Project Prep LARC 5396 Design IX	
4. BLA graduates should demonstrate knowledge of cultural and social systems and sensitivity to cultural and social contexts through design.*	LARC 1315 Design I LARC 1325 Design II LARC 2336 Design III LARC 3413 History I LARC 2346 Design IV LARC 2714 Construction I LARC 3356 Design V LARC 3724 Construction II LARC 3914 Planting Design LARC 3366 Design VI LARC 4413 History II LARC 3933 Cultural LS (Study abroad) LARC 4123 Urban Form (Study abroad) LARC 4376 Design VII LARC 5386 Design VIII LARC 4382 Senior Project Prep LARC 5396 Design IX	
5. BLA graduates should demonstrate knowledge of, and sensitivity to, overlying cultural and natural patterns that give rise to local identity and sense of place.*	LARC 1315 Design I LARC 1325 Design II LARC 2336 Design III LARC 2346 Design IV LARC 2714 Construction I LARC 3356 Design V LARC 3724 Construction II LARC 3914 Planting Design LARC 3366 Design VI LARC 3933 Cultural LS (Study abroad) LARC 4123 Urban Form (Study abroad) LARC 4376 Design VII LARC 4714 Construction IV LARC 4033 Theory LARC 5386 Design VIII LARC 4382 Senior Project Prep LARC 5396 Design IX	
6. BLA graduates should demonstrate knowledge of meaningful community engagement in design.*	LARC 3356 Design V LARC 4033 Theory LARC 5386 Design VIII	
7. BLA graduates should demonstrate knowledge of public policy and	LARC 2714 Construction I LARC 3724 Construction II LARC 3734 Construction III	

regulation as it relates to the practice of landscape architecture.*	LARC 4376 Design VII LARC 5386 Design VIII LARC 5613 Pro Practice	
8. BLA graduates should demonstrate engagement with issues across landscape architecture's range of scales of inquiry and intervention.*	LARC 1315 Design I LARC 1325 Design II LARC 2336 Design III LARC 2346 Design IV LARC 2714 Construction I LARC 3356 Design V LARC 3724 Construction II LARC 3914 Planting Design LARC 3366 Design VI LARC 3933 Cultural LS (Study abroad) LARC 4123 Urban Form (Study abroad) LARC 4376 Design VII LARC 4033 Theory LARC 5386 Design VIII LARC 4382 Senior Project Prep LARC 5613 Pro Practice LARC 5396 Design IX	
9. BLA graduates should demonstrate competency in persuasive spatial design and organization.*	LARC 1315 Design I LARC 1325 Design II LARC 2336 Design III LARC 2346 Design IV LARC 3356 Design V LARC 3914 Planting Design LARC 3366 Design VI LARC 3734 Construction III LARC 3933 Cultural LS (Study abroad) LARC 4123 Urban Form (Study abroad) LARC 4376 Design VII LARC 5386 Design VIII LARC 4382 Senior Project Prep LARC 5396 Design IX	
10. BLA graduates should demonstrate competency in grading, drainage, and stormwater management.*	LARC 2714 Construction I LARC 3356 Design V LARC 3366 Design VI LARC 4376 Design VII LARC 4714 Construction IV LARC 5396 Design IX	
11. BLA graduates should demonstrate knowledge of materials, methods, technologies, and application as it relates to the practice of landscape architecture.*	LARC 2714 Construction I LARC 3724 Construction II LARC 3734 Construction III LARC 4714 Construction IV LARC 2336 Design III	
12. BLA graduates should demonstrate proficiency in construction documentation and knowledge of construction administration.*	LARC 2714 Construction I LARC 3724 Construction II LARC 3914 Planting Design LARC 3734 Construction III LARC 4714 Construction IV LARC 5613 Pro Practice	
13. BLA graduates should demonstrate knowledge of plant identification,	HORT 3103 Woody Plants LARC 3914 Planting Design LARC 3366 Design VI	

planting design and plant communities.*	LARC 5386 Design VIII	
14. BLA graduates should demonstrate aptitude in computer applications relevant to the field.*	LARC 2336 Design III LARC 2113 Design Comm I LARC 2346 Design IV LARC 2123 Design Comm II LARC 3356 Design V LARC 3724 Construction II LARC 3914 Planting Design LARC 3366 Design VI LARC 3734 Construction III LARC 3933 Cultural LS (Study abroad) LARC 4123 Urban Form (Study abroad) LARC 4376 Design VII LARC 4714 Construction IV LARC 5386 Design VIII LARC 4382 Senior Project Prep LARC 5396 Design IX	
15. BLA graduates should be familiar with the specific legal responsibilities and duties related to the profession of landscape architecture.	LARC 2714 Construction I LARC 3724 Construction II LARC 3734 Construction III LARC 4714 Construction IV LARC 5613 Pro Practice	
16. BLA graduates should be familiar with the ethical and fiduciary obligations to clients, affiliates and employees associated with undertaking professional practice.	LARC 5613 Pro Practice	
17. BLA graduates should be familiar with the route to professional licensure and the meaning of attaining professional status as a landscape architect.	LARC 5613 Pro Practice	
18. BLA graduates should demonstrate the ability to formulate conceptual ideas that underpin their design proposals.	LARC 1315 Design I LARC 1325 Design II LARC 2336 Design III LARC 2346 Design IV LARC 3356 Design V LARC 3914 Planting Design LARC 3366 Design VI LARC 3933 Cultural LS (Study abroad) LARC 4123 Urban (Study abroad) LARC 4376 Design VII LARC 5386 Design VIII LARC 4382 Senior Project Prep LARC 5396 Design IX	
19. BLA graduates should demonstrate the ability to undertake self-directed reading and research.*	LARC 1316 Design I LARC 1325 Design II LARC 2336 Design III LARC 3413 History I HORT 3103 Woody Plants	

	LARC 2113 Design Comm I LARC 2346 Design IV LARC 2123 Design Comm II LARC 2714 Construction I LARC 3356 Design V LARC 3724 Construction II LARC 3914 Planting Design LARC 3366 Design VI LARC 4413 History II LARC 3734 Construction III LARC 3933 Cultural LS (Study abroad) LARC 4123 Urban Form (Study abroad) LARC 4376 Design VII LARC 4714 Construction IV LARC 4033 Theory LARC 5386 Design VIII LARC 4382 Senior Project Prep LARC 5613 Pro Practice LARC 5396 Design IX	
20. BLA graduates should demonstrate the ability to engage critically with theories and debates in landscape architecture.*	LARC 1315 Design I LARC 1325 Design II LARC 2336 Design III LARC 3413 History I HORT 3103 Woody Plants LARC 2346 Design IV LARC 2714 Construction I LARC 3356 Design V LARC 3914 Planting Design LARC 3366 Design VI LARC 4413 History II LARC 3933 Cultural LS (Study abroad) LARC 4123 Urban Form (Study abroad) LARC 4376 Design VII LARC 4714 Construction IV LARC 4033 Theory LARC 5386 Design VIII LARC 4382 Senior Project Prep LARC 5613 Pro Practice LARC 5396 Design IX	
21. BLA graduates should demonstrate knowledge of the history of landscape architecture.*	LARC 3413 History I LARC 4413 History II LARC 3933 Cultural LS (Study abroad) LARC 4123 Urban Form (Study abroad) LARC 5613 Pro Practice	
22. BLA graduates should be able to critically engage with current and historical precedents of landscape architecture.*	LARC 1315 Design I LARC 1325 Design II LARC 2336 Design III LARC 3413 History I LARC 2346 Design IV LARC 2123 Design Comm II LARC 2714 Construction I LARC 3356 Design V LARC 3914 Planting Design LARC 3366 Design VI LARC 4413 History II	

	LARC 3933 Cultural LS (Study abroad) LARC 4123 Urban Form (Study abroad) LARC 4376 Design VII LARC 4033 Theory LARC 5386 Design VIII LARC 4382 Senior Project Prep LARC 5396 Design IX	
23. BLA graduates should demonstrate effective and appropriate graphic communication.*	LARC 1315 Design I LARC 1325 Design II LARC 2336 Design III LARC 2113 Design Comm I LARC 2346 Design IV LARC 2123 Design Comm II LARC 2714 Construction I LARC 3356 Design V LARC 3724 Construction II LARC 3914 Planting Design LARC 3366 Design VI LARC 3734 Construction III LARC 3933 Cultural LS (Study abroad) LARC 4123 Urban Form (Study abroad) LARC 4376 Design VII LARC 4714 Construction IV LARC 5386 Design VIII LARC 4382 Senior Project Prep LARC 5396 Design IX	
24. BLA graduates should demonstrate effective and appropriate written communication.*	LARC 1315 Design I LARC 1325 Design II LARC 2336 Design III LARC 3413 History I HORT 3103 Woody Plants LARC 2346 Design IV LARC 2714 Construction I LARC 3356 Design V LARC 3724 Construction II LARC 3914 Planting Design LARC 3366 Design VI LARC 4413 History II LARC 3734 Construction III LARC 4376 Design VII LARC 4714 Construction IV LARC 4033 Theory LARC 5386 Design VIII LARC 4382 Senior Project Prep LARC 5613 Pro Practice LARC 5396 Design IX	
25. BLA graduates should demonstrate professional public speaking and presentation skills.*	LARC 1315 Design I LARC 1325 Design II LARC 2336 Design III LARC 2346 Design IV LARC 2714 Construction I LARC 3356 Design V LARC 3724 Construction II LARC 3366 Design VI LARC 3734 Construction III LARC 3933 Cultural LS (Study abroad)	

	LARC 4123 Urban Form (Study abroad) LARC 4376 Design VII LARC 4714 Construction IV LARC 4033 Theory LARC 5386 Design VIII LARC 4382 Senior Project Prep LARC 5613 Pro Practice LARC 5396 Design IX	
26. BLA graduates should demonstrate the capacity to engage critical issues of sustainability, including both aesthetic and performative aspects of design.*	HORT 3103 Woody Plants LARC 2714 Construction I LARC 3356 Design V LARC 3724 Construction II LARC 3914 Planting Design LARC 3366 Design VI LARC 3734 Construction III LARC 3933 Cultural LS (Study abroad) LARC 4123 Urban Form (Study abroad) LARC 4376 Design VII LARC 4714 Construction IV LARC 4033 Theory LARC 5386 Design VIII LARC 4382 Senior Project Prep LARC 5396 Design IX	

*Fulfills LAAB requirement.

B. Program Curriculum

- How does the program curriculum include coverage of:
 - History, theory and criticism.
 - Natural and cultural systems including principles of sustainability.
 - Public policy and regulation.
 - Design, planning and management at various scales and applications including but not limited to pedestrian and vehicular circulation, grading, drainage, and storm water management.
 - Site design and implementation: materials, methods, technologies, applications.
 - Construction documentation and administration.
 - Written, verbal and visual communication.
 - Professional practice.
 - Professional values and ethics.
 - Plants and ecosystems.
 - Computer applications and other advanced technologies.

Overview

The program's five-year curriculum includes nine design studios that focus on critical analytical thinking linked to problem solving involving the creation or preservation of spatial environments for safe human use and enjoyment, as well as environmental stewardship. Faculty engage in structured conversation before, during, and after semesters to discuss, in detail, opportunities for reinforcement and logical progression between successive studio offerings which, fundamentally, are facilitated by our efforts to offer a cohesive studio core. Four construction classes, incorporating both lectures and studio-based learning experiences, cover a wide range of technical issues, and are integrated with design issues to the greatest extent possible. All studios, the history/theory sequence, and the professional practice course offer forums for ethical and legal considerations within the profession. The professional practice course gives students an understanding of the business of landscape architecture and its role in society. The history and theory courses develop an understanding of the goals and values of the profession, the influence of social and environmental issues, and historical perspectives for solving

contemporary design problems. Syllabi articulate goals and objectives for each course, which reflect the overarching curriculum goals and address core knowledge and skills in history, philosophy, theory, values, ethics, professional practice, planning, design, and construction. (See Addenda B for course overviews that supply detail in addition to descriptions below.)

Knowledge Areas

Foundation Design and Design Thinking (Collaborative First Year)

Required foundation (first year) courses (LARC 1315 and 1325, and ARCH 1212 and 1222) provide all students with a diverse range of skills to think about and convey ideas pertinent to landscape architecture as well as to understand them in the contexts of the related professional and intellectual domains of architecture and interior design. All foundation courses provide a synergistic, interdisciplinary learning experience and environment. In both studio courses that introduce creative practices and design thinking as a component of “making,” and lecture courses that demand written, critical analysis of conceptual frameworks and precedents for design thinking, connections are made between abstract ideas and the reality of their application in problem solving. The foundation design studios introduce digital media, including Adobe Suite, AutoCAD, and Rhino as essential tools for all designers.

- Written, verbal and visual communication: LARC 1315, LARC 1325
- Design at various scales: LARC 1315, LARC 1325
- Professional values and ethics: UNIV 1000, LARC 1316, LARC 1326
- Computer applications: LARC 1315, LARC 1325
- History, theory and criticism: ARCH 1212, ARCH 1222

LARC 1315. Landscape Architecture Design I (Fa). 5 Hours.

Theory and craft of seeing, drawing, and model building to record and communicate a design. Introduction to basic principles of design, the natural landscape, urbanism, and the public realm. Basic design principles with architectural and natural geometries are introduced and employed.

LARC 1325. Landscape Architecture Design II (Sp). 5 Hours.

Basic concepts of spatial, visual and experiential analysis are used in the investigation and evaluation of designed landscapes. Introduction to three-dimensional spatial organization systems and supporting principles. Continued drawing exercises and analysis graphics leading to design conceptualization. Prerequisite: LARC 1315.

ARCH 1212. Design Thinking I: Foundations in Technology (Su, Fa). 2 Hours.

This course will raise pertinent questions about the role of architectural technology in design through studying the important theories about technology from Vitruvius to contemporary practice and understanding how they have been manifested in built form.

ARCH 1222. Design Thinking II: Foundations in History (Sp, Su). 2 Hours.

Explores the role of architectural history in design thinking, introducing divergent canons and traditions in a global context and emphasizing understanding of the relationships among buildings, spaces and places and the social, political and technological circumstances in which the work was theorized, produced, and lived. Prerequisite: ARCH 1212.

UNIV 1001, University Perspectives (Fa). 1 Hour.

University Perspectives is a university required first-year course designed to enhance student success. The course emphasizes the transition to the university and university-level work by addressing topics such as critical thinking and civic engagement. In fall 2015, the Fay Jones School modified the university-dictated syllabus of UNIV 1001 to create a discrete course that addressed with specificity the unique studio culture and professional trajectories of students in the design disciplines. Emphasis is placed on introducing the professional domains of landscape architecture, architecture, and interior design as well as alternative career paths to which a design education can lead.

Landscape Architecture Design Studios (Second, Third, Fourth, and Fifth year)

Building upon the foundational knowledge in basic design practices, skills, and issues established in the first-year collaborative studio, the second year (Design III and IV, LARC 2336 and 2346) focuses on small to medium scale projects, applies site analysis techniques, introduces goal setting, emphasizes conceptualization, and concentrates on expressing individual and collective meaning, with Design IV increasing in scope, scale, and

complexity, and introducing “meaning” and “precedent” to inform design. At the conclusion of the second year, students are required to produce a portfolio of their work, including examples from design studio, as well as related “support” courses in the BLA curriculum, for faculty review. Based upon this critical evaluation, students, when successful, are invited to continue in the professional program; in the event that a student’s work is not deemed suitable to support continuation, a path to remediate deficiencies is discussed with the Department Head, or alternatives, including pursuit of the four-year Bachelor of Architectural Studies degree, are considered. The four-year studies degree is a discrete, rigorous liberal arts offering that, while not studio-focused, requires many of the same sensibilities and interests for successful completion as the BLA. It is not considered to be a clearing house for struggling BLA candidates, but rather a strong, complementary program to our professional degree.

The third year of design entails more exploration of the design process and an introduction to site planning as well as exposure to projects of increasing scope, complexity, and scale. Environmental-behavior theories are introduced and applied in Design V, often in community-based projects. Natural system influences are introduced and reinforced in the second half of the school year in Design VI, with an introduction to ecological principles and appropriate sustainable design technologies. The fourth-year curriculum allows students to, again, experience projects of increasing scope, scale, and resolution, which typically use urban design, community design, and mixed-use urban infill as project types in Design VII. Since the last LAAB accreditation, and through a new faculty hire specifically intended to provide instruction at the upper scale of landscape architectural endeavor, Design VIII was re-imagined, not as the senior capstone project, but another instructor-led offering. Design VIII now strengthens and enriches our offerings with the application of regional design and planning, supported by training in and design development with GIS. This refinement of the curriculum has placed the revised Design VIII in the spring of the fourth year – previously a semester that had no studio requirement with students undertaking self-directed research and site selection in preparation for the self-directed capstone studio in the subsequent fall semester of the fifth year (the former format of Design VIII).

As noted in the introductory section of this document, and laid out above, design studio instruction in the capstone year of the BLA program has changed substantially. Following several years of reflection on the best interests of our students, the curriculum eliminated the individual capstone projects for 2014, restructuring the last required studio to a single project-based format – a newly formed Design IX. Simply, the self-directed capstone had consistently led even strong students to struggle unnecessarily with the scope, scale, and resolution on a site of their own choosing. The faculty acknowledge the great benefit of student-led programming, client interface, and project timeline management, and we now devolve this to our students in upper level studios under close management of the faculty. As an example, students in Design VII of Fall 2015 were required to create a program for a complex master-planning exercise based on directed readings on community design and planning for projected population numbers, reference to planning documentation, and roundtables with the landowner acting as the de facto client.

Also in Fall 2015, the final studio – the newly cataloged Design IX (LARC 5396, Senior Demonstration Project) – was conducted by this year’s Garvan Distinguished Visiting Professors, Helle Søholt and John Bela, of Gehl Studio as an interdisciplinary studio engaging both Landscape Architecture and Architecture students in a collaborative urban design study. With support from the Fay Jones School Dean for the distinguished visitors (endowed) faculty line and increasing efforts to seek interdisciplinary collaboration in the fifth year across the professional curriculums, this studio sets an important precedent for capstone learning experiences in the future.

In conclusion, it again bears mention that each studio offering does not sit in isolation, but is intended as part of a coherent curriculum that balances design, planning, and management with due concern for legibility and narrative in the land as well as regional and global concerns of place-making. The faculty have worked diligently to provide greater flexibility in the studio curriculum. Project topics may change from year to year to reflect emerging faculty interests or concerns, but the complementary attitudes of robust MLOs and continuous, reflective dialogue among faculty, ensure that standards, cohesiveness, and quality are maintained. For detailed description of the studio sequence, please see summary course description in Addenda B, Curriculum.

- Natural and cultural systems including principles of sustainability: LARC 3356, LARC 3366, LARC 4376, LARC 5386, LARC 5396
- Public policy and regulation: LARC 4376, LARC 5386

- Design, planning, and management at various scales and applications including but not limited to pedestrian and vehicular circulation, grading, drainage, and stormwater management: LARC 2336, LARC 2346, LARC 3356, LARC 3366, LARC 4376, LARC 5386, LARC 5396
- Site design and implementation: materials, methods, technologies, applications: LARC 2336, LARC 3356, LARC 3366
- Written, verbal and visual communication: LARC 2336, LARC 2346, LARC 3366, LARC 4376, LARC 5386, LARC 5396
- Plants and ecosystems: LARC 3366, LARC 5386
- Computer applications and other advanced technologies: LARC 2346, LARC 3356, LARC 3366, LARC 4376, LARC 5386, LARC 5396

LARC 2336. Landscape Architecture Design III (Fa). 6 Hours.

Introduction to design process(s) which responds to site and context. Reinforcement of design principles and organization systems applied to small scale design projects. Studio and lecture. Prerequisite: LARC 1325.

LARC 2346. Landscape Architecture Design IV (Sp). 6 Hours.

Expansion of abilities to analyze existing conditions of site and develop methods for interpreting and synthesizing information and perceptions into spatial design proposals. Emphasis on design form and the use of meaning and landscape narrative applied to increased scale projects within a larger or more complex context. Studio and lecture. Prerequisites: LARC 2336 and LARC 3413

LARC 3356. Landscape Architecture Design V (Fa). 6 Hours.

Investigation of social behavior as applied to program and design that serves human needs. Projects reflect increased scope, scale, and resolution with a detailed design component. Studio and lecture. Prerequisites: LARC 2346 and LARC 2714; and acceptance into the professional program.

LARC 3366. Landscape Architecture Design VI (Sp). 6 Hours.

Investigation of social behavior as applied to program and design that serves human needs. Projects reflect increased scope, scale, and resolution with a detailed design component. Studio and lecture. Prerequisite: LARC 2346 and LARC 2714, and acceptance into the professional program.

LARC 4376. Landscape Architecture Design VII (Fa). 6 Hours.

(Formerly LARC 4375) Synthesis of all previous course work; an introduction to the theory and practice of larger scale planning with an emphasis on design of systems in urbanizing environments. Studio and lecture. Prerequisites: LARC 3366 and LARC 4413.

LARC 5386. Landscape Architecture Design VIII (Sp). 6 Hours.

Investigation of the relationship between development, stewardship and land use of the regional scale. Natural resource systems, public policies, regional economics, and social contexts inform environmental land use planning and design decisions. Geographic information systems (GIS) used as an analysis tool. Lecture and GIS lab. Prerequisite: LARC 4376 or instructor approval.

LARC 5396. Landscape Architecture Design IX (Fa). 6 Hours.

Advanced design studio with an emphasis on individual or team research and design resolution. Includes all aspects of design process: inventory, programming, graphic documentation, formal oral presentation, and a written report. Prerequisite: LARC 5386.

Design Communications (Second Year)

Originally conceived to focus on hand graphic techniques and introduce computer graphic applications, the Design Communication courses are continually evolving to adapt pedagogy and learning objectives to students elevated levels of awareness and ability in both mediums of representation following the first-year foundation studio. Equipped with experience in AutoCAD, Adobe Suite and Rhino by the start of the second year, students explore deeper levels of analysis through graphic communication with attention to technical competence, expressiveness, creativity, and relationship to practice. These specialized courses are intended to find ready application in the design studio and construction lab.

- Computer applications and other advanced technologies: LARC 2113, LARC 2123
- Written, verbal and visual communication: LARC 2113, LARC 2123

LARC 2113. Design Communications I (Fa). 3 Hours.

Introduces basic graphic techniques fundamental to the communication of landscape design and landscape architecture. Emphasis on effective and efficient communication using free-hand and digital tools and techniques most frequently utilized in landscape architecture. Limitations and advantages are identified, and shared principles in both hand and computer graphics are emphasized.

LARC 2123. Design Communications II (Sp). 3 Hours.

Builds upon LARC 2113 by introducing advanced graphic techniques increasingly utilized in the communication of landscape design and planning, and in professional practice. Focus is on software required for sophisticated renderings and visualizations, and to manage and interpret landscape data to the regional level.

Construction

The construction sequence develops knowledge, skill, and ability areas found in the LAAB practice survey, and the general knowledge, skills and abilities of the LARE, while enhancing students' understanding that design and construction are intrinsically and conceptually related. Like other professional core courses in the program, the construction sequence is designed not only to build upon itself, but also to be reinforced through application in the design studio sequence.

- Site design and implementation: materials, methods, technologies, applications: LARC 2714, LARC 3724, LARC 3734, LARC 4714
- Construction documentation and administration: LARC 3724, LARC 3734, LARC 4714
- Design, planning, and management of grading, drainage, and stormwater management: LARC 2714, LARC 4714
- Natural and cultural systems including principles of sustainability: LARC 2714, LARC 3724, LARC 3734, LARC 4714
- Public policy and regulation: LARC 2714, LARC 3724, LARC 3734
- Computer applications and other advanced technologies: LARC 3724, LARC 3734, LARC 4714
- Professional practice: LARC 2714, LARC 3724, LARC 3734, LARC 4714

LARC 2714. Landscape Architecture Construction I (Sp). 4 Hours.

(Grading) Introduction to landscape architectural construction with an emphasis on grading, earthwork computations, and technical drawing skills. Introduction to grading of land forms, grading of linear landscape elements (paths, roads, sidewalks), grading of planar elements (terraces, playing fields, parking), roadway alignment, the land survey system, and construction documents. Lecture and laboratory.

LARC 3724. Landscape Construction II (Fa). 4 Hours.

(Materials) Introduction to landscape architectural materials and methods of construction and assembly. Emphasis on material properties and how those properties affect the materials used in the landscape and interactions with other materials. Introduction to dimensioning and layout systems and parking requirements with increased complexity of construction documents. Lecture and laboratory.

LARC 3734. Landscape Architecture Construction III (Sp). 4 Hours.

(Structures) Introduction into the design and fabrication methods of structures in the landscape. Emphasis on statics in calculating sizes and selection of materials for free-standing and retaining walls, and wooden structures. Advanced technical drawing component and computer integration of drawing production. Lecture and laboratory. Prerequisite: LARC 3724.

LARC 4714. Landscape Architecture Construction IV (Fa). 4 Hours.

(Systems) Introduction to systems of landscape architectural construction including stormwater management, lighting, irrigation, water features, and erosion control. Emphasis on advanced grading and landform manipulation skills, and stormwater system design and calculations. Significant integration of computer generated drawings. Lecture and laboratory. Prerequisite: LARC 2714.

Planting Design (Second and Third Year)

Together, Planting Design, and the woody landscape plants course upon which it builds, provide students with a basic working knowledge for solving problems related to architecture, engineering, aesthetic and climatic uses of plant materials. Planting strategies are based on individual site requirements and follow the process adopted in

landscape architecture studios. The course addresses both the pragmatic concerns of business and practice of planting design and construction and the study of conceptual planting design as an architectural and aesthetic concern.

- Plants and ecosystems: HORT 3101, LARC 3914
- Natural and cultural systems including principles of sustainability: HORT 3101, LARC 3914
- Construction documentation and administration: LARC 3914, LARC 5613
- Computer applications and other advanced technologies: LARC 3914

HORT 3103. Woody Landscape Plants (Fa). 3 Hours.

Identification, climatic adaptation and landscape design values of woody ornamental trees, shrubs and vines. Lecture 2 hours per week. Co-requisite: Lab component.

LARC 3914. Planting Design I (Fa). 4 Hours.

Introduction to small scale projects involving use of plant materials in relation to other landscape elements, formulation of a vocabulary of plant materials and preparation of integrated planting plans and applicable specifications. Includes laboratory. Prerequisite: HORT 3103.

LARC 5613. Professional Practice Manual (Sp). 3 Hours.

Professional responsibilities and related aspects of landscape architecture practice: ethics; office organization; client, contractor and landscape architect relationships; legal issues, contracts and documents; regulations; review of bidding and contractual documents.

History and Theory (Second, Third, and Fourth Year)

The goal of the history and theory sequence is to cultivate students' knowledge of canonic and notable works of landscape architecture for use as precedent in the design studios as well as to acquaint the student with the influence of cultural, social, and technological contexts for knowing the made and natural environments. The study of landscape architectural history, thus, helps students understand the design of exterior spaces and their relevance to present ways on working in this deeper context. Discipline specific history and theory courses build upon the introduction to the history of the made and natural environments established in Design Thinking II: Foundations of History (ARCH 1222). In addition, ethical issues of landscape architectural and environmental stewardship are established, creating a continuous disciplinary subtext that affords opportunities for relating the history/theory coursework to issues of relevance in contemporary practice and the design studio. The theory class delves deeper into these understandings, introducing students to theories that lie outside their areas of focus and expertise. Students can broaden their studies of history through the selection of architectural and interior design history courses as professional electives.

- History, theory and criticism: LARC 3413, LARC 4413, LARC 4003
- Natural and cultural systems including principles of sustainability: LARC 4413, LARC 4003
- Written, verbal, and visual communication: LARC 3413, LARC 4413, LARC 4003

LARC 3413. History of Landscape Architecture I (Fa). 3 Hours.

Analysis of the interaction between existing landscapes and human cultural development as reflected in the meaning and organization of landscape designs at garden and community scales from the Neolithic period through the 18th Century.

LARC 4413. History of Landscape Architecture II (Sp). 3 Hours.

Critical study and analysis of landscape architecture from nineteenth century to the present, with an emphasis on the philosophical and design theories that have influenced the form of gardens, parks, and cities.

LARC 4033. Theory (Fa). 3 Hours.

Introduction to seminal theories in landscape architecture, environmental design and planning. Readings and case studies will be utilized to explore interaction and connection across a range of disciplinary theoretical intersections. Prerequisite: LARC 3413 and LARC 4413 or instructor consent.

Study Abroad

Following their third or fourth year in the BLA program, landscape architecture students participate in a required, intensive five-week summer study abroad program. Study abroad immerses students in layers of history by

looking at both traditional fabric of cities and 21st Century issues surrounding emerging and sustainable cities. In past years, students have traveled to the University of Arkansas Rome Center, where they began a course of study involving sites in Italy, France, and the United Kingdom; in summer 2015, the Department piloted a program “21st Century Cities: Emerging Istanbul; Sustainable Copenhagen.” In all study abroad learning experiences, we require students to have a robust portfolio of drawings that analyze and interpret the aesthetic, cultural, physical, and ecological patterns, processes, and perceptions of the cities. They also conduct primary research on sustainable design and its impact on urban form. While the degree to which study abroad builds upon the history/theory sequence is self-evident, the learning experience has lasting and overarching influence on all program course work that follows.

- History, theory and criticism: LARC 3933, LARC 4123
- Natural and cultural systems, including principles of sustainability: LARC 3933, LARC 4123
- Written, verbal, and visual communication: LARC 3933, LARC 4123

LARC 3933. Cultural Landscape Studies (Su). 3 Hours.

The examination of landscape forms, and their historic and evolutionary development. Includes study of cultural, political, and site context influences. Required field trip component of study abroad. Prerequisite: LARC 3413.

LARC 4123. Urban Form Studies (Su). 3 Hours.

The examination of urban, village, and suburban form and its influencing forces. Includes study of cultural forces, technological developments, and physical shape, scale, and materials that define urban areas. Required field trip component of study abroad. Prerequisite: LARC 3413.

Professional Practice (Fourth Year)

The professional practice course encompasses six main aspects of the landscape architecture professional that provide students with an overall understanding of their professional responsibilities: professions and their roles in society; forms of practice in which landscape architects work; frameworks for legal, regulatory and ethical practices; operational procedures in practice; contract administration of professional practice; and project administration. The subject areas covered reflect requirements under Section A of the “Specifications” for the Landscape Architect Registration Exam (LARE): Legal and Administrative Aspects of Practice.

- Professional values and ethics: LARC 5613
- Professional practice: LARC 5613

LARC 5613. Landscape Architectural Practice and Project Manual (Sp). 3 Hours.

Professional responsibilities and related aspects of landscape architecture practice: ethics; office organization; client, contractor and landscape architect relationships; legal issues, contracts, and documents; regulations; review of bidding and contractual documents.

Recurring Professional Electives

All professional elective courses require a high yet diverse level of scholarly, applied, and/or design research. Traditionally, landscape architectural history and architectural history have been recognized as strengths of the School, with landscape historic preservation and cultural resource management courses (LARC 5053) offered regularly, often involving projects that require Historic American Landscape Survey (HALS) quality documentation and cooperation with the university’s Center for Advanced Spatial Technologies (CAST). Equally important to emerging practices and global concerns are courses that fulfill requirements of the campus-wide minor in sustainability (LARC 4743, LARC 4753, LARC 5493, LARC 5043, LARC 5386), as well as those that support the Department’s planning minor, offered in collaboration with the Department of Political Science (see section C, Areas of Interest, below). As schedules permit, Landscape Architecture faculty are encouraged to offer professional electives that uniquely reflect their disciplinary interests and expertise, for example, Associate Professor Smith’s “Housing as if the Future Matters” addressing sustainable community design and housing; Assistant Professor Billig’s “Public Participation in Design and Planning,” addressing community engagement and participation; and Assistant Professor Lickwar’s “Siteworks,” in which students engaged in an intentional practice of photography as a way to investigate the landscape, analyze ephemeral conditions, and challenge existing narratives.

- History, theory and criticism: LARC 4743, LARC 5053
- Natural and cultural systems including principles of sustainability: LARC 4743, LARC 4743, LARC 5054, LARC 5063, LARC 5493
- Public policy and regulation: LARC 4743, LARC 4773, LARC 4753, LARC 5493
- Site design and implementation: materials, methods, technologies, applications: LARC 5063

LARC 4743. Public Participation in Design and Planning. 3 Hours.

The course analyzes the role and participation of multiple stakeholders in planning, design and development scenarios. Public participation techniques covered include questionnaire design, charrettes, grassroots organizing, stakeholder identification and analysis, and other strategies for involving the public, including engaging underrepresented groups.

LARC 4753. Incremental Sprawl Repair. 3 Hours.

Exploration of the causes, manifestation, and results of suburban sprawl on the built environment. Design and planning strategies linked to landscape, urbanism, policy, transportation, resource-conservation, ecology, and social structures are proposed. Emphasis is placed on combining traditional and cutting edge methods for repairing sprawled cities and regions. Prerequisite: Fourth or fifth year standing or instructor approval.

LARC 5043. Housing as if the Future Matters (Irregular). 3 Hours.

The role of the landscape architect in contemporary society with specific focus on the design and planning of housing and communities; how this is affected by technological change and awareness of ecological problems. Group discussions, individual research projects, group design charrettes, and guest lectures. Prerequisite: Fourth-year standing or instructor approval.

LARC 5053. Historic Landscape Preservation (Irregular). 3 Hours.

Survey of historic preservation as a profession and the emerging cultural landscape preservation movement. Introduction to preservation principles as described by the Secretary of the Interiors Standards and Guidelines. Analysis of case studies will reinforce basic philosophies and introduce preservation approaches. Prerequisite: LARC 3413 and LARC 4413.

LARC 5063. Alternative Stormwater Management (Irregular). 3 Hours.

Introduction to the role of alternative stormwater management techniques toward a more sustainable development to include constructed wetlands, bioswales, rain water harvesting, green roofs, and other stormwater reduction techniques. Emphasis on multidisciplinary team approach to problem solving. This course is open to non-majors and includes both lecture and laboratory time.

LARC 5493. Environmental Land Use Planning (Sp). 3 Hours.

Investigation of the relationship between development, stewardship and land use on the city and regional scales. Natural resource systems, public policies, regional economics, and social contexts are investigated as informers of environmental planning and design decisions. Prerequisite: LARC 4376 or instructor approval.

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

As noted in the above-stated overview, the BLA curriculum strives to make seamless connections between the design studios and co-requisite courses at each discrete year level in construction, graphic communication, history and theory, and planting materials. Through coordinating studios and courses in an overarching structure conceived to incrementally develop knowledge and skills, foundational principles of design thinking are emphasized in the first year of the curriculum; years two through four build upon that foundation, progressively deepening core disciplinary knowledge, and, thus, by the fifth year of the curriculum, we are confident that students are prepared to add value to the professional competencies already developed by pursuing individual interests or sub-disciplinary specializations through elective classes. To these ends, measured learning objectives also thread through the curriculum, emphasizing common conceptual frameworks and bodies of knowledge that are reinforced through the sequence of courses.

Foundational Knowledge

LARC 1315. Landscape Architecture Design I (Fa, year 1)
ARCH 1212. Design Thinking I: Foundations in Technology (Fa, year 1)
UNIV 1001. University Perspectives (Fa, year 1)
LARC 1325. Landscape Architecture Design II (Sp, year 1)
ARCH 1222. Design Thinking II: Foundations in History (Sp, year 1)

Core Disciplinary Competencies

LARC 2336. Landscape Architecture Design III (Fa, year 2)
HORT 3101. Woody Landscape Plants (Fa, year 2)
LARC 3413. History of Landscape Architecture I (Fa, year 2)
LARC 2346. Landscape Architecture Design IV (Sp, year 2)
LARC 2113. Design Communications (Fa)
LARC 2714. Landscape Architecture Construction I (Sp, year 2)
LARC 3356 Landscape Architecture Design V (Fa, year 3)
LARC 3724. Landscape Construction II (Fa, year 3)
LARC 3914. Planting Design 1 (Fa, year 3)
LARC 3366. Landscape Architecture Design VI (Sp, year 3)
LARC 3734. Landscape Architecture Construction III (Sp, year 3)
LARC 4413. History of Landscape Architecture II (Sp, year 3)
LARC 4376 Landscape Architecture Design VII (Fa, year 4)
LARC 4714. Landscape Architecture Construction IV (Fa, year 4)
LARC 4033. Theory (Fa)
LARC 5386. Landscape Architecture Design VIII (Sp, year 4)
LARC 5613. Professional Practice (Sp, year 4)
Professional Elective (Sp, year 4)

Advanced Competencies

LARC 5396. Landscape Architecture Design IX (Fa, year 5)
Free Electives (Fa, year 5)
Professional Electives (Fa, year 5)
Professional Electives (Sp, year 5)
Free Electives (Sp, year 5)

So too, frequent consultation among faculty who teach at all year levels of the studio sequence assures continuity and synthesis in building student's virtuosity and awareness in design thinking and practice. The Department maintains a bank of course syllabi, updated every semester, a resource that supports currency and connections among required BLA courses. Faculty regularly revise and improve course content in response to internal curriculum reviews, campus and community resources, opportunities, student need, and input from academic peers and practitioners.

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

As is necessary and appropriate, traditional methods of learning assessment – knowledge-based exams, projects that incorporate design thinking, critical inquiry and research outside of the studio, and, of course, studio projects that are reviewed by faculty and guest critics – provide a necessary sense of measurement of student accomplishment. The articulation of measured learning outcomes for all required BLA courses has clarified curriculum assessment, and these outcomes now provide an overarching frame of reference for all curriculum review and discussion, including the end-of-year curriculum review with external peers.

The most assuring and gratifying evidence that our students enter the profession with competence to contribute as entry-level team members in both private practice and in the public sector comes from our stakeholders, particularly members of our Professional Advisory Board. From them, we learn that our graduates perform well in

design development and the crafting of construction documents; they transition appropriately to construction administration and project management; and they understand the dynamics of collaborating in diverse large and small private practices. In the public sector, we see many of our graduates assuming leadership positions in local planning agencies. Among the practices that have welcomed graduates who have earned the BLA since the last accreditation, are EDSA (Robert Jackson, BLA 2011), LandPlan Consultants, Tulsa (Blake Buckner, BLA 2014), RVi Landscape Architecture-Planning (Robert Whittemore, BLA 2014), Talley Associates, Dallas (Kathryn Dunn, BLA 2015), and Page Duke Landscape Architects, Nashville (Brittany Brown, BLA 2015); in the public sector, members of the same cohort of students work for Arkansas State Parks (Zach Foster, BLA 2015), the Urban Forestry Program of the City of Fayetteville (Derek Linn, BLA 2013), and the National Park Service (Ben Stinnett, BLA 2012).

Those of our students who seek advanced degrees soon after graduation provide another barometer of success; notable examples include Billy Fleming (BLA 2011), currently a doctoral fellow in urban planning at the University of Pennsylvania following successful completion of his Master of Science in Community and Regional Planning at the University of Texas, Austin; John Scott, who earned a Master of Regional and Community Planning at Kansas State University, and Ben Stinnett (BLA 2012), who earned a Masters in Historic Preservation at the University of Oregon.

External peer review through awards competitions and competitive internships also indicate the high level of accomplishment of our students. For example, since the last accreditation:

- Kathryn Dunn (BLA 2015), was named honorable mention as a Udall Scholar, received a Virginia Tech MAOP Fellowship, and was a finalist for a Truman Scholarship.
- William Towle (BLA 2012), was awarded a Central States ASLA Planning and Analysis award.
- Christopher Bakunas (BLA 2012) won a Student Merit Award from ASLA Arkansas, 2013.
- Adel Vaughn (BLA 2015) and Mary Nell Patterson (BLA 2015) won the student award in the 2013 “Envision Little Rock” design competition.
- Kathryn Dunn (BLA 2015) was awarded an ASLA Central States Merit award and an ASLA Student Honor Award.
- Robin Massingill (BLA 2014) secured a summer internship at Peter Walker Partners.
- Adel Vaughn (BLA 2015) secured a summer internship with Brindley Associate in Edinburgh, Scotland.
- Brittany Brown (BLA 2015) was awarded an ASLA Central States Honor Award.
- Donna Freeman (BLA 2014) was awarded a 2014 ASLA Council of Fellows Scholarship.
- Hannah Moll (current fourth-year student) won three ASLA Arkansas awards, two in the student analysis and planning category, the third, a merit award in the student general design category, 2015.
- Billy Fleming, Senior Honor Citation, 2011, awarded by the Arkansas Alumni Association Board of Directors to a senior man and woman who exhibit outstanding academic achievement, campus and community involvement, and leadership.

The program continues to encourage and support student participation in competitions. Currently we have a promising student entry in the Congress of New Urbanism awards program, and look forward to student entries to the Central States ASLA awards program (due at the end of February 2016). To the greatest extent possible, the department pays submission fees for student competition entries.

Students, collaborating with faculty mentors, also have presented research developed through independent study and honors theses at the conferences of learned societies, for example:

- Brandon Doss (BLA 2013). and Smith, C. (2014). Stormwater Instruction in the SEC’s Landscape Architecture Departments: a Comparison with SITES Criteria. Proceedings – Abstracts. Landscape, City & Community. Council of Educators in Landscape Architecture (CELA) 2014 Conference. CELA, Baltimore, Maryland. March 26 – March 29 2014.
- Zach Prange (BLA 2014). “Lawrence Halprin and the Modern Sublime,” 2014 Arkansas College Art History Symposium. University of Central Arkansas, Conway, Arkansas. 14 March 2014.

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

As an undergraduate professional curriculum, we have an obligation to offer our students both a firm grounding in the design thinking, practical skills, and discipline-specific knowledge that will prepare them to thrive, and to be lifelong learners as landscape architects, and a liberal education that will prepare them to enter the profession as literate, ethical, and intellectually well-rounded contributors. To meet these objectives, as demonstrated above, we offer an intense academic experience, with three essential components: the professional program courses, free and professional electives, and the general education of the University core. Value-added opportunities beyond this nucleus, however, provide our students with ways and means to cultivate the ways of knowing established in classroom and studio learning experiences, stimulate intellectual curiosity, and develop sensitivity to the diversity that characterizes our globalizing culture. Significant among the opportunities that enable our students to pursue a wide range of academic interests as described above are:

- A curricular structure that provides increasing opportunities for free and professional electives in the fourth and fifth years of the professional program, affording students the ability to pursue minor areas of academic interest, or seek breadth in their perspectives for contributing to the design and stewardship of the natural environment.
- Professional electives, honors sections of required courses, independent study, and honors theses provide opportunities for supervised and routinely funded undergraduate research.
- Students are provided with opportunities to work closely with faculty mentors in the classroom and/or in creative research and practice as teaching and research assistants. In particular, upper-level student participation as teaching assistants in the foundation studio, LARC 1315 and LARC 1325, in University Perspectives, UNIV 1001, in The American Landscape, LARC 1003 (a university core course offered to the campus community), not only develop their own knowledge and skills, but serve a meaningful role as peer mentors.
- Domestic field trips to project sites, profession offices, historically significant places, and landscape architectural and urban situations of contemporary importance are regular components of the design studio experience as well as related courses in planting design and historic preservation.
- Study abroad, as detailed in course descriptions above, is required of all BLA program students.
- Through the Fay Jones School lecture series, students are exposed to a diverse slate of nationally and internationally renowned practitioners, critics, and academics. With approximately ten lectures every semester, the wide range of ideas and examples exposed in lectures is a great source of inspiration for all of our students, shaping directions in their creative work and research as well as opening up opportunities to network with our visitors.
- Student leadership opportunities are available both within the Fay Jones School and in the larger campus. The ASLA student chapter leadership participate in the Deans' Leadership Council, and Fay Jones School students have a seat in the Arkansas Student Government Association.

C. Syllabi

While the department supports individual faculty members' initiatives to develop syllabi that are suited uniquely to the pedagogical goals and learning outcomes of their courses, it is understood that common content and Landscape Architecture course syllabi is important. Shared protocols for syllabi make clear to students and reinforce for both students and faculty the overarching academic goals and learning objectives of the BLA program and underscore the best practices of teaching and learning in an undergraduate professional program. Additionally, University protocols call for syllabi content that articulates the values of the institution and protect the health, safety, welfare, and rights of our students.

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

A typical syllabus for a Landscape Architecture course, or course in allied disciplines that are required of BLA students, includes the following information:

Educational Objectives

- Course Description, including (as appropriate) pre-requisites and relationship to the BLA curriculum, and scope
- Course Objectives, including relationship to professional education and preparation for practice (as appropriate)
- Learning experiences, including course structure and activities, and methods of teaching and learning

Course Content

- Schedules of lecture or studio format, including studio culture
- Reading assignments and related course materials
- Access to resources, including Blackboard.Learn, course bibliography, digital resources and equipment
- Instructor contact information

Methods of Assessment

- Classroom procedures, including studio culture and student engagement
- Grading Policy
- Measureable Learning Outcomes and Learning Objectives

Civility, Academic Values, and Student Welfare

- Academic Integrity Policy (University protocol)
- Attendance Policy (University protocol)
- Emergency Procedures (University protocol)
- Center for Educational Access Accommodations (University protocol to serve students with learning challenges)
- Inclement weather (University protocol)

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

As noted above, syllabi include grading policies that detail learning outcomes and methods of evaluation. Together with information provided in the University Catalogue of Studies, students are aware of protocols for advancing through the curriculum, made explicit in notation of pre-requisite and co-requisite courses. In particular, the syllabus for first-year foundation studio notes specific requirements for moving forward into the professional program, now common to all professional design programs in the school. As a small program with requisite student advising, from both a professional academic advisor and faculty mentors, students frequently are reminded of expectations for advancement with success in the BLA program and preparation for licensure and practice.

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?
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With improvement of student retention and graduation rates foremost among the University's objectives, we are attentive to the timeliness with which students progress through the BLA program.¹ The Department Head, with the assistance of the Associate Dean and the Director of Student Affairs, monitors student success through the course of each semester. We make particular note of attrition and retention in the first year studios in which, historically, decisions about leaving the BLA program are made, as well as paying close attention to retention and graduation data generated by the University's Office of Institutional Research. Statistics for the last academic year (2014-15) indicate that 75% of the graduating class completed program requirements in five years, with an additional three students completing the BLA in six years.

¹ The University's Comprehensive Evaluation by the Higher Learning Commission will take place during the 2016-17 academic year. In 2014, the university submitted a Quality Initiative Proposal that focuses on increasing retention, graduation and degree completion rates. A new Office for Retention and Graduation has been created to implement the initiatives outlined in the Quality Initiative Proposal.

A number of benchmarks track student learning. In addition to degree-audit functions provided by the University Registrar's Office (the UA Connect system), student progress is tracked every semester by the Fay Jones School Student Services staff, who maintain degree progress sheets on every student in the program, and close communication among the professional advisor, the Department Head, and faculty assure that appropriate intervention is made if a student is not progressing successfully through the BLA program. Our expectations are:

- Students must maintain a minimum 2.0 cumulative grade-point average to progress in the design studio sequence at all levels of the curriculum.
- Any student receiving a grade of "D+" or below in the professional core must repeat the course.
- Any student with a second grade of "D+" or below shall be reviewed for non-continuance in the program as determined by the Department Head and faculty.
- First year students must present a grade of C or better in Landscape Architecture 1315 and Architecture 1212 to enter the second semester of first year; a grade of C or better in Landscape Architecture 1325 and Architecture 1222 is required to progress from first year to the second year of the professional curriculum.
- To continue in the BLA program after the second year of study, students submit a portfolio of work for faculty review; progress to the third year of the professional program is contingent upon a successful review.

In all review instances, the quantitative assessment of student progress is balanced by and complemented with qualitative analysis to assess effectiveness of student learning relative to both the curriculum and the courses that constitute it. End-of-year reviews of studio work, which include discussion of allied course work at every year level, already have been mentioned relative to assessment of learning objectives, and warrant note again for they are always the source of highly charged discussion. Careful notes are kept to document the input of external peer reviewers in these annual reviews, which provide direction for improvement and revision in the coming academic year. So too, we take seriously the observations of all peer and external reviewers who contribute to design reviews throughout the academic year.

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?
- b. reviewing and improving the effectiveness of instructional methods in curriculum delivery?
- c. maintaining currency with evolving technologies, methodologies, theories and values of the profession?

Section D.1 above (see especially paragraph 1) notes our protocols for demonstrating and documenting students' achievements in meeting course and program objectives. Meticulous record keeping by our Student Services staff assures transparency and clarity in tracking progress through and completion of the program by all students. In addition, the Director of Student Services, in consultation with the Department Head and the Associate Dean, is responsible for "clearing" students for graduation, a process that involves authorization of the degree by assuring that all program requirements have been met successfully.

Also as noted above (paragraph 3) and referenced throughout this report, in the annual end-of-year curriculum review, the conduct of design reviews with external and peer reviewers, and regular faculty meetings, the faculty self-reflectively reviews and contemplates improvement of effectiveness of instructional methods for delivering the curriculum as well as assessing the curriculum itself. At the School level, all-school meetings have been forums for presentations by colleagues from the Office of Student Affairs that contextualize instructional methods in the context of student well-being and cross-generational communication. Also faculty are encouraged to take advantage of the resources of the University's Teaching and Faculty Support Center (TFSC), established to assist the faculty with their scholarship of teaching and to act as a resource center for new teaching techniques and programs. It provides us with a central facility to assist the department and its faculty in the continued improvement of teaching and learning. The TFSC offers a host of issue-oriented programs throughout the academic year for both new and "not-so-new" faculty as well as conducting a teaching "camp" (retreat) every summer. For additional information on TFSC program see <http://teaching.uark.edu>.

Notably, in Spring 2014, the TFSC invited all the Landscape Architecture faculty to provide a panel and lead a discussion for cross-campus colleagues on "The Process of Learning." This invitation, from center Director Dr. John Pijanoski (Professor of Curriculum and Instruction), led to an event attended by faculty in diverse fields in

the arts and sciences, and was a significant acknowledgement that the Department provides uncommonly reflective teaching and curriculum evaluation, noted and valued across the campus.

Also at the University level, the Office of Faculty Development and Enhancement, in conjunction with the Teaching and Faculty Support Center and the Office for Research and Economic Development, is responsible for assisting faculty with their research and teaching commitments, as well as work-life balance. Its focus is on creating a supportive and encouraging environment for faculty members to grow professionally. The Office of Faculty Development and Enhancement provides funding to support improvement of instructional methods including instructional enhancement grants for non-tenured faculty and collaborative research grants that include integrated scholarship in teaching.

Maintaining currency in the profession and the discipline of landscape architecture, in his or her own area of expertise and relative to instructional methods and technology is expected of all tenure-track and tenured faculty members, and is addressed in the annual review of faculty performance. Scholarly conferences, professional meetings, and focal workshops are the most common venues for continuing education of faculty in all areas of endeavor, and are supported by the incentive funding from both the Department Head and the Dean. With specific regard to technology, Fay Jones School IT staff is available to consult with faculty in order to maximize the teaching and learning potential of equipment at our disposal.

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

In Fall 2011, the University launched an online system for student evaluation of instruction, CoursEval. Evaluation of all courses with five or more students is mandatory, with both students and instructors of record receiving notification of the evaluation period. The evaluation instrument includes a datum of standard questions for the University and for the School; faculty members have the opportunity to add five questions selected from an extensive menu for each of their courses. The core questions for the Fay Jones School are:

- This course builds understanding of concepts and principles.
- The stated goals of this course are consistently pursued.
- My instructor is reasonably available for consultation.
- My instructor explains difficult material clearly.
- My instructor seems well prepared for class.

Students also have the opportunity to make open-ended iterative comments.

Quantitative information on course evaluations is available to designated Department Heads and Deans; however, comments are not shared unless the faculty member chooses to do so. Fay Jones School faculty members are expected to include reports on student evaluation of instruction in their annual review dossiers, and as part of tenure and promotion submissions.

Although we do not have a formal means of assessment in place for student evaluation of the program and its curriculum, we are a small program with a committed and vocal student body. The Department Heads, Associate Dean, and Dean of the Fay Jones School all have an “open door” policy, and welcome student input on any and all aspects of their learning experiences in our professional programs. Similarly, the Office of Student Services long has been established as a “safe haven” through which students can express concerns about their learning experiences without fear of judgment or retribution. Although student confidentiality always is a primary concern, fluid communication between Student Services and the academic administration provides a reliable corridor for relaying concerns about the program and the curriculum, and student input always is taken seriously. The Fay Jones School Dean and Associate Dean meet monthly with a Student Leadership Council, composed of leaders of the School’s student professional organizations. The Council is a forum for exchanging ideas, keeping current with news, and airing concerns that contribute to the improvement of the School and its programs. Upon application for graduation, students have a final opportunity to convey observations about their experience in the program to both the university and to the School (through the Office of Student Affairs).

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?
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The BLA program, both independently and in collaboration with allied programs in the Fay Jones School, provides well-established opportunities for adding value to the formal education experience. Many of these endeavors are addressed below in section G, “Areas of Interest;” nevertheless, a few areas of excellence warrant particular mention.

Off-Campus Study

See Section B, “Program Curriculum,” for detailed discussion of required study abroad for all BLA students. In addition to the required study abroad course work, Landscape Architecture students can elect to participate in other Fay Jones School and University study abroad opportunities, including the Architecture Department’s summer program in Mexico, led by Assistant Professor of Architecture Rudzinsky, and a summer Nordic Architecture travel program that the School conducts collaboratively with the Honors College and the University of Michigan, led by Dean and Professor of Architecture MacKeith. Honors program students have access to competitive funding through the Honors College, which advantages them in supporting study abroad experiences above BLA program requirements. For example, Mary Nell Patterson (BLA, 2015), pursued a fully funded service learning program in Uganda and India, supported by a collaboration of the Honors College and the Clinton School for Public Service, a model that we would like to see followed by more students; (see <http://honorsblog.uark.edu/2014/11/25/building-hope-in-uganda-5-questions-for-mary-nell-patterson/>).

Internships

Although the program does not require internships, nor does it grant academic credit for internships, the Fay Jones School actively engages its alumni network and other colleagues in the profession to connect our students to employment opportunities that will enhance their preparedness for practice upon graduation. Using the resources of our Office of Student Affairs and the School’s development team, the School annually hosts a “Firm Fair” that is equally devoted to securing summer internships for our students as it is focused on securing full-time employment for the graduating class. Using our student listserv, we share all announcements of internship programs with firms, public agencies, and cultural institutions that we receive. Additionally, faculty members frequently make introductions of students to colleagues in the profession with a view toward securing internships. We expect to engage a Career Services Director, a position to be supported in part by the university Division of Student Affairs, before the end of the academic year.

Research and Teaching Assistantships

As we enhance a research culture throughout the school, opportunities for students to participate meaningfully in faculty research endeavors increase incrementally. Upper-level students are sought after assistants for a wide range of creative and scholarly projects, ranging from support for book and journal publications to assisting in historic landscape studies and HALS/HABS documentation. Research assistants are supported either through external grant funds, or through research incentive awards from the Dean. Advanced BLA students also provide essential assistance in teaching support of foundation level courses. Teaching assistants are funded through budgeted Department “telefees,” assessed of students in support of learning-related activities and enhancements.

Independent Study

See section G, “Areas of Interest,” for detailed discussion of how BLA students have identified and pursued sub-disciplinary areas of excellence through independent study opportunities.

2. How does the program identify the objectives and evaluate the effectiveness of these opportunities?
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In instances when the above-described opportunities are course-based or credit bearing, they are subject to the same learning outcomes and measures of evaluation associated with required and elective courses in the BLA curriculum. Similarly, although the program cannot mandate expectations for extra-curricular learning experiences, we encourage students to define learning outcomes consistent with those of the professional curriculum in setting their own goals and objectives. For research and teaching assistantships as well as

independent study, the Department encourages the articulation of written agreements with clearly defined expectations for outcomes and, as appropriate, deliverables.

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

In a small program, there is very little creative, research, or service activity by students that goes unnoticed by their peers. Informal exchanges of experiences in the studios, during ASLA student chapter activities, and through participation (as peer mentors) in the University Perspectives class provides the most potent communication of value-added experiences among BLA students and their colleagues in Architecture and Interior Design. The Department also makes every effort to disseminate information about our students' experiences in seeking knowledge and experiences through value-added activities. Working with the School's Director of Communication, student activities are the subject of news releases, social media entries, and articles in *ReView*. We also have benefitted from the Honors College's reporting, online and in print, of the activities of honors students in the BLA program.

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.

Institutional Requirements

University of Arkansas has adopted a "State Minimum Core" of 35 semester-credit-hours of general education courses that are required of all baccalaureate degree candidates. This is in compliance with Arkansas Act 98 of 1989 and the subsequent action of the Arkansas State Board of Higher Education. Since 1991, all state institutions of higher education in Arkansas have had a 35-hour minimum core requirement with specified hours in each of seven academic areas. The University has identified those courses that meet the minimum requirement (see the University Catalog of Studies, <http://catalog.uark.edu/undergraduatecatalog/academicregulations/universitycore/>). Students complete the preponderance of the University core (20 hours, including physical and natural sciences, English composition, mathematics [college algebra or higher level]) by the end of their first year in the program. The remaining 15 hours are disposed through the remaining years of the BLA curriculum, with the ten-semester completion plan strongly suggesting the completion of social science courses and the American history/government requirement by the end of third year, with fine arts and humanities requirements situated in the fourth and fifth year. Students who aspire to pursue minor fields of study will calibrate the pursuit of their University core classes carefully, in order to prepare adequately for advanced work with required core courses. Increasingly, our best qualified students enter the University with advanced placement courses or transfer courses (awarded University credit), which opens up for them increased opportunities to enroll in elective coursework.

Program Requirements

As part of the professional curriculum, BLA students enroll in one course in Horticulture, HORT 3103, Woody Landscape Plants. In addition, they have nine hours of free elective courses, usually taken in the final year of the curriculum, which can be elected from any academic area of the campus. Courses from geo-science, horticulture, environmental science, and sustainability offer excellent opportunities for our students. The professional curriculum also includes 12 hours of professional electives. In addition to electing courses in landscape architecture, students may select courses from architecture as well as courses in history, geography, horticulture, art, sociology, environmental studies, and business. These courses can be thematically selected to emphasize urban studies, ecological planning, construction management, and land development. Most frequently, our students elect upper level elective coursework in Landscape Architecture, but as the culture of interdisciplinary learning and collaboration becomes more deeply engrained in the life of the program, we anticipate that more BLA candidates will pursue upper level, elective coursework in areas related to the profession.

2. Do students take courses in the humanities, natural sciences, social sciences or other disciplines?
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Yes. Fulfillment of the requirements of the above-mentioned University state minimum core curriculum assures that BLA students will take courses in the humanities (six credit hours required in humanities and fine arts), the natural sciences (eight credit hours required, including laboratory experience), the social sciences (nine credit hours required), and American history of government (three credit hours required).

Science – 8 hours

A primary goal of these courses is to develop an appreciation of the basic principles that govern natural phenomena and the role of experiment and observation in revealing these principles. Students should acquire an understanding of the relationship between hypothesis, experiment, and theory, and develop the skills common to scientific inquiry, including the ability to frame hypotheses and defend conclusions based on the analysis of data. These courses are designed to prepare a student for informed citizenship by illustrating the importance of science and technology to the present and future quality of life and the ethical questions raised by scientific and technological advances.

The BLA specifically requires biology (BIOL 1613/1611L, Plant Biology or BIOL 1543/1541L, Principles of Biology) and geology (GEOL 1113/1111L, General Geology) for the core science requirement.

Mathematics – 3 hours

Courses offered in this area are designed to develop the student's ability to understand the diverse mathematical concepts that shape our increasingly technical culture. Core mathematics courses presuppose the ability to apply mathematical techniques at the level of high school algebra and geometry. The specific course(s) selected will depend upon each student's curriculum, but no course below college algebra may be used to fulfill core requirements. MATH 1203, College Algebra, is the minimum level of math required for the BLA.

English – 6 hours

Courses offered in this area are designed to develop the ability to organize ideas and to communicate them in grammatically correct written English with clarity, precision, and syntactical maturity. Freshman English courses taken at other universities will satisfy this requirement only if they are courses in composition. Students whose ACT scores in English are 18 or below must enroll in the sequence of courses ENGL 0002, ENGL 1013, and ENGL 1023. Students whose ACT scores in English are between 19 and 27 should enroll in ENGL 1013 and ENGL 1023. Students with English ACT scores of 28 or above may enroll in Honors English (ENGL 1013H and ENGL 1023H) or regular English (ENGL 1013 and ENGL 1023). Students with English ACT scores of 30 or above may take ENGL 1013H and ENGL 1023H or elect exemption.

American History or Government – 3 hours

Under Arkansas law, no undergraduate degree may be granted to any student who has not passed a college course in American history and civil government. Courses offered by the University of Arkansas, any one of which will meet this requirement, are HIST 2003, HIST 2013, and PLSC 2003.

Humanities/Fine Arts – 6 hours

Courses presented in this area are drawn from the study of human thought, emotion, values, culture, and aesthetics. They are designed to develop the capacity for reflection, an appreciation of our own diverse culture and a tolerance of those foreign to us, and a heightened aesthetic and ethical sensibility. The courses are not performance-based, but offer students a basis for the gradual acquisition of broad cultural literacy.

Social Sciences – 9 hours

The purpose of the social science core is to introduce students to the breadth of inquiry in the social sciences – such as the study of ideas, the behavior of individuals, groups, institutions, and their interactions. The core should expose students to the history of and the challenges encountered in our complex, culturally diverse world. BLA students must elect sociology (SOCI 2013, General Sociology) for one of the social science core requirements.

See <http://catalog.uark.edu/undergraduatecatalog/academicregulations/universitycore/> for links to courses that fulfill these requirements and their descriptions.

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.?

The framework of the curriculum, as noted above, includes 12 hours of broadly defined professional electives, and 9 hours of free electives. Used judiciously, elective coursework allows students to pursue a variety of minors – both within and outside of the Fay Jones School, identify areas of emphasis, or develop independent projects without compromising their dedication to required courses of the professional curriculum. Faculty advising together with informal mentoring affords guidance and counsel concerning the opportunities available to BLA students.

Optional Studios

As we move toward a “double-pronged” approach to interdisciplinary learning experiences in design – beginning with the first year foundation studio and culminating in interdisciplinary advanced studios at the fifth-year level, when students are well equipped to bring discrete disciplinary knowledge to a multi-disciplinary learning environment – we look forward to being able to offer more optional studios to our students. The nine-semester studio sequence currently in place opens the potential for landscape architecture students to participate, in a tenth semester studio for elective credit, in upper level architecture and interior design studios, an option that we are just beginning to explore. Beginning in Spring 2016, all fifth-year architecture design studios, including the UACDC urban design studio, and fourth-year interior design studios were structured to welcome students from the allied disciplines; this semester, one landscape architecture student has taken advantage of the opportunity to elect an interior design studio devoted to site installations.

Independent Projects, Professional Electives, and Honors Thesis

The Department also has two variable credit “Special Studies” courses (LARC 303V and its honors equivalent LARC 303VH; LARC 402V and its honors equivalent LARC 402VH) designed as vehicles for facilitating special projects and undergraduate research that allows students to pursue an area of special interest, under the supervision of a Department faculty member. Increasingly, independent projects reflect faculty expertise and research in a number of areas of excellence, especially historic preservation and cultural landscape management (Associate Professor Erdman), sustainable practices (Associate Professor Smith and Assistant Professor Billig), and land-use, urban and environmental planning (Associate Professor Smith and Assistant Professor Billig). Recent special studies endeavors have included:

- LARC 303V, Special Studies, “Web-Based Resources in Permaculture: Content and Accessibility Evaluation in a Selected Sample,” C. Luchkina (International Studies), Spring 2015. Associate Professor Smith.
- LARC 303VH, Honors Special Studies, “Importance of Post Industrial Landscapes,” A. Vaughn, Fall 2014. Associate Professor Smith.
- LARC 402V, Special Studies. “HALS documentation of three historically significant agricultural communities in the Arkansas Delta, (including students from three departments) Spring 2014, Associate Professor Erdman, team taught with Associate Professor Herman, Architecture.
- LARC 303V Special Projects, “Short Format Historic American Landscape Survey for the Gypsy Camp Near Siloam, Arkansas,” Ben Stinnett, Spring 2012. Associate Professor Erdman. The resulting “Gypsy Camp, Siloam Springs, Arkansas: Historic American Landscape Survey” short format report was awarded third place in the National Park Service 2013 HALS Challenge: Documenting the Cultural Landscapes of Women, 2013. We also co-presented “Celebrating the Gypsy Spirit: Re-capturing the History and Mystique of a Treasured American Landscape Genre, the Girls’ Summer Camp” at the Alliance for Historic Landscape Preservation Annual Meeting, St. Paul, Minnesota, 22 May 2014.
- LARC 302VH, Honors Special Studies, “A Critical Examination of the USA’s Sustainable Design Standards and their Possible Merger,” B. Doss (LARCH), Spring 2012, Associate Professor Smith.
- LARC 303V Special Projects I, “Beckwith, Oklahoma Rural Historic District National Register Nomination (draft),” Derek Linn, Spring 2011. Associate Professor Erdman. Presented as “Beck Mill Cultural Landscape Masterplan” poster presentation at the Alliance for Historic Landscape Preservation Annual Meeting in Fort Worth, Texas, Spring 2011, and as “Historic Landscape Planning and the Beck Mill Cultural Landscape” at Go

with the Flow of Preservation: Oklahoma's 24th Annual Statewide Preservation Conference, Tahlequah, Oklahoma, 7 June 2012.

- LARC 302V, Special Studies, "Site Analysis for Sustainable Development," S. Frey & J. Anderson (Horticulture), Fall 2010. Associate Professor Smith.

Encouraging undergraduate research through independent study and collaboration with peers and faculty is a touchstone of the University of Arkansas Honors College. Although the requirements for BLA honors students are undergoing review, as we move toward a single, unifying set of expectations for all Fay Jones School students, at this time honors students in the Landscape Architecture program are required to develop a thesis project undertaken in close collaboration with a faculty director and drawing from the expertise of faculty consultants from both the Department and the larger University community. Honors theses produced during this accreditation period include:

- Courtney Tarver, "Examining Interstitial and Transitional Spaces," 2016, directed by Assistant Professor Billig.
- Adel Vaughn, "Importance of Post Industrial Landscapes," 2015, directed by Associate Professor Smith, Assistant Professor Lickwar, second reader.
- Donna J. Freeman, "Cultivating dreams: examining community involvement and satisfaction in Fayetteville farms," 2015, directed by Assistant Professor Billig, Assistant Professor Lickwar, second reader.
- Mary Nell Patterson, "The Role of Landscape Architecture in Sub-Saharan Africa, 2015, directed by Assistant Professor Billig.
- Kathryn Dunn, "Missed Connections: A Case Study Analysis of Vacant Land Interventions in America," 2015, directed by Assistant Professor Lickwar, Assistant Professor Billig, second reader.
- Blake Buckner, "Between the Posts: Research on the Cap and Top Rail to Guardrail Post Connection," 2013, directed by (former) Professor Boyer, Associate Professor Erdman, second reader.
- Brandon Doss, "A critical examination of the stormwater education, based on SITES parameters, in landscape architecture departments in the SEC," 2013, directed by Associate Professor Smith.
- William Towle, "The new American landscape: beyond bollards and barricades," 2012, directed by Associate Professor Brittenum.
- Leanne Medal, "Urban Slums in Sub-Saharan Africa: Understanding their Origins/Evolution and Methods for Improvement," 2011, (Former) Professor Boyer, chair, Associate Professor Erdman, second reader.
- Sarah Geurtz, BLA Honors Thesis, Fall 2010, directed by (former) Professor Boyer; Associate Professor Smith, second reader.

Other independent projects, undertaken outside of sanctioned courses, supervised by faculty include:

- Zach Prange, "Lawrence Halprin and the Modern Sublime," initially developed for LARC 4413 Historic Landscape Preservation, Spring 2013, then revised and presented at the 2014 Arkansas College Art History Symposium. University of Central Arkansas, Conway, Arkansas. 14 March 2014.

Our students have published original research in the University of Arkansas undergraduate research journal, *Inquiry*, including:

- Hefner, Hannah. 2014. "Emergent Landscape: Urban Shadow Space, Illuminated." *Inquiry: The Undergraduate Research Journal of the University of Arkansas*, 18, 16-27.
- Nick Cerra and Zach Prange. 2012. "Northwest Arkansas Comprehensive Environmental Analysis and Regional Smart Growth Plan." *Inquiry: The Undergraduate Research Journal of the University of Arkansas*, 13, 4-22.

Landscape Architecture faculty members also have directed theses of students in the allied disciplines, including:

- Kera Lathan, BS Architectural Studies, "Evaluating the Marshallese's social-spatial environmental adaptations in Springdale, Arkansas." 2016, directed by Assistant Professor Billig.
- Kayla Sherrill, BS Architectural Studies, "The Grand Central Terminal Dispute: Contemporary Zoning, Legal, and Historic Preservation Issues" 2016, directed by Assistant Professor Billig.

- Carly Bartow (Architectural Studies), “The Legibility of Water Resource Management in Sustainable Buildings,” 2016, directed by Associate Professor Smith.
- Aaron Kimberlin (Architecture), “Photography as a Tool for Discovery and Analysis in the Architectural Design Process,” 2014, directed by Assistant Professor Lickwar.
- Hannah Breshears (Architectural Studies), “(In)formal Distinction in Urban Istanbul: Evaluating Spatial Practices,” 2013, directed by Assistant Professor Billig.
- Lily McRae (Architectural Studies), “The American Shotgun House: A Study of its Evolution and the Enduring Presence of the Vernacular in American Architecture,” 2012. Associate Professor Erdman, second reader with Professor Goodstein, chair.
- Anton Menninger (Environmental Dynamics), provisional thesis title, “Utilizing Geospatial Analysis Of U.S. Census Data for Studying The Dynamics Of Urbanization and Land Consumption, Doctoral Program in Environmental Dynamics” (Dr. W. Fred Limp, Chair). Associate Professor Smith, Doctor of Philosophy Dissertation Committee Member, 2011-12. Dissertation was not completed.
- Karen Moss (Horticulture), “Evans Children’s Adventure Garden Planting Design: Garvan Woodland Gardens, Hot Springs, Arkansas ” (Children’s Play Environment in a Natural Setting), Master of Science in Horticulture Thesis, Associate Professor Brittenum, thesis committee member, 2011-12.
- Jamie Edwards (Architecture), “Preserving Middlelandscapes: Six Blocks within the New Marigny District. New Orleans, Louisiana,” 2011. Associate Professor Erdman, second reader with Professor Goodstein, chair.
- Annie Fulton (Architectural Studies), “Industrial Evolution: A Comparative Case Study of the Transformation from Industry to Leisure in the Ports of San Francisco and Oakland, California,” 2011, Associate Professor Smith, second reader. University of Arkansas Undergraduate Research Award.
- Susan Frey (Horticulture), “Foliar Symptoms of Acute Ozone Injury and Exposure Response Characteristics of Select Native Perennials,” Master of Science in Horticulture Thesis, Associate Professor Smith, second reader, 2010-11.

Minors

Minors afford our students recognized opportunities to focus in an area of disciplinary and professional specialization or to explore in depth an allied area of study. In the 2015-16 academic year, nearly 25% of landscape architecture students, in both the BLA and the four-year non-accredited landscape architectural studies programs, were pursuing minor fields of study. Among that cohort, two students declared minors in geography, one in historic preservation, one in landscape horticulture, and two in the interdisciplinary planning minor that we administer in cooperation with the Department of Political Science of the Fulbright College of Arts and Sciences.

The establishment of the campus-wide Planning Minor in Fall 2013 represents an important step in building upon our strengths as a faculty with a view toward adding value to the BLA learning experience and engaging productively with students and faculty outside of the Department and the Fay Jones School. Assistant Professor Billig is the co-director of the Planning Minor, a responsibility he shares with political science professor Dr. John Gaber. The Planning Minor consists of 18 hours of required and elective courses subdivided into three concentrations. A student must choose one concentration and take 6 hours of elective courses in that concentration. The minor’s required and elective courses include:

Required Courses: 12

LARC 5386, Landscape Architecture Design VIII (Sp)
or LARC 5493, Environmental Land Use Planning (Sp)

And one 3-credit-hour elective from the Spatial Concentration

PLSC 3253, Urban Politics (Sp)
PLSC 4103, Introduction to Urban Planning (Fa)

Electives: 6

Select two courses from one concentration.

Policy Concentration:

ANTH 4443, Cultural Resource Management I (Sp)
ANTH 5113, Anthropology of the City (Irregular)

ENSC 3413, Principles of Environmental Economics (Sp)
 LARC 4033, Theory (Fa)
 LARC 4743, Public Participation in Design and Planning (Irregular)
 PLSC 390V, Special Topics (Sp, Su, Fa)
 PLSC 4283, Federalism and Intergovernmental Relations (Even years, Sp)
 RSOC 2603, Rural Sociology (Sp)
 HESC 4603, Environmental Sociology (Sp)
 SCMT 3443, Transportation and Distribution Management (Sp, Fa)

Spatial Concentration:

ARCH 5493, History of Urban Form (Irregular)
 ARCH 5933, Preservation and Restoration (Irregular)
 ANTH 5113, Anthropology of the City (Irregular)
 ENSC 3413, Principles of Environmental Economics (Sp)
 GEOS 4073, Urban Geography (Sp)
 LARC 402V, Special Studies (Irregular)
 LARC 4033, Theory (Fa)
 LARC 4753, Incremental Sprawl Repair (Irregular)
 LARC 5053, Historic Landscape Preservation (Irregular)
 RSOC 2603, Rural Sociology (Sp)
 HESC 4603, Environmental Sociology (Sp)

Environmental Concentration:

ANTH 4443, Cultural Resource Management I (Sp)
 ANTH 4603, Landscape Archeology (Fa)
 BIOL 3863, General Ecology (Sp, Fa)
 ENSC 3223, Ecosystems Assessment (Even years, Fa)
 ENSC 3221L, Ecosystems Assessment Laboratory (Even years, Fa)
 ENSC 3413, Principles of Environmental Economics (Sp)
 LARC 4033, Theory (Fa)
 LARC 5053, Historic Landscape Preservation (Irregular)
 RSOC 2603, Rural Sociology (Sp)
 HESC 4603, Environmental Sociology (Sp)

With a view toward providing all Fay Jones School students with additional means for deepening their knowledge, and adding value to all of our professional curriculums, Dean MacKeith charged interdisciplinary faculty committees with the creation of all-school minor fields of study, using existing faculty and course resources. As a result, to date, two new minors have been proposed, an 18-hour minor in History of Architecture and Design and an 18-hour minor in Preservation Design. Associate Professor Erdman was a member of the faculty teams that authored these minors. Currently, the proposals are under review at the University level, and we expect to have approval to offer them as soon as fall 2017. The new all-school minors join a minor in interior design that is available only to Fay Jones School students. The faculty also is eager to explore the possibility of developing better connections with the landscape horticulture minor, now offered independently by the Bumpers College of Food, Agriculture and Life Sciences.

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

In developing course content and learning objectives for required courses and academic experiences, faculty members are ever mindful of the larger curricular aims of the BLA. While we necessarily privilege required courses in the professional program curriculum, we are equally committed to assure that learning experiences are delivered in the context of a sound and diverse liberal education that is all important for undergraduate students. Further, students are expected to demonstrate abilities, awareness, and understanding of information encountered in enhanced learning opportunities in the manner in which they approach required course work, particularly in the studios. As a small program, there is ample opportunity for discussion in classes, studios, and project reviews, to integrate reports upon or critique influenced by unique learning experiences. Most importantly,

as described above, independent study often is a first step in the development of ambitious research and creative endeavors, particularly for honors students, whose theses typically reflect a carefully constructed path of learning. Similarly, we expect to see the imprint of study abroad experiences in the subsequent upper level studios. In the last few years, our students have become more aggressive in seeking recognition of their work, with successful submissions of design projects to local competitions, ASLA regional awards programs, and the Congress for New Urbanism awards program. We hope that in the future they also will pursue dissemination of their scholarly work, especially in collaboration with faculty, a precedent set by Brandon Doss's presentation of his honors thesis research to CELA.

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

Not applicable.

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

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| 1. Does student work demonstrate the competency required for entry-level positions in the profession of landscape architecture? |
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As discussed in Standard 3: Professional Curriculum, as an undergraduate program in a land-grant university, the Fay Jones School of Architecture and Design has a paramount and primary obligation to ensure that graduates of our BLA program demonstrate competency to be productive contributors to the profession of landscape architecture, even at the entry-level to practice. In short, providing strong foundations for our students' aspirations toward professional practice and licensure in landscape architecture are at the heart of our curriculum and central to most things we do.

We believe that student work in all areas of the professional curriculum, with particular note of the construction sequence, horticulture and planting design courses, and professional electives in sustainable practices of environmental design and advocacy as well as the design studios, demonstrate the desired level of competency. Evidence to this assertion comes from the facile transition that our graduates make into the field in regionally and nationally influential firms, and the diversity of positions that our graduates assume, including appointments with municipal and federal agencies responsible for the design and stewardship of the natural environment. Most significantly, the School's Professional Advisory Board, well acquainted with both our BLA program and the performance of our graduates in practice, consistently provides feedback that speaks positively about the skills, awareness, and abilities they observe in upper-level students as well as in alumni they encounter in practice.

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| 2. How does the program assess student work and how it demonstrates students are competent to obtain entry-level positions in the profession? |
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As discussed in Standard 3 of this report, since the last accreditation, the Landscape Architecture faculty has developed a set of Measured Learning Outcomes (MLOs) to improve our abilities to assess student preparedness for entry to the profession, with particular attention to assuring synthetic ways of knowing and working across the discrete competencies developed in the curriculum and its courses. While the MLOs and our ability to employ them most effectively, to a great extent, still are works-in-progress with room for refinement, they provide an important framework for holistic evaluation of student competencies and how we define teaching and learning strategies to satisfy them.

Although the MLOs are purposefully woven through the full five-year course of the curriculum, they are understood relative to the incremental and progressive building of a recognized body of professional knowledge. Professional competency emerges through foundational knowledge in basic design, technologies of making, and history of the made and natural environments that introduce students to the depth and breadth of the profession during the first year of the curriculum. As their education in key areas of practice – design, construction, planting design, and sustainable practices – continues in the second, third, and fourth years of the program, accountability for awareness and understanding of them, particularly in the always synthetic work of the design studio is expected. At the same time, the contexts of standards and ethics of professional practice, historical precedents

and theoretical perspectives, and emerging areas of concern for the profession underpin this evolution of competencies. By the time that students reach the second semester of the fourth year and then the fifth year of the curriculum, we require them to be competent in applying, engaging with, and innovating based upon the curricular learning objectives, made clear in course syllabi and project statements, in problem comprehension and design proficiency. Finally, at the conclusion of the professional program, we expect our students to be independent learners.

Criticism, advising, and counseling all are integral to the evaluation of students' work, especially as it influences their ability to transfer knowledge and experience accrued in the curriculum into professional practice. They are held accountable, accordingly, in one-on-one desk critiques, full class pin-ups and public design reviews, knowledge-based examinations, and essays and projects involving application of knowledge in problem solving and speculative analysis.

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?

The curricular framework described above and detailed in Standard 3 covers, tests, and refines the program's learning objectives in all facets of teaching and student endeavors. By the time BLA candidates graduate, they will have been exposed to a range of landscape architectural situations through which they come to understand and master knowledge and skills implicit in the MLOs, and, in so doing, attain competency for professional practice. In the review of all BLA course work we look for evidence of integrative and applied thinking, with the promise of conceptualization and ideation fulfilled in project actualization. Among the ways in which students demonstrate this achievement are:

Critical and Creative Thinking

We strive to maintain a learning culture that is conducive to developing BLA students' creativity and criticality to the limits of their capabilities at each stage of their professional education. Graduates must be able to use a diverse range of skills to think about and convey ideas pertinent to landscape architecture, including communication skills in verbal, visual, digital, and written forms, including the abilities to:

- Write and speak effectively, to convey ideas both within the professional and to the general public.
- Raise clear and precise questions, using abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test alternative outcomes against relevant criteria and standards.
- Demonstrate the ability to employ critical thinking in the development of their work and the assessment of peer work.
- Demonstrate the ability to undertake self-directed reading and research.
- Demonstrate critical agility to understand and adapt to constantly changing conventions and challenges of practice presented by emerging areas of knowledge, changing technologies, and ever-shifting conditions in the environment and the economy.

Project Definition and Identification

Problem seeking and solving evolve through the curriculum in direct relationship to students' growing experience and expertise. Beginning in the early years, project statements are tightly constructed, with programs and assignments requirements rich in detail but never overly prescriptive. As students move through the curriculum, assignments grow purposefully broader and more open-ended. Students are evaluated on their ability to define the scope of projects, in design and construction alike, with supportive mission, goals, and objective statements while demonstrating their ability to bring knowledge learned outside of the studio to bear upon design thinking and problem solving. Students must demonstrate that they can think integrally about project definition and identification through meeting the following objectives:

- Demonstrate knowledge of overlying cultural and natural patterns that give rise to local identity and sense of place.
- Understand the importance of natural systems, and promoting ecosystem health through landscape design and management.

- Be aware of the interrelationship of landscape architecture with allied disciplines, including architecture, interior design, urban and land-use planning, sustainable design, historic preservation, and cultural landscape management.

Information Collection, Analysis and Synthesis

Analysis requires a cognitive capacity that we must develop in our students from their first days in the BLA program to their last. The ability to read, to visualize latent and overt information in a particular situation and to conceptualize their implication is a key to all learning and a springboard to lifelong professional development. Students are expected to develop good habits in the learning and use of appropriate vocabulary, employed with an economy of words in concise, disciplined thinking and verbal representations. Analysis and synthesis of information is presented as a requisite component of design thinking and design process as intuitive, analytical, and applied endeavors that engage typological and technological precedents while considering expanding 21st-Century modes of materials, assembly, and environmental and ecological challenges. History and theory, presented as living parts of contemporary practice, provide meaningful conceptual frameworks for design, and are taught as bodies of knowledge to be applied in problem solving. Similarly, social, natural, physical, and experiential data are made essential. Analysis and synthesis of information must demonstrate understanding of:

- Diverse needs, values, behavioral norms, physical abilities and social and spatial patterns that characterize different culture and individuals relative to the made and natural environments.
- Critical engagement with current and historical precedents of landscape architecture.
- Theories, debates, and contemporary issues in landscape architecture.
- Cultural and social systems that influence design.
- Natural systems integral to design.
- Overlying cultural and natural patterns that give rise to local identity and sense of place.

Conceptualization and Implementation

Comprehensive design thinking and design process are integral elements of success in all areas of the curriculum, and, accordingly, we expect students to demonstrate those competencies in written, oral, and graphic presentation of their work. History, technology and design are sympathetic disciplines with inter and intra-disciplinary responsibilities. In this overarching framework, conceptualization and implementation in the professional curriculum encompass continued development of designing through multiple means of representation; embracing the mutually beneficial relationship between hand and digital craft; designing at multiple scales; designing in terms of context (physical and cultural), and site program; producing work which considers the formal and the phenomenal aspects of design; considering temporal aspects and implications of design; illustrating and engaging historical and typological parallels to the project at hand through precedent, case and typological studies, and, increasingly, articulating justifiable positions, reasoning, and goals. Throughout the course of the professional program, we continuously teach and encourage students to know how to begin a project, and then, to motivate and sustain them in the evolution of their efforts toward synthesis and resolution. The intent is to foster the understanding that design studio is a laboratory for creatively speculating on the relationship between landscape architectural ideas and the employment of related ways of knowing in construction and materials to articulate physically those ideas, including:

- The ability to engage with issues across landscape architecture's range of scales of inquiry and intervention.
- The importance of stewardship of the natural resources and the made environment.
- The habits and dispositions of the history and practice of landscape architecture, including professional ethics and values.

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

Throughout this report, the commitment of the faculty and the administration to careful and timely assessment of student performance relative to distinct learning objectives has been made clear. The faculty is mindful of the performances of BLA students in all areas of the curriculum, and, currently, as a small program housed in a facility designed to encourage collaboration and visibility of student work, we have the luxury of viewing tangible evidence upon which to base our assessments easily and frequently. All design reviews are open; we welcome faculty and students from the allied disciplines of the School and appreciate input that informs our assessment of how the performance of BLA students prepares them for the inter-disciplinary discourse and exchange that is part of contemporary practice. Faculty meeting agendas, annual portfolio reviews (for admission to the professional

program), awards and scholarship considerations, and the year-end program review provide an array of forums for discussing student performance, changing student needs relative to evolving and emerging trends in practice, and the relative merits, successes and short-comings of teaching and learning experiences relative to their desired outcomes. In addition to these internal perspectives, formal and informal connections to recent alumni, our Professional Advisory Board, colleagues in practice, and, especially external peer reviewers who join us for design reviews and the annual program review, provide an added and essential sense of measurement. As follows in section B below, the program's structure for student advising and mentoring adds quantitative and qualitative information that deepens our means and methods of assessment.

B. Student Advising

1. How does the student advising and mentoring program function?
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Advising and mentoring for BLA program students is undertaken consistently in the spirit of the University of Arkansas Advising Mission Statement:

Academic advising is an active, ongoing partnership between the advisors and students grounded in teaching and learning. Advising is based on students gaining accurate and appropriate information and direction to help make their educational experience relevant, coherent, and meaningful. It is a process that assists students in connecting with the University of Arkansas, making thoughtful decisions related to their academic experiences, and maximizing their educational and career opportunities. Quality academic advising is essential to achieving the University's vision.

The Fay Jones School Advising Center

The Fay Jones School Advising Center coordinates and serves as a clearinghouse for information pertaining to all formal academic advising, registration, new student orientation, mentoring, degree audits and graduation clearance. Our students view the advising center as a "safe haven" where they can visit to discuss all issues that influence student life as well as seeking counsel on their progress toward meeting academic goals. Across campus, the Associate Deans are recognized as each academic unit's primary liaison with the university's Division of Student Affairs, the campus unit charged with ensuring that University of Arkansas students have a successful university experience, both in and out of the classroom.

Since the last accreditation visit, the infrastructure for student advising and support in the School of Architecture and Design has been expanded and strengthened. A full-time Academic Counselor and Director of Student Services coordinate recruiting, admission, retention and advising in the School and work cooperatively with other units of the campus concerned with student life. Working closely with the Landscape Architecture Department Head, the Associate Dean of the Fay Jones School, the Director of Student Services also oversees academic scheduling of classes, curriculum management, and general registrar duties for the school. A full-time administrative support supervisor works with the Director and Academic Counselor as well as providing support to the academic administration, faculty and students in areas of prospective student visits, awards and scholarships, admissions databases, communications with the student body and general office management of the advising center. The advising center also serves as the main resource for students seeking information on scholarships, career information, and all general information that is critical in assisting our students with college life. A student email list serves as an essential tool for communicating important dates and deadlines, opportunities, and upcoming events to the student body. At any time, especially during the mid-semester advising period that precedes priority (early) registration for classes, a student can request copies of his/her degree check sheets outlining remaining degree requirements.

Advising Protocols

Once admitted to the Fay Jones School, all incoming University students participate in a new student orientation session at the School. These sessions, which include an introduction to the School and its programs by the Associate Dean, presentations from a variety of faculty, and a panel with students representing all of the School's academic programs, make incoming freshman and transfers aware of the opportunity to pursue landscape

architecture and landscape architecture studies on this campus. The orientation also establishes the primacy of academic advising in the Fay Jones School.

Academic advising is mandatory for all BLA students, with registration withheld until a student has met with her/his advisor. First year students and new transfers are counseled by the Academic Counselor while all Landscape Architecture students, at the completion of their first year in the program, are assigned a faculty advisor. While the Academic Counselor remains involved, providing the “nuts and bolts” metrics on student performance, the faculty advisor also is a mentor, meeting (at a minimum) with her/his mentees prior to every registration period. In addition to charting progress toward degree completion, discussions focus on the student’s personal professional goals and scholarly development, particularly the students’ interests within the discipline of landscape architecture and its allied disciplines and what they would like to achieve in the coming and future semesters. As advisors, Landscape Architecture faculty members do not hesitate to address other, more abstract, issues that may impact the quality of a student’s experience and success in the program and beyond.

In addition and in the context of the University Perspectives class, we assign peer mentors, upper class students in the BLA program, often paired with peers in the allied disciplines and the four-year Landscape Architectural studies program, to all first year and new transfer students.

A Holistic Approach to Advising

The University is committed to the goal of placing “students first,” and the Advising Center is equally committed to this objective of facilitating the holistic development of every Fay Jones School student. So too, we share the University’s obligation to make every effort to offer equal educational opportunities for all students and to improve the total university experience for students with disabilities. To this end, the Advising Center, often in cooperation with faculty, makes the appropriate referrals to campus resources available to all students, including the Pat Walker Health Center (see <http://health.uark.edu/>), Counseling and Psychological Services (see <http://health.uark.edu/caps.php>), Center for Educational Access (assistance for documented disabilities; see <http://cea.uark.edu/>), and the Enhanced Learning Center (tutoring, with special attention to university core course; see http://elc.uark.edu/?page_id=2).

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

Intensive advising and mentoring are our foundational strategies for student retention and graduation. In the end, our students’ success in fulfilling their academic goals and progressing toward entry to the profession is our best, perhaps our only true, indicator of the effectiveness of student mentoring and advising.

At key points through the course of the semester, the Academic Counselor provides the Department Head, the Associate Dean, and the Dean with data, generated both internally and by the University, which tracks student performance and success in all areas of the BLA curriculum with particular attention to required courses for the major. On the 11th-day of classes, the Registrar’s Office provides a list of all students enrolled for the semester that includes their cumulative grade-point averages as well as honors program status and commitment to minor fields of study. Review of the cumulative grade-point-average at this early point in the semester provides a benchmark for monitoring progress, and points to students who deserve special attention through mentoring and advising to improve their academic standings. At the mid-term, “early progress” grades are given in all 1000s and 2000s level courses, providing a telling measurement for work in the foundation level and second year of the program. At the end of each academic semester, the Academic Counselor drafts the Withdrawals, Incompletes, Failures (WIF) report. The title of this document is misleading, for it also notes grades of C- and D that also have a negative impact on retention and graduation. In each of these steps, parallel assessment of advising and mentoring is a point of discussion among the Academic Counselor, the Department Head, and the Associate Dean.

Formal and informal feedback about advising and mentoring as well as continuing education for professional advisors and faculty mentors also contribute to our abilities to assess the effectiveness of student advising and mentoring. Through the Deans’ Student Leadership Council, students have opportunities to comment on mentoring and advising, and Fay Jones School protocol dictates that any concerns about mentoring and advising are directed to the Associate Dean. The Director of Student Services has regularly scheduled one-to-one

meetings with the Dean, providing a conduit for continual assessment of best practices, and their respective supervisors review all members of the Student Services staff annually.

Participation, by the Academic Counselor and one member of the Fay Jones School Faculty (appointed for three-year terms) on the University's Academic Advising Council (AAC), keeps the staff and faculty current on best practices for advising and fosters responsible and regular self-evaluation and assessment. The AAC serves as the advisory group for undergraduate academic advising and reports to the Provost regarding all matters related to its charge. The council is responsible for assisting the institution to increase the academic success and retention of undergraduate students by highlighting and providing additional support to the academic advising processes. Annually, the AAC recognizes outstanding advising with The University of Arkansas Academic Advising Awards, one for a professional staff member, and the other for a faculty member. We are very proud that both our Director of Student Services, Melinda Smith, and our Academic Counselor, Sheri Lynn Tuck, have been honored with this recognition.

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

The practices and protocols described above in items 1 and 2 of this section make clear that BLA students are effectively advised and mentored with regard to academic development. Practices are in place in the School and the Department to assure that career development is approached with equivalent professionalism, intensity, and care.

The University Context

Students receive support for internships, job placement and job skills through the University's Career Development Center (<http://career.uark.edu/new/>) as well as through efforts within the Fay Jones School to prepare our students for professional practice as well as careers in allied disciplines. The University's Career Development Center provides career counseling, resume reviews, mock interviews, and job search strategies. They also organize career fairs, career events and information sessions.

The Department and the School

Working collaboratively for the last three years with the Director of Student Affairs, the Associate Dean and the Dean, a faculty Career Development Committee¹ the School has developed, and in 2015 and 2016 offered a purposefully structured career development program that involves faculty, alumni, and other professional stakeholders in the community. Initially, the Committee articulated a multi-pronged approach to refreshing professional development activities, including the following recommendations:

- Create workshops and other preparatory events (e.g., portfolio review) offered throughout the academic year.
- Utilize a developmental approach that allows students to create a professional identity over time.
- Develop online resources to include resume/portfolio development, links to career websites, information on internships, jobs and volunteer opportunities, and student gallery. Additional features can be developed over time.
- Include/consult professional organizations and professionals when planning career development events.
- Reinvent the career fair utilizing technologies, such as Skype, after students have been thoroughly prepared.
- Host events in alternate locations. Selected students can exhibit work in galleries throughout the region tied to alumni and development activities. Additional materials for students can be provided in print or virtual modalities.
- Create a reverse role Job Fair in other cities, allowing students to be presenters.

¹ This all-school committee examines diverse aspects of professional development resources and activities, makes recommendations, and strategically plans implementation of programs and initiatives that prepare students for their transition into practice. Associate Professor Carl Smith and Assistant Professor Phoebe Lickwar currently represent the Landscape Architecture faculty.

Most of these recommendations have been implemented, supported by a redesigned School website and a revitalized Firm Fair, the next scheduled for March 1, 2016. In advance of the Firm Fair, typically a month ahead, a series of learning experiences are offered to students in all design disciplines to prepare them to take best advantage of the Firm Fair. Early evening programs, accessible to all Fay Jones students, focus on portfolio design, resume writing, and interview techniques. Each hour-long presentation includes both faculty members from all of the design disciplines and alumni. Following the presentations, alumni and faculty are available to consult individually with students. These sessions are lively and engaging, and student response indicates that the programs are both valuable and appreciated.

In addition, direct contacts with practitioners and the profession, which are essential components of career development, for some students begin with participation in Fay Jones School Professional Advisory Board meetings. (The Fay Jones School Professional Advisory Board is an external group of alumni, other practitioners, industry representatives, and other advocates for our programs, appointed by the Department Heads with approval of the Dean. The group meets twice during the academic year, usually on campus.) This may take the form of presentations to one another, participation in small group discussions and larger group interactions, as well as individual contacts.

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

Yes. In addition to the intersections of career development and professional development noted in item 3 above, the vast web of issues of professional landscape architectural practice are addressed by the design curriculum in the BLA program, with emphasis on developing the requisite depth of understanding in the public health, safety, and wellness issues in which landscape architects must demonstrate mastery to be ethical practitioners and accomplished “good designers.” In this context, members of the faculty who are licensed landscape architects, and who work in all year levels of the design studio sequence, provide leadership and credible models for our students, and address the significance of licensure and the process toward entrance into the profession.

The Professional Practice course serves as a companion to the design studio sequence. Offered in the Spring semester of fourth year and required for all students, the course puts what is learned in studio into a larger context with focus on developing a more nuanced understanding of the issues and responsibilities of licensure and professional practice. Exploring the mandates and relationships between professional organizations and regulatory bodies of the profession, and becoming familiar with licensure, registration (CLARB and state), and examination (LARE) of professional landscape architects are prominent among the learning objectives for the course.

Beginning in Spring 2016, and after dedicated work by Arkansas ASLA, the Fay Jones School is able to offer continuing education credit to Landscape Architects for our lecture series. Announcement of this opportunity at each lecture underscores continuing education requirements associated with professional practice for our students.

5. How satisfied are students with academic experiences and their preparation for the landscape architecture profession?
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As noted above, discussions with students in the context of advising and mentoring appointments, and meetings of the Deans' Student Leadership Council, as well as commentary offered by student mentors in New Student Orientation and University Perspectives, indicate that our students are very satisfied with their academic experience and the preparation it affords them for professional practice of landscape architecture. Examination of student evaluation of instruction in the aforementioned CourEval process provides tangible evidence of student satisfaction with their learning experiences in required courses. Based upon relatively high rates of student participation in the online survey process, most overall course ratings appear at a level of 4.5 (on a scale of 1 = poor; 5 = excellent). Responses to the question captioned above, from both current students and young alumni who have completed the program during this accreditation period, offer further evidence of student satisfaction:

From Current Students:

"My enrollment in the Fay Jones School of Architecture and Design has been one of the best decisions I have made in my short life and most likely my entire lifetime. The landscape architecture program has shaped me into a leader and fueled my growing curiosity and passion for landscape architecture and broader design. Every professor is fully invested in propelling my learning experience for an expanding and evolving field. The summer after my second year in school, I interned with Howard Fairbairn Site Design, a landscape architecture firm in Oklahoma City. Because of the foundation in design I had been given at the University of Arkansas, I had the confidence to do grading plans, planting schedules, and construction details alongside other associates; I even built and designed a website for the firm. My education has reached far beyond the scope of landscape architecture. My professors have taught me about professionalism and even greater - what it means to be a good person, as well as a good member of society. I owe thanks to each professor in the landscape architecture program for giving me the tools to succeed in life and in the profession."

- Fourth Year Student, Currently Enrolled

"From what I have observed; students, including myself, seem prepared for any situation they encounter in the landscape architecture profession. If they are not prepared for a given situation, students seem to quickly adapt and do not hesitate to seek experience from others."

- Second Year Student, Currently Enrolled

"The people that really care in first year love it. It's challenging and hard, but a wonderful learning experience. The professors have guided us in the right direction in more things than just design."

- First Year Student, Currently Enrolled

From Recent Graduates:

"I enjoyed my time in the Landscape Architecture program. I was given the opportunity to travel, make connections, and be prepared for my career. The program encouraged my creativity and taught me not to be afraid to express my ideas. It also sharpened my technical skills which I use every day in my professional job."

- Andrew Dingler, BLA 2014

Associate Landscape Architect, Blair Parker Design, Memphis, TN

"The five years I spent in the Landscape Architecture Department at the University of Arkansas were some of the greatest years. The bond between classmates now have blossomed into life-long friendships that form the bases of my professional network. The courses through the department were stimulating and intriguing. Though required, the assignments were presented in such a way that it made the projects feel fun, exciting, and innovating and more like a hobby than work. The greatest tinder that kept the spark of landscape architecture passion alive in me was the faculty. Their assignments were designed to have students think outside the box for creativity while at the same time be grounded in reality for feasibility. The faculty did an amazing job in pushing me to grow as a landscape architect while also supplying the support in understanding and problem solving when stress and frustrations hit their high points. ... As I compare my education to my professional colleagues I truly believe the Landscape Department at the University of Arkansas has equipped me with the knowledge and wisdom a young professional needs to take on professional practice."

- Robert Whittemore, BLA 2013

Designer, RVi Planning + Landscape Architecture, Houston, Texas
(Mr. Whittemore just passed the LARE.)

"(The University of) Arkansas let me explore my own design process and allowed me to take design risks while teaching me the necessary tools to work in an office setting."

- Kathryn Dunn, BLA 2015

Landscape Designer, Talley Associates, Dallas, Texas

"I am quite satisfied with the academic experiences and preparation I received from the Fay Jones School of Architecture and Design. I immediately began working in a firm after graduation and it was a smooth transition. I was even prepared for the professional and business aspects, which surprised me. This program taught me at least a little if not more of everything. I received a well-rounded education that has enabled me to learn even more on the job."

- Brittany Brown, BLA 2015

Landscape Designer, Page Duke, Nashville, Tennessee

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?

Fay Jones School students enjoy access to all University of Arkansas facilities, including the full extent of the university library system, an array of sports, physical training and recreation amenities (see <http://imrs.uark.edu/>), university housing and "off-campus connections" to assist students in finding their own housing. A university calendar of events, published electronically daily, keeps students abreast of exhibits, concerts, lectures, and other special events across campus and in the community. There are over 350 Registered Student Organizations on the University of Arkansas campus including Greek life, governing, international/cultural, professional, religious, service/ honorary and special interest groups.

Within the School, Landscape Architecture students have taken leadership roles in new student orientation, and provide valuable service as Fay Jones School Student Ambassadors. Prominent among the Ambassadors' contributions is their participation in recruiting prospective students, for whom they provide tours through our facilities and augment connections made by the Department Head and faculty with their unique student perspective. Learning from one's peers is a tradition that is strongly valued in the Fay Jones School, as is evidenced by the enthusiastic participation of upper class students as mentors for entering students through our first year experience course, University Perspectives, and as teaching assistants in the School's summer Design Camp.

Fay Jones School Student Organizations

• ASLA Student Chapter

Strong student leadership and enthusiastic faculty support have created a strong, active, and visible student chapter of the ASLA. The chapter has sponsored events that foster connections between students and faculty as well as bringing students into conversation with local professionals. The chapter asserts a positive influence on and professional demeanor in the life of the BLA program and the school, as well as advocating for the profession of landscape architecture through social and service endeavors. (Selected) activities, achievements, and community service during the last two years include:

Advocacy, Collegiality and Fundraising

- Bake Sale, Fundraising for ASLA, Monday Mornings Weekly, 2014-15; 2015-16
- Freshman Mixer, August 27, 2014
- Annual Voloween Pumpkin Carving, with AIAS and IDO, October 15, 2014; October 28, 2015.
- Annual Chili Cook-Off, November 6, 2014, November 4, 2015
- LABash 2015, March 19-21, 2015 – 11 students attended at San Luis Obispo, CA
- Beaux Arts Ball, May 2, 2015
- Freshman Mixer, September 11, 2015
- Common Grounds Social, October 2, 2015
- FAY Coffee Mugs, Spring 2016
- Holiday Ornaments, December 2015 – Designed, created and delivered a custom holiday card to all Landscape Architecture professors, Fay Jones School of Architecture + Design faculty and staff, and Arkansas ASLA officers.
- Senior Gifts, December 2015 – Engraved clipboards were given to each senior on behalf of the student chapter.

Connecting with Professionals in Landscape Architecture and Allied Disciplines

- Professional Luncheon, November 11, 2014 – Five Students met with six LA professionals who work for the city
- NWA Holiday Gathering, November 17, 2014 – Four students attended gathering of ASLA, ASID, and AIA professionals in Bentonville, Arkansas
- Central States ASLA Conference – Kathryn Dunn and Brittany Brown were both awarded for student projects
- Arkansas ASLA Planning Retreat, September 23, 2015 – Chapter President Hannah Moll attended the planning retreat with state ASLA representatives on behalf of the student chapter.
- ASLA Awards Banquet, October 17, 2015
- Central States ASLA Conference, April 14-16, 2016

Community Service

- Mt. Sequoyah Community Service, September 28, 2014 – Planted new grass plugs and weeded at Mt. Sequoyah with Fayetteville Parks and Recreation Department
- Earth Day/LA Awareness Month Booth, April 22, 2015
- PARK(ing) Day, September 18, 2015 - Designed and installed parklet with tires provided by Neal and Gina Pendergraft; Parking spot location was provided by the City of Fayetteville for \$5.
- Woodland Junior High Service Project, Fall 2015 – Four students met at Woodland Junior High to discuss future plans for the south portion of the school. Bench layouts and design recommendations were sent to the school on behalf of a phased plan, which will be implemented upon grant funding.
- Pollinator Garden, TBA, Spring 2016 – A pollinator garden will be designed in partnership between the University of Arkansas Sustainability Club's Green Team and the Arkansas Student Chapter ASLA.
- Planting Service Project, TBA, Spring 2016 – Along with City of Fayetteville representatives, ASLA students will replant a section along Joyce Boulevard and College Avenue.

Finally, it bears mention that the student ASLA, together with its peer organizations the American Institute of Architecture Students (AIAS), the National Organization of Minority Architecture Students (NOMA), and the Interior Design Students Organization (IDO) have worked cooperatively in events planning and substantive discussions about interdisciplinary collaboration within the school, setting a fine model for the larger community of students. Their jointly sponsored and organized Beaux Arts Ball, held annually at the conclusion of spring semester, is not only a celebratory event for students and faculty, but also has raised awareness of design education across the campus.

• Tau Sigma Delta and Sigma Lambda Alpha

The Alpha Eta Chapter of Tau Sigma Delta, the only national collegiate honor society, upholds the organization's dedication to excellence in scholarship and commitment to community service. Elections to membership are made by the existing members, subject to approval by the faculty, from the top 20 percent of each class of fourth-year and fifth-year students maintaining a minimum 3.00 cumulative grade-point average. In addition, leadership, character, and promise of professional merit are considered in making selections. (Former) Professor and Department Head Mark Boyer was the faculty advisor for the chapter until his retirement; Assistant Professor Noah Billig is the current faculty advisor. Noteworthy examples of community service by Tau Sigma Delta include: instituting a volunteer program for improving Lake Sequoyah Trail (2010-11); sponsoring a portfolio workshop (2011-12); and conducting hard-hat tours of the Vol Walker Hall/Steven L. Anderson Addition during its renovation and construction (2012-13). In addition to showcasing the achievements of the Fay Jones School's most illustrious scholars, the multi-disciplinary constitution of the organization provides a unique context for collaborative activity and exchange among students in all three of the school's academic units. The Department also supports a chapter of the national Landscape Architecture Honor Society, Sigma Lambda Alpha.

Lectures and Public Exhibitions

The Fay Jones School has a consistently vital lecture series, with proportionate representation for each of our three programs. A large percentage of lecturers are professional practitioners, providing continual and regular exposure for students to a range of processes and products representing contemporary practice. This year's series (2015-16) features landscape architects Gina Ford and Maura Rockcastle, and our Garvan Distinguished Visiting Professors Helle Sørholt and John Bela. See Addenda E for a full listing of lecture program during the accreditation period. Capacity crowds for all of our lectures demonstrate student engagement with the series, and we make every effort to engage visiting lecturers in the studio, fostering networking opportunities for our students,

as well as involving students in the hosting of lecturers and guest critics, with a view toward demystifying their entry into the profession.

Since the last accreditation visit, the Department has hosted the following public exhibitions, on campus, in the “small gallery” of Vol Walker Hall, (demolished in the recent rehabilitation) and in the new Fred and Mary Smith Exhibition Gallery and Terrace of the Steven L. Anderson addition to Vol Walker Hall, and in the Gallery of the Fine Arts Center. A representative example includes:

- “Constructing Views 2010-2015, an exhibition of design work by Jarmund/Vigsnæs Architects,” Fred and Mary Smith Gallery, September 10 – October 9, 2015.
- “Annual Rings 1994-2014: A New Generation of Wood Architecture,” an exhibition of contemporary Finnish architecture, Fred and Mary Smith Gallery, February 27 - April 15, 2015.
- “The Eye is a Door,” photographs by Anne Whiston Spirn, Fred and Mary Smith Gallery, October 3 – 31, 2014.
- “Barn Again,” photographs by Assistant Professor Phoebe Lickwar, Fred and Mary Smith Gallery, October 2013.
- “Ozark Modern,” furniture designed by Edward Durell Stone, January – February 2011.

Additionally, the work of Department of Landscape Architecture students and faculty has been featured in the following public exhibitions:

- “Shaking Hands with the Landscape,” (work from second, third, and fourth year BLA students directed by Distinguished Visiting Professor Randolph Hester, Associate Professor Kimball Erdman, Associate Professor Carl Smith, and Assistant Professor Noah Billig, Anne Kittrell Gallery, Arkansas Union, Fayetteville, AR, January 23 – 30, 2015, and sUgAR Gallery, Fayetteville, Arkansas February 10 – 26, 2015.
- “unEarthed: rediscovering the Fourche Bottoms,” (work by third and fourth year Landscape Architecture students under the direction of Assistant Professors Phoebe Lickwar and Noah Billig), StudioMain, Little Rock, Arkansas, May 2014.
- “Siteworks,” Photography by Fay Jones School Students, (work from professional elective taught by Assistant Professor Phoebe Lickwar, Landscape Architecture), Anne Kittrell Gallery, Arkansas Union, Fayetteville, Arkansas, February 7-12, 2013.

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?

As noted above, the program takes pride in its active ASLA chapter and its well-established relationship with ASLA Arkansas. In spite of the small size of our student cohort, this group has made a significant impact in the Fay Jones School and in the community, advocating for best practices of landscape architecture and cultivating meaningful relationships with peers in allied disciplines and in the profession. Beginning in fiscal year 2016 (the 2015-16 academic year), the Dean is providing each registered student organization in the Fay Jones School with an annual budget, in large part placing responsibility for financial planning on the student leadership. ASLA's budget is \$3,000.

Prior to this year, to the greatest extent possible, the Department has supported the participation of student ASLA members in LABash and in local and regional ASLA chapter events. In 2014, for the first time in the School's recent history, the student ASLA chapter sent a delegation to LABash, with support for travel and registration from both the Dean and the Department Head. The following year, in 2015, 12 students attended LABash, with six registrations and all lodging accommodations funded by the department. The proximity of the dates of this year's LABash and our accreditation visit make it impossible for our students to participate this year. The program will compensate, to a certain extent, by supporting travel to the Central States ASLA Conference in Little Rock, April 14-16; Central States ASLA, in past years, has attracted students whose work was entered in the annual awards competition. With a view toward encouraging student participation in awards competitions sponsored by professional societies, the Department Head will fund submission entry fees.

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?
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The permanent (tenured, tenure-track, and continuing clinical appointments) faculty members of the Department of Landscape Architecture are respected throughout the school, across campus, and in the professional community as accomplished scholars, educators, and practitioners. Their credentials evidence an appropriate balance of professional and academic experience well suited to the pedagogical goals and missions of the undergraduate professional program. Together with visiting faculty and faculty in the allied disciplines of architecture and interior design who contribute to the program's foundation (first year) courses, Landscape Architecture faculty members share a profound interest in design thinking and critical agility as essential underpinnings of professional education and leadership. While they represent a broad spectrum of interests in research and creative practice including, but not limited to community design, urban and regional planning, sustainable practices in urbanism and housing, residential planting design, cultural landscape management, the design of productive landscapes, and documentary photography, all Landscape Architecture faculty are grounded in professional practice. With this balance, the faculty embraces the model of the integrated scholar, purposefully integrating design and scholarly research from their own work into teaching. Through participation on the Fay Jones School foundation (first-year) design studio teaching team (Lickwar, Smith, Biehle), and in campus-wide teaching endeavors in planning, sustainability, and historic preservation (Billig, Smith, Erdman), the faculty exerts a meaningful presence beyond our program. Three of the permanent faculty members are licensed landscape architects (Brittenum, Lickwar, and Erdman); one is a chartered landscape architect (Smith, United Kingdom licensure); one is an AICP certified planner (Billig). Two members of the faculty and the interim department held have earned the Ph.D. (Billig, Smith, Goodstein); and clinical assistant professor Biehle is a LEED certified practitioner. In short, the faculty represents a range of expertise in research, practice, and community engagement that well serve our students as they prepare for contemporary practice.

The below list documents the credentials of faculty who have taught in the BLA program during the last academic year (2014-15) as well as in the current year (2015-16):

Full-Time Tenured Faculty

Judy Brittenum, FASLA, Associate Professor

Since coming to the University of Arkansas in 1989, Judy Brittenum has taught courses from beginning to upper level design and from planting design to professional practice, receiving the Outstanding Faculty Award twice. The first faculty member to team-lead the department's study abroad program, she has since led students in the Paris and United Kingdom segment of the Summer European Field Studies program. Brittenum's primary research focuses upon Hot Springs (AR) National Park, and includes historic figures in land preservation Samuel W. Fordyce and Verna C. Garvan. Her collaboration on the Hot Springs Creek Greenway has garnered two state ASLA merit awards, and as a board member of the Washington County Historic Society, she consults on historic

landscapes. A model of professionalism for our students, Brittenum's activity in ASLA has involved her in state and national officer positions.

Kimball Erdman, PLA, Associate Professor

Kimball Erdman holds both undergraduate and graduate degrees in landscape architecture. He garnered ten years of professional experience prior to joining the faculty at the University of Arkansas. He teaches a variety of courses for the department, including design studios at all levels of the curriculum, but his specialties lie in the sub-disciplines of history and historic preservation. Historic landscape preservation was the focus of much of Erdman's professional work, and he combines that interest with his teaching, research, and service responsibilities at the University. His documentation and analysis of Arkansas's historic landscapes have earned external support from the National Parks Service, the Arkansas Natural and Cultural Resource Commission, and the Arkansas Humanities Council

Carl A. Smith, PhD, Chartered Landscape Architect (UK), Associate Professor

Carl Smith has wide international experience in the practice, teaching and research of landscape architecture and urban design. Before joining our faculty, he taught at the University of Sheffield and Edinburgh College of Art in the UK. The breadth of his background is reflected in his teaching, which includes studios in sustainable housing; community and urban design; park-planning; fundamental design principles; and regional character in the landscape, as well as classes in urban studies, hand-drawing and the history and culture of the American landscape. Smith's primary research focuses on sustainable design and development, with a particular focus on housing environments. He also has research interests in design studio culture and practice. He has been widely published in scholarly journal and professional publications including the *Journal of Urban Design*; the *International Journal of Art and Design Education*; and the *International Journal of Sustainability in Economic, Social and Cultural Context*. In 2015 Smith was appointed Associate Editor of the *International Journal of the Constructed Environment*.

Full-Time Non-Tenured Faculty

Scott Biehle, ASLA, LEED, Clinical Assistant Professor

Scott Biehle is a landscape designer and was this year appointed to Clinical Assistant Professor, following three years of experience as adjunct instructor in the Departments of Landscape Architecture and Interior Design at the Fay Jones School. He teaches courses in landscape construction and in digital media in design. He is a co-principal with Windy Gay in Site + City design laboratory in Fayetteville. Prior to moving to northwest Arkansas, Biehle practiced with Ten Eyck Landscape Architects and as a solo practitioner in Austin, Texas.

Noah Billig, ASLA, PhD, AICP, Assistant Professor

Noah Billig teaches design studios and courses in public participation, urban design, environmental and land use planning, the American landscape, and study abroad in Turkey. He serves as director of the Honors Program for the Fay Jones School and as co-chair of the department's planning minor. Billig's research concentrates on human relationships with the built and natural environment, including participatory design and planning, generative design, informal settlements, adaptive and resilient urbanism, and perceptions of environments. His research on Istanbul's informal settlements includes analyses of how these settlements contribute to a modern typology in generative urban design theory, as well as explorations of how the processes and patterns found in these settlements can provide lessons for designers and planners. Billig has researched and worked in Turkey and Vienna, Austria, including experience as an urban design instructor at Istanbul Technical University and as a landscape designer for Arzu Nuhoglu Peyzaj Tasarim in Istanbul.

Phoebe Lickwar, PLA, ASLA, Assistant Professor

Phoebe McCormick Lickwar is a landscape architect and photographer. She teaches design studios and courses in theory, representation, and audiovisual research methods. Prior to joining the Fay Jones School, Lickwar was an associate at PWP Landscape Architecture, where she worked in both design and project management roles on a range of master planning and urban design projects including the National 9/11 Memorial, the Newport Beach Civic Center and Park, Cleveland Clinic, and Glenstone Museum. She has taught at the Art Institute of Boston and Maine Media Workshops and has served as an invited critic at University of California Berkeley, University of New Mexico, and Cornell University. Lickwar's research interests include photographic and audiovisual methods for design research, design pedagogy, and productive landscapes. Her recent work has been published in the *Journal of Landscape Architecture* and featured in international exhibitions, including the

Arkansas Arts Center in Little Rock, Newspace Center for Photography in Portland, Rayko Gallery in San Francisco, Copley Society of Art in Boston, and the Photographic Resource Center at Boston University.

Part-Time Visiting Faculty

Randolph Hester, MLA, Garvan Distinguished Visiting Chair (Fall 2014)

Professor Emeritus of Landscape Architecture and Environmental Planning at the University of California, Berkeley, Hester's research focuses on the role of citizens in community design and ecological planning. He is one of the founders of the research movement to apply sociology to the design of neighborhoods, cities and landscapes. His current work is a search for a design process to support ecological democracy. Topics of special interest include citizen science, stewardship, sacred landscapes, and environmental justice. As our Garvan Visiting Chair he led a vertical design studio, engaging students in the second, third, and fourth years of the professional curriculum.

Helle Søholt, M. Arch., Gehl Studio, Garvan Distinguished Visiting Chair, (Fall 2015)

Helle Søholt is Founding Partner and CEO of Gehl Architects. She started Gehl Architects with Professor Jan Gehl in 2000. Through her leadership and strategic and organizational talent, the office has developed a knowledge base and experience portfolio that is respected internationally in the field of urban design and urban development. Over the years of its existence, Gehl Architects has been awarded multiple prizes and recognitions for their contribution to making cities more livable and sustainable around the world. Søholt led an inter-disciplinary fifth-year design studio, engaging landscape architecture students with their peers in the professional program in architecture in an urban planning study in a re-emerging historic neighborhood in Miami, Florida.

John Bela, ASLA, Gehl Studio, Garvan Distinguished Visiting Chair, (Fall 2015)

John Bela is an urbanist and public space designer who combines a background in art, science, and environmental design to create vibrant, dynamic, and resilient urban human habitats. A pioneer in user-generated urbanism, Bela has successfully completed many projects that involve radical new formulations of social space. A Senior Lecturer at the California College of and a Distinguished Lecturer at UC Berkeley, Bela holds degrees in Landscape Architecture and Environmental Design, Biochemistry, and Sculpture. Together with Helle Søholt, he led an inter-disciplinary fifth-year design studio.

Angela Carpenter, M.Arch., Visiting Lecturer (Fall 2015)

Following two years as a visiting assistant professor in the Architecture program, Carpenter was retained to teach in the Design Communications course. Carpenter brings expertise in applied design and computational design, cultivated in large part through work under the direction of William Massie at the Cranbrook Academy of Art. She has practiced in the offices of Marlon Blackwell Architects and Selser Schaefer Architects.

Allison Thurmond Quinlan, ASLA, AIA, Visiting Lecturer (Fall 2014)

Allison Thurmond Quinlan is a licensed architect and experienced landscape designer. A former member of the University of Arkansas Community Design Center staff, she is principal of Flintlock Architecture • Landscape Architecture, specializing in retail and commercial projects as well as new homes, renovations, and gardens. Quinlan taught Landscape Construction IV.

Associated Faculty in the Allied Disciplines

Kim Furlong, M.Arch., Assistant Professor of Interior Design

Kim Furlong has practiced in the design field for more than 15 years for clients including Harvard University, The Museum of Modern Art, and The Colonial Williamsburg Foundation. Most recently, she was a project manager and designer with Mell Lawrence Architects in Austin. Furlong has also taught architecture, interior design and preservation courses at the University of Texas at Austin, including collaborative studios that address the re-use of historically significant buildings from the Modern Movement. Her interests include material culture and collections, the Modern Movement, practice at the intersection of interior design and architecture, and the healing potential of the designed environment. Furlong is a member of the collaborative first-year design studio teaching team.

Windy Gay, MLA, Lecturer, Interior Design and Landscape Architecture

Windy Gay graduated with a Master's Degree in Landscape Architecture from the University of New Mexico. During her studies there, she focused on the creative representation of landscape architecture with a deep exploration into the creative process, combining multiple digital and analog tools and techniques. Prior to graduate school, Gay studied philosophy and studio arts, with an emphasis on three-dimensional media. With Scott Biehle, she is a co-principal in Site + City design laboratory in Fayetteville

Ethel Goodstein-Murphree, PhD, Assoc. AIA, Affiliate ASLA, Professor of Architecture

A specialist in American architectural and cultural history, Goodstein has been engaged in architectural education and practice for more than four decades. Prior to joining the Fay Jones School, she practiced in New York City, served as architectural historian for the Arkansas Historic Preservation program, and taught at the University of Louisiana, Lafayette. Currently, her research focuses on mid-century modernism and the controversies surrounding its preservation. The author of more than 100 refereed articles and papers, her teaching and scholarship has been recognized by the University of Arkansas Teaching Academy, the American Institute of Architects Education Honor Awards, the Louisiana Preservation Alliance, Preserve Arkansas, and the Southeast Society of Architectural Historians; her work with co-producer Mark Wilcken of the Arkansas Educational Television network has earned three regional Emmy awards. Goodstein teaches Design Thinking 2: Foundations of History, a required course for BLA students.

Russell D. Rudzinski, AIA, Clinical Assistant Professor of Architecture

Russell Rudzinski is a partner in an award winning practice, Architects 226, in Fayetteville, Arkansas. He has taught architectural design studios at every level of the curriculum, with particular emphasis in the professional core, where he is part of the collaborative first-year design studio teaching team. He offers Design Thinking 1: Foundations of Technology, a required course for BLA students. Since 2001, Rudzinski has served as Director of the Fay Jones School Latin America Urban Studio. Prior to joining the University of Arkansas, he taught at Kansas State University.

Laura Terry, MFA, Associate Professor of Architecture

Since 1999, Laura Terry has taught first-year studio and landscape painting courses at the Fay Jones School of Architecture, and since 2014 has coordinated the collaborative first-year design studio required of BLA students. Southern culture is at the heart of Terry's research, painting, and teaching. Regional yard traditions are an ongoing field of inquiry. Terry's paintings, which she describes as Cubist representations of Southern events contained on a two-dimensional plane, celebrate the Southern landscape and its rich tradition of porches, agrarian ruins and food. Terry has exhibited her work in Savannah, Atlanta, Minneapolis, Los Angeles and New York, and her work was included in *New American Paintings*, a juried publication.

Faculty Recently Retired from the Program

John Crone, ASLA, Professor (Retired, May 2013)

In his 31 years with the School, Crone served as both program director and as a faculty adviser for Sigma Lambda Alpha, landscape architecture's national honor society. While serving on the American Society of Landscape Architects' Roster of Visiting Evaluators, he headed a number of national accreditation visits to departments of landscape architecture and horticulture. Crone has a broad understanding of design and assisted the faculty in direction of the program's professional curriculum. While teaching design and construction courses, he placed an emphasis on community planning, housing and sustainable design. His research focused on sustainable community design and the relationship between community planning and sustainable agriculture. Most recently, Crone has produced a body of research regarding Franklin Delano Roosevelt's Farm Resettlement Communities in Arkansas.

Mark Boyer, FASLA, Professor (Retired, May 2015)

In 1998, Mark Boyer joined the Fay Jones School, where he taught courses on landscape architecture construction materials and technologies, ecological design studios, and an interdisciplinary course related to alternative stormwater management techniques. Boyer's research focuses on green roofs and other sustainable stormwater management technologies. Boyer was named Head of the Department of Landscape Architecture in 2010, after serving as Interim Director for two years.

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

Yes. Faculty assignments are appropriate to the course content and program mission.

Teaching assignments in all courses are directly correlated to faculty expertise, taking into consideration research trajectories, experience in practice, and academic training. As a small faculty community, there is ample opportunity for faculty members to coordinate between semesters, allowing continuity and fostering ongoing development in each knowledge area of the curriculum and among studios. The Department Head, in formal and informal consultation with the faculty, reviews faculty assignments at least once each semester, and discussion of faculty assignments during regular faculty meetings assures transparency and collectivity. In hiring decisions regarding the appointment of both visiting and permanent faculty, the learning objectives of the curriculum and the role of teaching in the program mission are given priority. To plan for continuity in delivering quality learning experiences to our students, the department head consults annually with the Dean regarding the submission (to the University Provost) of a faculty hiring plan, typically drafted with a view forward to the following two academic years.

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

Typically, part-time faculty and adjunct faculty, who are hired to teach in required, core curriculum courses, are drawn from the local community of practitioners. (All University of Arkansas faculty members, regardless of rank are required to have earned a master's level degree, which limits considerably the pool of otherwise talented local professionals available.) In hiring distinguished visitors, notably the Garvan Distinguished Chair, the Department seeks nationally and internationally recognized practitioners, teachers, and researchers who can add unique value to the program mission and our students' learning experiences. The Department Head, in consultation with the Dean and with input from the faculty, identifies candidates for distinguished visitors. In all cases, permanent faculty generously share their knowledge with visiting, adjunct, and part-time faculty to ensure the delivery of an integrated professional curriculum, and, frequently, distinguished visitors are partnered in design studio teaching teams with members of the permanent faculty.

All members of the faculty, regardless of rank, are invited to participate in regularly scheduled department faculty meetings and all-school meetings, where the input of all faculty members is encouraged. (Historically, only the permanent faculty is eligible to vote on curricular and personnel matters.) Equally important, all members of the faculty are welcome to contribute to design studio reviews. Student evaluation of instruction, in accordance with university policy, mandates that all courses are evaluated (irrespective of the rank or appointment terms of the instructor of record), providing the Department Head with a sense of measurement of the efficacy of learning experiences in courses offered by visiting, adjunct, and part-time faculty. Support for research and travel is available to visiting faculty at the discretion of the Department Head. Visitors, adjuncts, and part-time faculty are not required to submit their dossiers for annual peer review, but may request review by the department head.

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?
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At the conclusion of each academic year, all campus units are required to submit to the Provost's office an "Annual Report" that documents all Fay Jones School faculty members' significant accomplishments in teaching, scholarship, creative research and practice, and external funding, together with service activities and honors and awards. The Assistant to the Deans coordinates the production of the annual report, with authorship by the Director of Communications, the Associate Dean, and the Department Head. Refereed publications, in turn, are recorded in a University bibliography produced by the Office of the Vice Provost for Research and Economic Development.

To make faculty activities visible to the larger community, the Fay Jones School Director of Communications (Michelle Parks), often assisted by interns from the University's Journalism program, produces press releases (often as many as three per week) for the campus's *Newswire*, an electronic daily publication managed by University Relations and widely subscribed to by national news agencies; the Fay Jones School website provides a link to *Newswire* and its archives (see fayjones.uark.edu, "News and Events"). Recent coverage of Landscape Architecture program activities through *Newswire* include: Coverage of fourth-year student Hannah Moll's (ASLA) award-winning project; Associate Professor Carl Smith's work on the Razorback Greenway; Garvan Woodland Garden's Holiday Lights program; coverage of landscape architect Gina Ford's public lecture; and the University of Arkansas Community Design Center's ASLA Honor Award for "Food City," among an array of other events, achievements and accolades in the Fay Jones School; (see <http://news.uark.edu/Articles/Archive/3?id=1&year=2015&school=fay-jones-school-of-architecture-and-design>).

The Director of Communications also manages the Fay Jones School's social media presence, with frequent postings to Facebook and Twitter, increasingly critical vehicles of reaching our peers in practices, alumni, and potential students. Annually, the Fay Jones School publishes *ReView*, a full color magazine that includes significant events, awards, and, student work from across the school and its outreach units as well as alumni and faculty news. The most recent number of *ReView* (Fall/Winter 2015) featured award winning designs by landscape architecture students (regional and state ASLA awards and the Envision Little Rock Competition), activities and events at and collaboration with Garvan Woodland Gardens, focal coverage of Associate Professor Smith's, Assistant Professor Billig's and Associate Professor Erdman's vertical studio with distinguished visitor Randolph Hester, and the Rivers, Trails, and Conservation Assistance Program of the National Parks Service; and Assistant Professor Lickwar's design studio work in the economically challenged central Arkansas city of Pine Bluff (See fayjones.uark.edu/_resources/PFDs/fayjonesschool_review_magazine_2015.pdf). *ReView* is complemented with *e:View*, our online newsletter. These efforts are paralleled by publications in allied units and at the university level that pay close attention to the work of Fay Jones School faculty. *Research Frontiers* publishes both student and faculty research and publications of note. Since the last accreditation, *Research Frontiers* has covered Assistant Professor Lickwar's research of "Falling Barns," Associate Professor Erdman's mapping of Japanese Internment Camps, studies of Cervara di Roma undertaken as part of our study abroad program in 2013, and Professor Smith's exhibition on housing growth in northwest Arkansas. The Honors College annually publishes *A+* to showcase honors undergraduate research. The 2014 number of *A+* included a feature article on Donna Freeman's honors research (BLA, May 2015) of Fayetteville farms; sketches from last summer's study abroad program by honors Landscape Architecture student Adel Vaughn (BLA, December 2015) will grace the cover of the forthcoming number.

Productive relationships between the program and our regional and state ASLA chapters, the City of Fayetteville (both its Community Planning and Parks divisions, which include an impressive representation of our alumni on their staffs), and allied arts associations in central Arkansas, (StudioMain and the Architecture and Design Network) also serve to disseminate the good works of our students and faculty to a larger constituency across the state and the nation.

<p>2. How do faculty teaching and administrative assignments allow sufficient opportunity to pursue advancement and professional development?</p>

As a requisite part of the annual review process as well as in informal meetings through the course of the academic year, the Department Head (in consultation with the Dean when appropriate) works with each faculty member to ascertain their goals for creative research, scholarship, and practice and its relationship to teaching obligations and goals. It is the Department Head's responsibility to mentor faculty, allocate department resources and make recommendations pertaining to school resources, negotiate release time as warranted, and plan for off-campus duty assignments.

A full load for a tenured or tenure-track appointment in Landscape Architecture is one studio course *and* one lecture course each semester; continuing clinical faculty members, in lieu of carrying the expectations for research and peer-reviewed creative practice expected of tenured and tenure-track faculty, may teach three lecture courses or a studio and two lecture courses every semester. (Studios involve twelve contact hours per week; construction courses have eight contact hours per week, and lectures and seminar courses have three contact hours per week.) Historically, a typical workload disposition for faculty members in the Fay Jones School

has been 65% teaching, 25% research, scholarship, and/or creative practice, and 10% service. Adjustments of that metric are made regularly to facilitate extraordinary opportunities for faculty development, including externally funded research, publication or practice opportunities, and service to the institution or the community.

All faculty members are eligible for off-campus duty assignments (OCDA) after six years of service. Since 2012, these assignments have been determined competitively, reviewed at the School level by a peer review committee and subject to approval by the provost. Since the last accreditation, two faculty members have applied for and been awarded an OCDA, ({Former} Professor Crone, Spring 2012; Associate Professor Brittenum, Fall 2014).

3. How are the development and teaching effectiveness of faculty and instructional personnel systematically evaluated?
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In accordance with University protocols, and as stipulated in the Landscape Architecture Department personnel document, faculty development and teaching effectiveness are evaluated annually by both an (advisory) peer review committee, constituted of tenured faculty representing each of the academic disciplines in the Fay Jones School, and the Department Head, who is obliged to take into consideration the observations of the peer review committee. These evaluations, based upon self-evaluation reports submitted by each faculty member, address accomplishments and performance in teaching, service, and creative activity and practice, research, and scholarship. In the spirit of supporting a diverse and mutually supportive academic community, department personnel documents also address collegiality. Student evaluation of all courses, using an on-line survey system linked to course registration, is required by the University, and, in the Fay Jones School, in instances of team teaching, all members of the team are reviewed by the full cohort of their students; faculty are expected to include a report of student evaluation input in their annual review dossiers. Once the advisory committee has deliberated, the Department Head meets with each faculty member individually to discuss performance in the context of the individual's career trajectory, including personal professional development and contributions to the mission and goals of the program. The Dean and the Associate Dean, who is responsible for submitting an annual report on faculty evaluation to the provost's office, monitor the evaluation processes.

In addition to self-evaluation, peer, and administrator review of individual faculty members, annually the faculty conducts an end-of-year program assessment, inviting distinguished practitioners and prominent academics from other institutions to bring fresh eyes and diverse sensibilities. Pedagogy and design work from each of the five years of the professional program is discussed at great length and critically evaluated.

4. How are the results of these evaluations used for individual and program improvement?
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In the case of individual faculty members, the Department Head's review of all elements of the annual review process culminates in a future-directed discussion with each faculty member, including trajectories for research and creative activity, goals and opportunities for development in teaching, as it relates to both the faculty member's personal professional development and the mission and goals of the program. When applicable, strategies for successful advancement through the tenure and promotion processes, including discussion of policies, procedures, and time-lines, is a requisite part of this conversation.

With regard to the larger context of program evaluation, we are a reflective and deliberate faculty with a willingness to discuss and debate important issues, our methods, the content and structure of our curriculum, our studios and other course work. Feedback from guest critics who join us for design studio reviews, and especially from the end-of-year program assessment is discussed synthetically at faculty meetings with a view toward evaluating its implications for the program's pedagogy, missions, and goals.

5. How do faculty seek and make effective use of available funding for conference attendance, equipment and technical support, etc.?
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Conference Participation and Support for Research and Creative Practice

Supporting the development of faculty on tenure-track long has been a priority of the Department and the School with regard to release time and support of scholarly and/or creative activities. In instances when faculty deliver a scholarly presentation or represent the Department or School in an official capacity at a meeting of a professional

or scholarly society, every effort is made to provide funding. To these ends, the Department Head budgets \$2,500 in travel support, (which upon request can be diverted to support research endeavors), for tenure-track faculty, and \$1,500 for tenured faculty. In parallel, the Dean annually provides up to \$2,500 in research incentive funding for all tenure-track faculty, with \$1,500 allocated for each tenured member of the faculty. Support of clinical appointments and visiting faculty is made available for conference participation and faculty development at the discretion of the Dean and the Department Head respectively.

As the above-mentioned strategies for awarding financial support suggest, faculty are encouraged to present peer-reviewed papers and to attend conferences, both of which have been fruitful means for dissemination of faculty research. In recognition of the importance of maintaining licensure, the department also will support attendance at the conferences of professional organizations that offer continuing education units. The majority of the faculty are supported to attend the annual conference of the Council of Educators in Landscape Architecture, an important venue for networking with peers as well as presenting research and scholarship on teaching; the Environmental Design Research Association also is a venue frequently sought by our faculty.

Faculty and associated faculty, (currently with the Fay Jones School), who have participated at regional, national, and international conferences and professional meetings since the last accreditation includes:

- Alliance for Historic Landscape Preservation (Associate Professor Erdman, 2011, 2013, 2014, 2015, 2016)
- American Society of Landscape Architects (Associate Professor Brittenum, 2010-15; Professor Goodstein, 2015)
- Arkansas Historical Association (Associate Professor Brittenum, 2011)
- Association of Collegiate Schools of Planning (Assistant Professor Billig, 2012)
- Contemphoto (Assistant Professor Lickwar, 2013)
- Council of Educators in Landscape Architecture (Assistant Professor Billig, 2013, 2014, 2015; Associate Professor Brittenum, 2010, 2012, 2013, 2014; Associate Professor Erdman, 2011, 2012, 2013, 2014, 2016; Assistant Professor Lickwar, 2012, 2013, 2014, 2015, 2016; Associate Professor Smith, 2013, 2014, 2015, 2016) Clinical Assistant Professor Biehle, 2016; Adjunct Lecturer Gay, 2016)
- Cultural Landscapes and Heritage Values Conference (Associate Professor Erdman, 2015)
- Environmental Design Research Association (Assistant Professor Billig, 2012, 2014, 2016; Associate Professor Smith, 2016)
- International Conference on Design Principles and Practice (Assistant Professor Lickwar, 2014)
- International Symposium on Sustainable Design (Associate Professor Smith, 2011)
- National Conference on the Beginning Design Student (Assistant Professor Lickwar, 2014)
- Southeast Society of Architectural Historians (Assistant Professor Billig, 2014; Associate Professor Erdman, 2014; Assistant Professor Lickwar; Associate Professor Smith; Professor Goodstein, 2011, 2014).
- Visualization and Urban History in Contemporary Photography (Assistant Professor Lickwar, 2013)

Increasingly, the publication of scholarly articles and books is being established as a desired objective for faculty scholarship, with Dean's Research Incentive Funds and Fay Jones School Grants for Creative Research and Practice providing support directed toward achieving those ends. Funding from both the Dean of the Fay Jones School and the Department Head has supported research assistants for faculty engaged in scholarly endeavors, cementing the relationship between faculty development and undergraduate research. In academic year 2014-15, an internal set of competitive awards, the Fay Jones School Grants for Creative Research and Practice, were created with support from the Provost's office, providing "seed" funding of up to \$4,000 and privileging collaborative practices in design research and practice. In the program's first year, both Assistant Professor Lickwar and Associate Professor Smith were recipients of these awards.

As a Department that values making as a significant aspect of design research, the Department sanctions professional practice by faculty, as long as that practice remains in compliance with University protocols for conflict of interest; (conflict of interest potential is evaluated and negotiated by the Vice Provost for Research and Economic Development). Creative practice remains an important area of personal professional development for many department faculty, with faculty engaged in critical design practice (Assistant Professor Lickwar, Clinical Assistant Professor Biehle); cultural landscape preservation practice (Associate Professor Erdman); and

consulting on planning projects, particularly in the public sector (Associate Professor Smith; Assistant Professor Billig).

Technical Support and Equipment

Faculty, with the support of the Department Head, can seek support for equipment specific to their research and creative practice through the above-referenced Deans' Research Incentive Funds and Fay Jones School Awards for Creative Research and Practice.¹ Computer requirements and other related IT needs are handled through the office of the Director of IT, under the supervision of the Fay Jones School Dean (See Standard 7. B., "Information Systems and Technical Equipment", for further detail). Landscape Architecture faculty also have benefitted from collaboration with allied units on campus, especially the Center for Advanced Spatial Technologies (CAST), whose capabilities include GIS, GNSS and mapping, 3-D Reconstruction, spatial archaeometry, and reality capture (See www.cast.uark.edu).

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

In addition to the peer review process described above, the Fay Jones School and department leadership make every effort to assure that the faculty's accomplishments are recognized by their peers. Announcement of awards, publications, and outstanding service activities always are on the agenda of all-school meetings, convocations, staff meetings, and department meetings. Annually, landscape architecture students vote to distinguish a faculty member with the Arlin Vancuren Teaching Award, which is bestowed at the annual Fay Jones School Honors and Awards Recognition Event; landscape architecture faculty have been frequent recipients of the Tau Sigma Delta Silver Medal, the award of which also is part of the school's honors program. At the University level, long-established success in teaching can be recognized with election to the University of Arkansas Teaching Academy, (which has so honored former Professor Boyer and Professor Goodstein); outstanding mentorship is recognized by the Honors College and the Office of Nationally Competitive Awards (Assistant Professor Billig); the University Academic Advising Council annually recognizes faculty in each college for extraordinary contributions in student advising; and the Office of Sponsored Student Programs recognizes faculty who contribute positively to the experiences of international students. Competitive awards for faculty excellence (for example, the campus-wide Imhoff Award for Outstanding Teaching and Student Mentorship and the Baum Award for Distinguished Teaching, and Alumni Association Awards for Teaching, Service, and Research) are highly sought-after, and the Fay Jones School Deans and Department Heads are stepping up efforts to place our faculty members in contention for these recognitions.

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

University Service

The Department of Landscape Architecture, together with colleagues in the allied disciplines of the Fay Jones School, take good advantage of opportunities to engage in the University mission through their service endeavors that include public programming and outreach, and professional engagement, as well as a tradition of service to the University and the School. As noted in Standard 2-Governance, through the Faculty Senate's Committee on Committees, Landscape Architecture faculty members are queried annually about interest to serve on university-wide committees. Because of our small size, however, the Department Head, historically, has taken a measured approach to University service to assure that teaching and research activities, particularly for tenure-track faculty, are not compromised. Within the Fay Jones School, a similarly sober approach is taken; nevertheless, Landscape Architecture faculty serve on all essential school-wide standing and ad hoc committees, including the honors committee – which is chaired by Assistant Professor Billig, the Governance Committee, the Lectures Committee, the (student) Professional Development and Career Committee, and the Peer Review Committee. The Department faculty meets bi-monthly, and periodic, issue-focused all-school "town hall" meetings, typically three each semester, and two all-school business meetings per semester, assure participation in the governance and service mission of the Department and the School alike.

¹New hires typically receive start-up funds from the Vice Chancellor for Research and Economic Development to support initial IT expenses.

As our core values of cultural and environmental stewardship make clear, the Fay Jones School and its Landscape Architecture program do contribute significantly to the quality of the physical environment on campus. For example, the Landscape Architecture Chair and a landscape architecture student hold seats on the Campus Master Plan Design Review Board, and Professor Smith serves on the University of Arkansas Sustainability Council. Also with a view toward contributing to campus awareness of architecture as an aesthetic, social, technological and environmental fact of contemporary life, the Fay Jones School lecture series is open to the public and widely advertised electronically, including timely press releases on the University's above-referenced *Newswire*. Similarly, Landscape Architecture students and faculty are involved in sUGAR a student-run exhibition space located on the downtown Fayetteville Square, cooperatively supported by the Fulbright College's Department of Art and the Fay Jones School.

Professional and Public Service

With regard to participation beyond the campus, the Fay Jones School leadership appreciates the benefits that accrue from our faculty members' service to the community and in the profession, and the Dean provides financial support for faculty to attend the meetings of boards and commissions on which they serve. A high standard for service to the professional has been set by Associate Professor Brittenum's service to ASLA, (as Arkansas ASLA State President, as a member of the national ASLA Board of Trustees, as ASLA Vice President for Communications, and currently as Secretary of the national ASLA Council of Fellows), and former Professor Boyer's leadership role in CELA. Assistant Professor Billig has contributed as a member of the National Advisory Committee of the International Urban Planning and Environment Association. Landscape Architecture faculty members have proven to be great contributors to the progress of knowledge in the field through service as peer reviews to national and international journals and learned societies, including manuscript review for Routledge (Billig, Lickwar, Smith), *Landscape Research Record* (Billig, Lickwar), *Journal of Urbanism* (Billig), *Journal of Landscape Architecture* (Lickwar), *Land Use Policy* (Smith), and *International Journal of the Constructed Environment* (Smith, Associate Editor), and in paper review for CELA (Smith, Billig, Erdman, Lickwar) and EDRA (Billig, Smith). The Department's engagement with stewardship of the historic cultural landscape is apparent in Associate Professor Brittenum's long record of service as a member of the Washington County Historical Society Board, and Associate Professor Erdman's work as a member of the Board of Directors of the Alliance of Historic Landscape Preservation. Erdman also served on the Planning Committee of the 2014 conference of the Southeast Society of Architectural Historians, hosted jointly, in Fayetteville, by all three of the Fay Jones School's academic units.

Service to Our Students

Faculty members also privilege student-centered service opportunities. All landscape architecture professional program students, at the completion of their first year in the program as well as their peers in our four-year (non-accredited) Bachelor of Science curriculum, are assigned a faculty advisor, and, to the greatest extent possible, faculty are involved in on-campus student recruitment opportunities, including one-on-one meetings with prospective students and participation in the teaching and planning of Summer Design Camp. With a view toward exposing young people to the profession, both Associate Professor Smith and Associate Professor Erdman participate in programs focused on landscape architecture and environmental stewardship with the Boy Scouts. In service to both the School and the profession, Assistant Professor Billig is faculty advisor to the Fay Jones School Tau Sigma Delta chapter, and Associate Professor Brittenum is faculty advisor to the student ASLA chapter.

C. Faculty Retention

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| 1. Are faculty salaries, academic and professional recognition evaluated to promote faculty retention and productivity? |
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Yes. As noted above, annual review of faculty by an advisory Peer Review Committee and the Department Head is the primary basis for determining salary adjustments and, for the Department Head and the Dean, evaluating the relationship and efficacy of faculty salary decisions relative to retention and productivity.

Although the University has seen little change in state funding during this accreditation period, the upper administration has provided regular merit pools for salary raises. These have been relatively small however,

supported in large part by tuition revenue in a climate of growing undergraduate enrollments across the larger campus: 2.75% in fiscal year 2014; 2.0% in fiscal year 2015; and 1.25% in fiscal year 2016. Currently, promotions to the associate and full professor ranks bring a salary increase of \$4,000; nine-month faculty members have opportunities to augment their salaries through summer school teaching and, increasingly, the Honors College is providing stipends for faculty who offer honors sections of their courses. Since the last accreditation visit, the University also has provided compression-equity funding for faculty (exclusive of administrators) at the professor level.

In the current fiscal year (July 1, 2015-June 30, 2016), the average salary of associate professors of landscape architecture is \$72, 258; the average salary of assistant professors is \$62,415. While these statistics still place our faculty well behind University of Arkansas average salaries (\$84,200 for associate professors; \$76, 797 for assistant professors), they are approaching parity with other faculty salaries in the Fay Jones School. During the past two fiscal years, Dean MacKeith has sought to bring Landscape Architecture faculty salaries in line with those of the Architecture faculty (in this fiscal year 2016, the average associate professor of architecture salary is \$77,083; the average assistant professor salary is \$65,575), and a gender-equity adjustment was made in fiscal year 2015 to that end. The Dean also has advocated for and provided funds to augment the promotion raises of assistant professors reaching the associate rank to achieve greater parity with campus-wide norms. In all cases, faculty productivity in teaching, research, and creative activity plays an important role in these decisions. As noted above, opportunities for research incentive funds and competitive research grants within the School also positively influence faculty retention and productivity.

2. What is the rate of faculty turnover?
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Since the last accreditation, Professor John Crone sought a traditional retirement at the end of the 2012-13 academic year, and Professor Mark Boyer retired at the end of the 2014-15 academic year in order to accept the directorship of the Robert Reich School of Landscape Architecture at Louisiana State University, his alma mater. During the same time, two tenure-track assistant professors (Phoebe Lickwar, ASLA, Dr. Noah Billig), were retained; this year a Clinical Assistant Professor position (Scott Biehle), was created, which we hope will develop into a continuing faculty line. We are coming to the conclusion of a national search for the Department Head position (vacated by Professor Boyer's retirement) at full professor rank, and are optimistic about the potential of this new addition to our faculty mix. In addition, Associate Professor Judy Brittenum, FASLA, has announced her retirement effective at the end of the 2015-16 academic year. Although the Dean has included Associate Professor Brittenum's faculty line in his annual hiring plan, we await the appointment of a new Department Head to assess how this position should be filled relative to the developing mission of the program. Fall 2016 enrollments will dictate the necessity of securing visiting faculty during this period of transition, a matter to be addressed by the Interim Department Head in close consultation with the Department Head designate latter this spring.

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?
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Meaningful public outreach and engagement occurs at many scales and in many contexts in the BLA program. In keeping with the mission of the land grant institution, there has been a demonstrable emphasis not only on engaging communities local and regional, but also on incorporating work concerned with overseas communities in need of environmental and design services, which also have been pursued.

- Summer 2010 saw a collaborative, elective seminar led by Associate Professor Smith, in which students from Landscape Architecture, Architecture, Interior Design and Environmental Engineering engaged with a local non-profit organization, “Partners for Better Housing,” to provide conceptual designs for low-income housing in south Fayetteville. These ideas were discussed by the board and used to inform project briefs for the engagement of professional consultants.
- In Spring 2011, Associate Professor Smith, in collaboration with Architecture faculty members Professor Buege and Associate Professor Herman, supervised a second-year studio project for the design of a memorial for West Memphis, Arkansas. A competition was held with students working in teams of an Architecture student and a Landscape Architecture student. Two West Memphis police officers, one the son of the chief of police, were shot and killed during a traffic stop. Civic leaders in West Memphis approached the Fay Jones School with a request for assistance with a design. Second year students traveled to West Memphis where they saw the site of the shootings and viewed a dashboard video of the event. They met with the chief of police, the state legislative representative for the area and other officials, and the Arkansas Fish and Wildlife officer who was first to arrive on the scene, in a Wal-Mart parking lot, where the series of events of that day ultimately, violently ended. It was decided that the memorial would be dedicated to the two officers, to others killed in the line of duty, and for others who may be in the future. The winning competition entry was constructed and dedicated in May 2014.
- Associate Professor Brittenum, Spring 2011, LARC 3356, Design V, led a studio focused on the development of a Campus Master Plan for the New School, a private elementary – junior high school complex in Fayetteville.
- Associate Professor Erdman, Spring 2011. Student: Derek Linn. Faculty instructor for independent study (LARC 303V Special Projects I): Beckwith, Oklahoma Rural Historic District National Register Nomination (draft) and “Beck Mill Cultural Landscape Masterplan” poster presentation at the Alliance for Historic Landscape Preservation Annual Meeting in Fort Worth, Texas.
- Assistant Professor Billig, Spring 2012. Intern Liaison. Worked as a liaison between Fayetteville Natural Heritage Association (FNHA), student Nick Cerra, and the University of Arkansas Sustainability Minor. The work included restructuring of FNHA’s GIS inventory, including their interactive online GIS.

- Assistant Professor Billig, Spring 2012 and Spring 2013. LARC 5386 Design VIII, Illinois River Watershed Partnership (IRWP). Students created environmental planning reports for the upper three sub-watersheds of the Illinois River Watershed and submitted to the IRWP.
- Associate Professor Erdman with staff from the Center for Advanced Spatial Technology, Spring 2012. LARC 5053 Historic Landscape Preservation: Rohwer Relocation Center Memorial Cemetery, Rohwer, Arkansas: Historic American Landscape Survey, standard format report and drawings, Historic American Landscape Survey AR-4. National Park Service, Washington, D.C.
- In Fall 2012, Associate Professor Smith, in collaboration with Associate Professor of Interior Design, Jennifer Webb, charged students with the production of a series of short documentary films about the urban and community identity of the rapidly changing South Main neighborhood in Little Rock. The films, which included interviews with members of the public and community stakeholders, were shown at a public event at the StudioMain gallery in Little Rock's South Main district.
- In Spring 2014, Assistant Professor Billig's Environmental and Land Use Planning studio (LARC 5386), in collaboration with Audubon Arkansas and the Rivers, Trails and Conservation Assistance Program of the National Parks Service, created environmental and land use planning reports for Fourche Creek Bottoms and its surrounding neighborhoods in Little Rock, Arkansas. Reports were presented at StudioMain, Little Rock.
- Associate Professor Erdman, with staff from the Center for Advanced Spatial Technology, Spring 2014. LARC 5053 Historic Landscape Preservation: Rohwer Reconstructed: Interpreting Place through Experience. This grant-funded project documented historic conditions of a Japanese-American internment camp, creating the guide for mapping, modeling, and animation teams. The end product is a website geared towards interpretation, education, and research.
- Associate Professor Erdman and Associate Professor Greg Herman (Architecture), Spring 2014. LARC 402V Special Studies for six students from three departments to produce draft Historic American Landscape Survey documentation of three historically significant agricultural communities created by the Farm Security Administration in the Arkansas Delta during the 1930s.
- Associate Professor Erdman, Spring 2014. Student: Ben Stinnett. Faculty instructor for independent study (LARC 303V Special Projects I): short format Historic American Landscape Survey for the Gypsy Camp near Siloam, Arkansas. The Gypsy Camp was a prominent girls' camp established in Arkansas during the 1920s and was listed in Arkansas's Top Ten Most Endangered Places by the Historic Preservation Alliance of Arkansas in 2006.
- Assistant Professor Billig, Summer 2014. Student: Mary Nell Patterson. Teacher of record and advisor for ten-week service learning abroad to Hope North, Uganda and Barefoot College, India. In collaboration with the University of Arkansas Honors College and Clinton School of Public Service.
- Assistant Professor Billig, Fall 2014, J.O. Kelly Middle School, Springdale, Arkansas, LARC 3356 Design V. Initiated and led a landscape architecture studio charged with the design of a 60 acre school site in Springdale, Arkansas. The participatory studio included engagement with the school's largely Hispanic and Marshallese population.
- Associate Professors Smith and Erdman and Assistant Professor Billig, Fall 2014. LARC 3356: Landscape Architecture vertical studio designs created for Mt. Kessler Preserve. In collaboration with visiting professor Randolph Hester, Mt. Kessler Greenways and the Rivers, Trails and Conservation Assistance Program of the National Parks Service. Work exhibited at the Anne Kittrell Art Gallery and the sUGAR Art Gallery in Fayetteville, Arkansas, in winter 2015.
- Assistant Professor Billig, Environmental and Land Use Planning studio, spring 2015, LARC 5386 Design VIII. Studio students created environmental and land use planning reports and resilient urban and regional designs for the Northwest Arkansas Regional Planning Commission's Northwest Arkansas Open Space Plan.
- Assistant Professor Billig, Summer 2015. Student: Carly Bartow. Teacher of record and advisor for 12-week service learning abroad to Malawi. In collaboration with the University of Arkansas Honors College. 2015.
- Associate Professor Erdman, Fall 2015. LARC 2336 Landscape Architecture Design III: Trail of Tears Memorial Landscape; Fort Smith National Historic Site, Fort Smith Arkansas. This was an exploratory redesign of half-mile of river-front for the National Park Service.

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

Typically integrated in required and professional elective BLA courses, the deliverables created in service activities are chronicled in a manner consistent with protocols for curating and assessing all student work in the curriculum, with electronic documentation added to the Department archives. Similarly, service activities are chronicled in the Fay Jones School's Annual Report to the Chancellor and the Provost. Occasionally, University Special Collections will indicate an interest in preserving documents produced in HABS and HALS projects. Faculty and the department head make certain that the Fay Jones School Director of Communications is kept abreast of activities that engage the community or involve service learning in remote locations so that they can be covered, in a timely manner, by the University Newswire and released to the local press, and, in many cases, featured in *ReView*. The School's and the Department's social media outlets also provide timely platforms for documenting and disseminating information about service activities.

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

The Fay Jones School and its Department of Landscape Architecture contribute to the University's mission, to public programming and outreach, and to professional engagement through service to the University and the community as well as through their academic offerings. So too, the University provides extensive technical and professional services to varied groups and individuals throughout the state, helping to further Arkansas's growth.

The Institution

With regard to academic programing, learning experiences, and faculty development, it is difficult to separate the notion of the program's contributions to the institution and the benefits derived to the program from its institutional setting, for we believe that all interdisciplinary endeavors cultivate productive and mutually-beneficial exchange for both students and faculty from which both the program and the larger university community prosper.

As our core values (articulated in Standard 1, Mission) of cultural and environmental stewardship make clear, the Fay Jones School and its Landscape Architecture program contribute significantly to the quality of the physical environment on campus. The Department Head and a Landscape Architecture student are permanent members of the Campus Master Plan Design Review Board; Associate Professor Smith by appointment of the Provost, serves on the Campus Sustainability Council and recently has been appointed to the university's Sustainability Technical Advisory Committee. For six years, Associate Professor Brittenum chaired the campus Landscape and Grounds Committee, as well as representing the Department on the Garvan Woodland Gardens Design Review Board and the Garden's Advisory Board. Interim Department Head (Associate Dean) Goodstein-Murphree was involved in the creation and adoption of a Campus Preservation Master Plan, and remains a regular consultant on preservation planning and construction on campus. The University of Arkansas Community Design Center, (UACDC), an outreach enterprise of the Fay Jones School, is associated closely with the School's and the Department's influence on the campus, in the community, and across the state, actively producing and publishing multi-disciplinary planning studies (with the participation of upper-division students) that posit scenario plans for the University and its environs, urban agriculture, and transportation planning. Of course, in addition to contributing to efforts that extend the reach of the discipline of landscape architecture to the campus community, Department faculty contribute to an array of campus governance activities and committees as noted in the professional summaries and addressed in Standard 2 of this document.

Through offering a general education course for the university core, (LARC 1003, The American Landscape) program faculty expose students in other academic disciplines to the social, cultural, and technological meanings of landscape architecture as well as provoke awareness of and responsibility for the made and natural environments among a broad cross-section of students. Listed in the University Catalog as "Basic Course in the Arts: Landscape Architecture Lecture," LARC 1003, serves more than 100 students each semester in face-to-face instructional delivery. In Spring 2016, the Department is piloting an honors section of LARC 1003, with support from the Honors College. In addition to cultivating good stewards of a sustainable natural environment, we always hope to be able to attract "change of majors" from the cohort of students enrolled in this general introduction to the profession and its history. At a more advanced curriculum level, under the leadership of Dr. Billig, co-director for the campus-wide Planning Minor, the Landscape Architecture Department contributes to the instruction of courses required for the minor; at the same time, Landscape Architecture students (as well as Fay Jones School

peers majoring in Architecture) engaged in the Planning Minor interface with a broad community of University faculty and students, affording many opportunities for formal and informal interaction. Similarly, Associate Professor Erdman works regularly in teaching and externally funded research that often engages BLA student research assistants with the Center for Advanced Spatial Modeling (CAST).

In conclusion, we believe that the Department of Landscape Architecture can and does assume a pivotal and pro-active role relative to the University's mission to "provide service to academic/professional disciplines and society." The larger university setting provides support and enrichment to assure that Landscape Architecture students are prepared to work with critical agility in an ever-changing environment of professional practice and technology through both a solid foundation of general education, opportunities to pursue specialization through elective courses and minor fields of study. At the same time, our faculty members make meaningful contributions in teaching and service within and beyond the boundaries of their disciplinary knowledge.

The Public

Through active engagement with the design community, (in large part through our professional organizations) in the state and the nation as well as with the construction industry, and historic preservation and sustainability advocates, the program takes seriously its responsibility to participate and contribute beyond the campus; in so doing, modeling best practices of leadership – essential for the advancement of our profession and stewardship of the made environment – for our students. We also demonstrate, over time, the value our students, graduates and faculty add to the economy and quality of life of the state.

Faculty willingly make presentations to local, state, and national groups, as well as prepare articles for the popular press, which bring high visibility to the BLA program and, by extension, to the profession. The Department houses a major research endeavor – begun in summer 2010, and continuing to the present – by which Associate Professor Smith and Assistant Professor Billig are addressing the perceptions of the region's public to increasing development pressure. The work has engaged the community through public demonstrations and feedback and large scale mail surveys. Smith and Billig's work has been published and presented at international and national venues, attracted significant external financial support, and provides a conduit for local public opinion to inform local planning and development practice.

For faculty who practice, as well as for other members of the design community, the School's visiting lecture series is a source of continuing education credit and mutually supportive relationship with the state ASLA chapter, the leadership of which is dominated by Fay Jones School alumni. The diverse array of lectures provides ample opportunity to maintain currency in the field as well as stimulate a productive conversation concerning scholarship, theoretical propositions, and the practical concern of practice, all critical issues in professional education. Also with a view toward contributing to public awareness of landscape architecture as an aesthetic, social, cultural, and environmental fact of contemporary life, the Fay Jones School lecture series and exhibitions in our Fred and Mary Smith Gallery are open to the public, and widely advertised electronically, including timely press releases on the University's Arkansas Newswire website.

Garvan Gardens Woodland Gardens affords special opportunities for both our students and faculty to interact with members of the Hot Springs community who enthusiastically support the gardens, and, by extension, with the audience of state-wide and national visitors who come to the Gardens. Through the history of our stewardship of the Gardens, the Department has developed ties with its Master Gardeners, as well as with garden clubs and agricultural extension groups. Work by our students, including the popular Mystic Creatures installation, brings visibility to the BLA program and the Landscape Architecture Department as well. With one of our alumni, Rebecca Ohman, now in a leadership position at the Gardens, we are exploring new avenues for interaction, by reinvigorating internship opportunities for our students and engaging them directly in the educational programs of the Gardens.

Below are examples of the Department's civic engagement:

- Associate Professor Brittenum serves on the Washington County Historical Society Board of Trustees, also chairing its Grounds and Gardens Committee.

- Associate Professor Erdman is a member of the Board of Directors of the Alliance for Historic Landscape Preservation.
- Associate Professor Erdman and Associate Professor Smith contribute to the activities of the Boy Scouts of America, leading programs in support of the Landscape Architecture Merit Badge and Scouting University.
- Associate Professor Smith and Assistant Professors Billig and Lickwar have participated as instructors and mentors in the Fay Jones School Design Camp, including participation in remote camps held in Little Rock, involving engagement with the local professional community and the design advocacy group StudioMain.
- Assistant Professor Billig has worked with the Arkansas Chapter of the American Planning Association, including presenting at their semi-annual meeting in 2014.
- Associate Professors Smith and Erdman and Assistant Professor Billig have presented at the Ozarks Society Highlands Chapter in April 2015.
- Associate Professor Erdman and student Derek Linn were invited to present their collaborative work to Oklahoma's Annual Statewide Preservation Conference in June 2012.
- Interim Department Head and Professor Goodstein works closely with the leadership of StudioMain and the Arkansas Design Network to foster shared programing, continuing education, and public advocacy of the design professions for diverse public audiences.

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

With civic engagement recognized as one of the strategic goals of the Fay Jones School, faculty, student, and staff engagement with the institution and, especially, with the public always is a matter of concern for the Deans, the Department Heads, and the School's Directors of Advancement and Communication. Summaries and self-critiques of outreach activities, to both the public and the institution, are regular agenda items for weekly staff meetings, Deans and Department Heads meetings, and Deans and Directors meetings; in course, the Landscape Architecture Department Head shares these reports and assessments with faculty at regular meetings, reinforcing the Dean's reports to faculty and staff at all-school meetings. By way of annual reporting of their endeavors, the faculty is required to address community-based activity as part of their evaluation of service activities.

We also cover outreach to the public in news releases and the *ReView* magazine. Faculty are accountable for reporting about how they contribute to campus and community as part of the annual review process and, similarly, the Department and the School are required to address such engagement in its annual report to the Chancellor and the Provost. As a land-grant School in a small state, we are acutely aware of our obligations to the public, and undoubtedly are our keenest critics, always seeking to extend our circle of influence through best practices of leadership and stewardship. Similarly, in all connections on campus, the Landscape Architecture Department contributes to the Fay Jones School's mantra: "Design Matters," as we assert the primacy of design thinking in all of our exchanges with peers in other academic units.

B. Interaction with the Profession, Alumni, and Practitioners

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

The program, and its leadership at both the School and the Department levels, believes that the pedagogical, professional, and economic viability of the Landscape Architecture Department is directly connected to maintaining mutually beneficial relationships with professional organizations, alumni, and practitioners. Together, they are a vital resource for infusing the BLA program with insight on emerging practices and concerns that are essential to preparing our students for professional practice; they offer an invaluable network of connections for our students to facilitate their seamless transition into practice; they partner with Fay Jones School leaders and faculty as stewards for the environment and advocates for landscape architecture; and, pragmatically, their support of our programs through generous funding of programs and initiatives, particularly student scholarships, is an essential resource for assisting us in supporting, retaining, and celebrating the work of our students and faculty.

Recognition of alumni, practitioners and professional organizations is integral with the overarching communications initiatives of the School and the Department. For example, alumni awards, significant projects, and achievements in advocacy are chronicled in the annual *ReView* publication and, intermittently, noted in news releases and on social media. The School's and the Department's respective social media outlets, particularly Facebook, regularly promote and publicize the programs of ASLA Arkansas, and efforts by the state professionals and alumni at national ASLA events, with careful attention to collaboration in so doing. All alumni and friends of the School receive *ReView* as well as periodic email blasts and promotional mailings from the School in which the activities of Landscape Architecture students, faculty, and alumni are featured.

Celebrating the good work of alumni and colleagues in practice also is part of the life of the Department and the School. Annually, the Fay Jones School sponsors an Alumni Design Awards program. There is a discrete category for Landscape Architecture entries, and works that address community and regional planning and cultural resource management also are recognized. The Dean periodically bestows a "Distinguished Service Award" to colleagues who have made extraordinary contributions in service to the School. Alumni and practitioners are encouraged to attend our public lecture series, and are recognized with a welcome from the Dean. Since 2015, we have made a concerted effort to include alumni in our spring commencement ceremonies, beginning with recognitions of 25-year and 50-year anniversary graduates.

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?

With the support of our school advancement team, the program is able to maintain a current registry of alumni. In so doing, we depend upon the University's database of alumni, and take care internally to assure that it is up-to-date. In addition, we always are pleased to add to our list of contacts landscape architects and other friends of the profession and the school who are not among our program's graduates. The Landscape Architecture Administrative Assistant readily can attain access to this information through our School development officer, and, in this manner, we easily can make connections with BLA graduates, as well as their peers who have completed our non-accredited Landscape Architectural Studies BS. We also work with ASLA Arkansas to reinforce our network of connections. Increasingly, especially where recent graduates are concerned, social media outlets, including Linked-In, reinforce the connections among the program, the faculty, and our alumni; at the same time, the alumni network itself stays strong through these means. Our registry includes more than 2,852 graduates and friends of the Fay Jones School.

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

Yes. The alumni registry described above is a constant point of departure for making connections with alumni through ordinary mailings (of the aforementioned *ReView*, formal invitations to events and informational postcards); email (for e-blasts, news releases, lecture alerts, and event announcements), and direct phone contact. As we enter the public phase of the University's capital campaign, the utility and currency of the database is all the more important.

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.?

Throughout this report, in connection with our methods of assessment of mission, learning objectives, and curriculum and with regard to opportunities for linking our students to colleagues in practice in support of their professional development, mention has been made of the Fay Jones School Professional Advisory Board (PAB). Approximately 45 friends of the School, including alumni, practitioners, construction industry representation and other allied professionals, (nearly equal in number from each of the School's design disciplines), comprise the PAB. The Landscape Architecture Department Head recommends appointments to the PAB, subject to the approval of the Dean, with a view toward maintaining diverse viewpoints and experience and taking advantage of productive relationships with good colleagues in the field; the Fay Jones School development officer also may recommend alumni, eager to become engaged in department activities, to the Department Head. The PAB meets once each semester of the academic year, usually on campus, and each meeting affords great opportunities for

connection and conversation with BLA students and Landscape Architecture faculty. Positions on the PAB are designated for young alumni to assure diversity and welcome fresh perspectives to the board. In addition to the activities described previously in this report, (see especially Standard 4: Students, with regard to career advising and potential employment as well as assessment of learning objectives), PAB sessions can include roundtable discussions on emerging issues in the profession, service days engaging students, faculty and PAB members together in community projects, and one-on-one lunches, mentoring sessions, and portfolio reviews with students. Invitations to the design studios for both formal and informal critiques and reviews are especially valued elements of PAB meetings. In addition to the regular meeting, PAB members have graciously hosted students in their offices and led field trips in their communities and of their projects. Memorable examples include Hunter Beckham's welcoming students to SWT Design and leading a tour of Souldard Square in St. Louis; also in St. Louis, former PAB President, Scott Emmelkamp has offered a tour of his firm, Planning Design Studio, and conducted a tour of the Jefferson Memorial Arch grounds.

The Professional Advisory Board, although always made aware of the Department's and the School's advancement goals, does not have fund raising among its primary objectives. The Advisory Board does, however, support a student scholarship. Fundraising is the purview two other groups, the Dean's Circle and the Capital Campaign Committee. The Dean's Circle is made up of landscape architects, architects, interior designers and related industry leaders who provide guidance, advice and financial support to the Fay Jones School of Architecture and Design. They share vision and expertise, serve as community advocates, and contribute annually to the School's Foundation Fund. The Dean's Circle meets in Fayetteville during the fall semester, and in central Arkansas during the spring semester. With meetings led by the Fay Jones School Dean, agendas often address new initiatives of the School, and engage distinguished speakers. The Capital Campaign committee is a small and select group of supporters of the Fay Jones School who work closely with the Dean, the Associate Dean, and the Fay Jones School Development Director to meet strategic objectives for the School established by the Deans with input from all Department Heads and outreach center directors. Strategic goals for the Capital Campaign, which will enter its public phase in fall 2016, include: student support (scholarships, assistantships, and career development support); faculty support (including the establishment of endowed leadership chairs, endowed visiting professorships, and support for faculty creative practice and research); capital projects (including a maintenance endowment and technology infrastructure for Vol Walker Hall); and program support for school initiatives (lecture series, community engagement, library support, publication support, advanced programs and collaborative centers). The Capital Campaign also seeks "transformational gifts," major gifts that have the unique capacity to alter the programs, perception, and future of the University. Among them is the goal of naming the Department of Landscape Architecture. The University has established minimum endowment levels and naming guidelines. As we prepare for the campaign to go public, we are working with University advancement to redefine the levels of our goals.

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

The best measure of our effectiveness in engaging alumni and practitioners is the quality of their ongoing communication with and participation in the life of the School. We are gratified by the active engagement of landscape architecture members of the PAB and the Dean's Circle. We remain mindful too, as we must, of levels of giving to the Department and to the School.

With the arrival of a new Dean and a new Director of Development in July 2014, we scrutinized and updated the goals and ways of working of both of these groups, including soliciting input from members through both direct conversation, long-range planning with leadership, and a survey of PAB member interests and concerns. We are pleased to have leadership from landscape architecture alumni on our Capital Campaign Committee. We enjoy the reminiscent conversations, professional insight, and warm support expressed by our alumni at receptions that we host at both national and regional ASLA conferences. The Department Head, the Dean, and the Director of Development maintain frequent contacts with alumni, and continually welcome their impressions of their time at the School and their assessment of current conditions in the field and in professional education. Because of the close and warm relationships that exist between the faculty and many of our alumni, especially recent graduates, we never want for feedback about the program and the lasting impact of the BLA experience on professional experiences and outlooks.

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

Overview

At the time of the last program accreditation, the Landscape Architecture Department was housed primarily in Memorial Hall, built in the 1930s as the university's student union, where student studio space had been created in a former ballroom, and a palpable separation from Fay Jones School administration, the studios of the allied disciplines, and amenities in Vol Walker Hall compromised the program's ability to take full advantage of any synergy with the larger academic unit. The visiting team deemed Memorial Hall "minimally adequate and non-ADA compliant." Since then, the School's and University's administrations promises to relocate the Landscape Architecture Department and unite all programs of the Fay Jones School in a renovated and expanded Vol Walker Hall have been realized with the completion of its renovation and addition of the 34,320 square foot Steven L. Anderson Design Center in August 2013. (Together, the addition and the 56,635 square foot original structure provide 90,955 square feet of space for the Fay Jones School.) The Landscape Architecture Department was relocated fully to the new and improved facilities by the start of the fall 2013 semester.

Vol Walker Hall (1931-35), designed by Haralson and Nelson of Fort Smith, Arkansas with consulting architects Jamieson and Spearl, is a handsome, neo-classical revival structure, which originally served as the University Library. It became home to the Architecture Department and was established as the Fay Jones School's administrative headquarters in 1974. Centrally located on the Fayetteville campus, and held in high esteem by the campus community, it is distinguished with both individual listing on the National Register of Historic Places and as part of the Campus National Register Historic District. The Fulbright Peace Fountain designed by alumni Fay Jones and Maurice Jennings in 1998, graces the front portico. Characterized by its sleek, glass wall, carefully designed to ameliorate western light, the Steven L. Anderson Design Center is intended to be a modern complement to the traditional architecture of Vol Walker Hall and to enhance the spatial character of the historic campus plan. Marlon Blackwell Architects and Polk Stanley Wilcox Architects, both Arkansas firms, collaborated on the design of the addition.

In addition to Vol Walker Hall, the Fay Jones School maintains space in downtown Fayetteville, on the city's historic square for its outreach center, the University of Arkansas Community Design Center (UACDC). Founded in 1995, UACDC has provided design and planning services to over 30 communities and organizations across Arkansas, and has helped Arkansas sponsors to secure nearly \$62 million in grant funding to enact suggested improvements. Currently, fifth-year architecture students have the option of participating in design studios at the UACDC, which directly engage them in the work of the Center. With increasing efforts to engage both foundation level and advanced design students in collaborative work, we look forward to creating opportunities for fifth-year landscape architecture students to participate in UACDC studios in the near future. Arguably the most distinguished center of its kind, the UACDC has garnered unprecedented national and international recognition and awards for its work.

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

Members of the Fay Jones School faculty, staff and administration all participated in programming sessions during the planning of the Vol Walker Hall renovation and addition, with focus groups created to influence design decisions on studio and classroom design, as well as office and support spaces. Newly renovated administrative offices, teaching support spaces, and faculty offices were created in the Vol Walker Hall rehabilitation. An enfilade creates a procession through the building, linking Vol Walker Hall with its addition and affording access to the Fay Jones School Deans' Suite and to the Advising Center to the south and the administrative suite of Landscape Architecture, Architecture, and Interior Design to the north. The departments' administrative assistants occupy discrete workstations in an open-planned office landscape adjacent to the department heads' offices. All permanent faculty members have private offices, disposed throughout the ground level and third floor of the original building, and on the western edge of the fourth floor of the new addition. Shared office spaces are provided for adjunct and visiting faculty. All offices are maintained according to standards established by the university's facilities management team.

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

The addition of the Steven L. Anderson Design Center has significantly increased the Fay Jones School's studio space. Studios occur on all floors, from ground level to the fourth floor. These studios complement renovated studios in the original section of Vol Walker Hall. On the first floor, two large studios flank the east lobby. Above, Vol Walker's grand stair leads to an east-facing large studio (originally the library reading room) with a central pin-up space for reviews and discussion. West of the stair is a fully renovated large gallery, now treated with acoustical panels and a new roof and ceiling structure to afford lighting and acoustical sympathetic to its use as a site of changing exhibits and reviews.

All students enrolled in the Fay Jones School have their own desks, equipped with a stool, light, and storage cabinet. A card-controlled security system with sympathetically programmed lighting allows us to offer students and faculty 24-hour access to the building. Studio class distribution is determined each semester, based upon enrollment, to facilitate collaboration and collegiality among the departments of the school, to the greatest extent possible, by placing year-level classes of all disciplines in adjacent spaces. All studios have plotting and printing stations and sinks, situated behind partitions that, when closed, form spaces for pin-ups and reviews. (See "Information Systems and Technical Equipment" below for descriptions of studio internet access and classroom systems for teaching delivery.) Additional pin-up space is provided strategically around the studios, and studio furniture and equipment are arranged to include worktables of sufficient size to provide discrete conference spaces within the larger studios. At the present time, the building is not occupied to capacity, but enrollment growth will be managed in the future to assure that students always will have their own desks.

Vol Walker Hall provides sufficient classroom space to accommodate all required and elective landscape architecture courses, as well as those of our allied disciplines, architecture and interior design. The Ken and Linda Sue Shollmier Hall, which rises from the first floor to the second floor of the addition's northwest side, provides a state-of-the-art lecture hall, which accommodates approximately 200 seats, as well as a "standing room" area. In the original section of the building, two new 45-seat classrooms are situated on the south side of the central second-floor gallery; to the north is a 58-seat classroom. The ground floor (level 0) of Vol Walker has been renovated completely, including the demolition of an under-utilized and uninhabitable area composed of its old library stacks. In the center of this area is a classroom dedicated to three-dimensional fabrication with 3D printers and a digital loom (the Collaboration Studio), and the Smart Media Center. On the eastern end of the ground floor, the Design Shop incorporates a traditional woodshop, offering an array of hand and power tools for model construction and larger scale wood projects, particularly furniture design, and digital fabrication facilities. (See Design Shop in "Information Systems and Technical Equipment.") Space is provided nearby for spray-painting booths.

Generous vitrines in the first floor public spaces provide ample areas for showcasing student work, and the Fred and Mary Smith Exhibition Gallery and Terrace offers a secure gallery on the southwest side of the main floor for traveling shows, and student and faculty exhibitions.

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

The Fay Jones School Dean's Office, which designates a building executive to monitor the physical condition, upkeep, and maintenance of the building, works closely with the university's Facilities Management team to assure that the facilities are properly maintained to provide clean and healthful environments for students, faculty, and staff. The Dean, the Associate Dean, and the Building Executive make periodic "walk-throughs," (typically once per semester), to assess building condition and identify issues pertaining to cyclical maintenance and upkeep.

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

Yes. Bringing Vol Walker Hall into compliance with ADA, life-safety, and pertinent building codes was a mandate for the building's recent (2011-13) renovation. We remain in compliance with the above-mentioned requirements.

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.)

Not applicable.

B. Information Systems and Technical Equipment

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

Campus Facilities

The General Access Computing Labs (GACLs) offer networked Windows and Mac computers for students, faculty, and staff. GACLs are located in the Arkansas Union (open 24/7), Mullins Library, J.B. Hunt Building, Northwest Quad Building B, Kimpel Hall, the Student Technology Center, and the Administrative Services Building. Computers in the GACLs host a wide range of software including Microsoft Office, Adobe Creative Suite and film editing software, Acrobat Pro, a full suite of math and statistical software, AutoCAD, Revit, Sketchup, iWorks and open source alternatives to Microsoft Office and multimedia products. Laser printing is available in all GACLs for all supported software. Color printing is available in the Arkansas Union and Mullins Library labs. All students receive a \$35 printing quota per semester for use in the GACLs. Windows and Mac laptops are available for checkout by faculty, staff, and students who present their University IDs at the Mullins Library GACL as well as the Student Technology Center (STC) in the Union. The STC also provides high-end video and audio recording and editing stations, gaming, and high-end Windows and Mac computers for graphics and rendering. University IT Services also provides a full schedule of monthly software courses available to students, faculty, and staff. They also will provide on-site training to departments who request this option. (See its.uark.edu).

Fay Jones School of Architecture Facilities

Vol Walker Hall and the Steven L Anderson Design Center house several facilities serving the students and faculty in the school. The building's offices and studios are hardwired for internet access and the building has wireless access throughout. Each full-time faculty member is provided with a desktop computer or laptop (Windows or Mac) and monitor(s); scanners can be acquired, but the School is phasing out support for the acquisition of personal printers, a decision driven by proven economy of centralized printing. Color printing and copying are provided for all faculty in the school's main office and in the faculty lounge. All software made available to our students also is provided for our faculty. Backup and archival storage is either set up on one of the school's three managed servers or on individual external hard drives, and a Fay Jones School Dropbox system has been created to support archival activities and enable faculty and staff to work remotely with ease. The School's technology staff supports all student (personal computers), faculty, staff, classroom and lab computers.

Computer Lab

The computer lab, situated on the fourth-floor of the Steven L. Anderson addition to Vol Walker Hall, is a 30-seat teaching lab, available for design software training, classes (GIS, design communications, etc.) and workshops. The lab is adjacent to a traditional classroom, facilitating exploration of hybrid methods of representation, integrating digital and hand-drawn practices. The lab is equipped with state-of-the-art workstations, internet access, a broad range of graphics and architectural software, digital projector, teaching station, white board and screen sharing software to facilitate interactive teaching and presentations. In summary, the lab supports individual work and allows online collaborative projects among landscape architects, architects, interior designers, artists, engineers, mathematicians and fabricators.

There is also a Plot/Print/Scan Station located in this lab. The lab is managed by the School's technology staff and includes:

- DELL Precision Workstations T3600 (4-core Intel Xeon 3.6 GHz processor, 256GB SATA/SSD hard drive, 2GB NVidia Quadro video card, 16GB DDR3 RDIMM memory, Windows 7 Pro OS)
- DELL UltraSharp U2412M Monitors, 24" widescreen VGA/DVI/DP
- Software includes Autodesk suite (AutoCAD, REVIT, 3DSMax, Inventor, etc.), AdobeCreative Suite, Rhino/Grasshopper, MS Office, Sketchup Pro, Bentley suite (Microstation, Architect, etc.), Graphisoft, ArchiCad, and others as requested.

Design Shop

The Fay Jones School's Design Shop expands the fabrication facilities and equipment choices available for students and faculty. The lab consists of both traditional and digital tools for making prototypes, models, detail studies, furniture, etc. This enlarged facility also hosts a small group teaching/work area with tables and wireless internet access (students can bring laptops into this space) for classes and workshops for those interested in integrating fabrication into their course of study. The lab hosts several 2D and 3D CAM software including GibbsCAM and RhinoCAM.

The digital fabrication area includes:

- XYZ 3-axis CNC router (5 ft x 10 ft x 6 inch) w 10HP spindle
- 3-axis CNC router (4 ft x 4 ft x 6 inch)
- Universal Laser cutters (3- 12 x 16 inch, 2- 18 x 32 inch)
- Z Corp 3D composite printer (8 x 10 x 8 inch build volume)
- Stratasys UPrint FDM printer (8 x 8 x 6 inch build volume)
- Maker Bot 3D FDM printer (11.2 x 6 x 6.1 inch build volume)
- Vacuum form table (11 x 17 inch)

The materials shop includes:

- Multiple table saws
- Band saws
- Chop saw
- Scroll saw
- Drill presses
- Jointer and planer
- Lathe
- Belt sanders
- Metal break
- An array of hand tools

Classrooms and Auditorium

The classrooms and auditorium are hardwired for internet at each teaching podium or table and all have secure wireless network access. Each room has a state-of-the-art audiovisual setup with digital projector, screen, document camera, microphone, digital recording software, Windows computer and monitors. Faculty members have the option of bringing their own laptops. Software includes MS Office suite, Adobe Acrobat Pro, Echo360, several web browsers, and any other software (see Computer Lab list) requested by faculty.

Conference and Seminar Rooms

Each conference room is hardwired for internet and is equipped with digital video conferencing equipment. The rooms have wall mounted, large screen monitors with tabletop connection for a laptop.

Studios

All studio desks are hardwired for internet access and have wireless access as well to support the growing number of PDAs and tablets used by students and faculty alike. All students are required to own a computer (desktop/laptop/Windows/Mac are all supported) at the start of the professional degree program, and digital representation is integrated into the curriculum of the first year studios accordingly. In spring 2016, with support from Provost Saxena and Dean MacKeith, we began a project to provide high quality (Dell) monitors at each student work station. The School's technology staff handles initial troubleshooting, basic diagnoses, and repair. Major technical issues are the student's responsibility and resolved either under the manufacturers' warranty, by the supplier, or through the University of Arkansas Computer Repair service.

The majority of software relevant to design is available to students at no charge (Autodesk, Bentley, Graphisoft) and can be downloaded from the ARCHLABs website. Educational pricing (through the UA Computer Store or online) allows students to purchase additional software at reduced cost.

Every studio is supported by a Plot/Print/Scan Station. There are eight stations conveniently located adjacent to the design studios on three floors of the building. These are open for use 24/7 and maintained by the School's technology staff and two student assistants. Updated drivers for all equipment are available as scripted installers to all students on the ARCHLABs website for use on their personal computers. Students print from their personal computers via the network. All students pay for printing at a minimal per-print rate set to cover material cost only. The average annual expenditure for students in the professional degree programs is \$100. All ink, toner and several types of paper are provided to give students the opportunity to craft digital and hybrid representations merging hand and digital drawing techniques. Equipment available includes:

Plotters/Printers

- HP DesignJet T2300/T1300 - 44" Plotter – 6
- Canon ImagePROGRAF iPF 825/840 44" Plotter – 4
- Xerox Phaser 7500 / Dell cdn7130 color Laser Printer – 8

Scanners

- HP DesignJet T2300 Large Format Scanner – 4
- Canon ImagePROGRAF Large Format Scanner w/workstation – 4
- Epson 11x17 flatbed scanner w/workstation – 4

Other

- VMware/Dell Print Release Stations – 8

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

All IT and instructional support services in the Fay Jones School are centralized, supervised by an IT director with a staff of two project managers who support students and faculty and maintain classroom equipment, and a team of student assistants who monitor the computer lab. The School's technology staff handles initial troubleshooting, basic diagnoses, and repair. Major technical issues are the student's responsibility and resolved either under the manufacturers' warranty, by the supplier or through the University of Arkansas Computer Repair service.

All IT purchases, including faculty computers, are funded by a single budget, overseen by the IT Director, who reports directly to the Dean of the Fay Jones School. The Director of IT oversees cyclical maintenance and replacement of hardware as well as acquisition and licensing of software. Faculty input is sought to keep software current with learning objectives and experiences, and faculty can request software specific to their research through internal research incentive funds.

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

Our students enjoy 24/7 access to our facilities, including both the computer lab and their assigned studios. The lab is supported after hours by a staff of student assistants. Students' key cards for the building are programmed to afford them access to the above-noted spaces.

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

We already are providing the fullest access to the facilities possible, with 24/7 hours of availability. The Department Head(s), Deans, and IT staff entertain and are sensitive to student concerns about accessibility to printers at peak times (around mid-terms and final reviews), and poll faculty every semester to determine any unusual needs for supporting design studio requirements and pedagogy. Further, faculty input is sought to manage demands on printers and plotters, as well as the Design Shop, relative to mid-term and final due dates and design reviews.

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

Assessment and evaluation of technical equipment, including IT, falls primarily to the Fay Jones School Director of IT, who works closely with campus IT services. The IT Director benefits from the input of an all-school Technology Committee, which includes faculty representatives as well as members of the IT staff. As with all matters, additional opportunities for assessment occur within the Landscape Architecture faculty at regular department meetings, and through the program administrator's participation in weekly Fay Jones School staff meetings.

C. Library Resources

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

University of Arkansas Libraries

The University of Arkansas Libraries consist of the main library, Mullins Library, and three branch libraries: Fine Arts, Chemistry, and Physics. The Dean of Libraries is University Libraries' chief executive officer. She reports to the Provost, and supervises the Director for Academic and Research Services, who supervises the heads of the branch libraries. The Young Law Library and the C. Murray Smart Multi-Media Resource Center are independent repositories. The former reports to the Dean of the Law School; the latter reports to the Dean of the Fay Jones School. Most landscape architecture books and periodicals are housed in the Fine Arts Library, a walk of less than five minutes from Vol Walker Hall. All campus-networked computers, whether in offices, labs, or dormitory rooms, have complete access to the library's extensive collection of electronic resources as well as the resident collections. Remote access to these same resources is available to off-campus users via the library's proxy server. The Fine Arts librarian, as well as other subject librarians, is available for classroom or one-on-one instruction to students and faculty. Mullins Library maintains extensive map collections and GIS services that are of particular relevance to Landscape Architecture program students and faculty. (See <http://libinto.uark.edu/gis>). Since Fall 2013, the University has charged a fee for all undergraduate and graduate students, computed by credit hour, that is directed toward the campus libraries, putting the finances of the libraries on a firmer foundation. Also, the University is actively engaged in developing an open access policy and an institutional repository. (See libraries.uark.edu, including annual report data.)

Fine Arts Library

The Fine Arts Library (FAL) provides the preponderance of library resources for the Landscape Architecture program as well as for the Fay Jones School community at large. University Libraries currently subscribe to approximately seven journals (primarily in print) on the two dedicated serial funds for landscape architecture. Subscriptions to JSTOR and the aggregators Ebsco Academic Search Complete and ProQuest Research Library increase the number of accessible journals considerably in all disciplines, but they provide access to only approximately several dozen journals that directly support the Landscape Architecture program. At the end of the 2015 fiscal year, of \$4,600 available for monographs for the Fay Jones School, \$2,000 was allocated for Landscape Architecture.

Special Collections and the Arkansas Architectural Archives

Our students and faculties also benefit directly from the Architectural Archive of the Special Collections Department in Mullins Library, which documents the designed environment in Arkansas and houses the collections of landscape architects and architects with significant connections to the state. The Fay Jones Collection and the Edward Durell Stone papers are two of the most extensive and sought-after design collections. Mid-twentieth century landscape architecture and architecture is a strength of the Archives, although the collections also include materials such as the work of Neil Hamill Park, winner of the prestigious 1931 *Prix de Rome* in Landscape Architecture, and photographs documenting the vernacular architecture and cultural landscapes of Arkansas by internationally recognized photographer Geoffrey Wainwright. The collections are diverse in content, containing models, drawings, photographs, and periodicals in addition to correspondence.

The Smart Media Center

The Smart Media Center, located on the ground floor of Vol Walker Hall, houses the digital image, video and analog slide collections of the Fay Jones School and provides media support for its programs. The main objective of the Smart Media Center is to support classroom teaching and to facilitate student and faculty research. A full-time Visual Resources Curator, who reports to the Dean of the Fay Jones School, manages the collection and its services. The School's faculty, staff, and students have access to more than 100,000 online digital images and approximately 1,000 video programs as well as an analog slide archive numbering more than 50,000. The online digital image collection, supported by the Madison Digital Image Database (MDID), created at James Madison University and offered as an open source application, is available to the University community with a university ID and password; faculty from allied disciplines also are welcome to use the Center.

All holdings cover the evolution of the built and natural environment from pre-history to the present, including historic and contemporary landscape architecture, architecture, urbanism and interior design. Both western and global cultures are well represented, and special collections support teaching in discrete disciplinary areas including, for example, historic. Annual acquisitions average 5,000 digital images and 50 videos per year. Since 2008, the center has curated a collection of student work for the three programs within the school. Data for all holdings are recorded in a back-end database, which allows for indexing and searching on many different types of information for each image. The Smart Media Center also provides several digital and video cameras for faculty and student use. All guest lectures are routinely recorded, archived and made available online for later reference. Beginning in 2009, the campus has subscribed to, and the Smart Media Center has provided technical support for, the Echo360 video-capture system for classroom recording, enabling faculty to make video transcripts of all lectures as well as to prepare supplementary learning materials. Echo360 is compatible with the Blackboard Learning System, available to all enrolled students.

Fay Jones School of Art and Design Materials Collections

Located on the ground floor level of Vol Walker Hall, the Materials Laboratory is a learning resource providing access to timeless, innovative, emerging, and sustainable materials and technologies that enables students to grow creatively and to become socially and environmentally responsible professionals. The tangible collection offers students the opportunity to engage a material's composition, physical structure, function, and environmental impact while exploring diverse design applications and assemblies. An interdisciplinary committee of faculty, including a Landscape Architecture representative, is developing a strategic plan for the Materials collection, currently under the supervision of the Smart Media Center Director.

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

Collection development in the Fine Arts Library (FAL) is aligned with all research and curricula of the Fay Jones School and the Department of Art. The collection consists almost exclusively of published works, both printed and electronic; original architectural drawings and manuscripts are not purchased. Print remains the dominant medium of architectural collections. At approximately 3600 square feet, FAL cannot house all materials in the visual arts. The staff in FAL periodically transfers older and little-used items to Mullins Library or storage. The recently reconfigured stacks in Mullins have provided growth in the “NA” class for the coming decade. These stacks and almost all collections in FAL are open for browsing. For materials in storage, patrons can page items to be delivered within 24 hours to a circulation desk of their choice in University Libraries. Most books can be checked out for 16 weeks.

FAL houses a small collection of rare books and a physical reference collection. Technical Services in University Libraries catalogs the physical and electronic collections according to national standards and arranges the physical collections in the Library of Congress (LC) classification. General collections in Mullins include books and periodicals related to urban planning, horticulture, and plant science. The libraries’ obligation to support related disciplines in agriculture, public policy, environmental dynamics, and the University’s Community Design Center, also benefits the Landscape Architecture program.

The online catalog was recently upgraded to Sierra software and includes the holdings of all campus libraries and the Crystal Bridges Museum Library. Searchable bibliographic records are available for the printed, electronic, and other non-print materials of the system, both monographic and serial. Electronic collections are increasingly valued and available both off and on campus. University Libraries subscribes to databases directly relevant to landscape architecture (Avery Index, Art Full Text, and Art Index Retrospective) and databases useful for broader inquiries (JSTOR Arts and Sciences I– VIII, Web of Science, Ebsco Academic Search Complete, and ProQuest Research Library). The last two databases aggregate numerous full-text publications. The University of Arkansas participates in ARTstor, which includes more than 400,000 images in architecture and city planning. *Sanborn Digital Maps for Arkansas* also are available digitally. A complete “A–Z” list of the subscription databases is available at <http://libinfo.uark.edu/eresources/titles.asp>.

The Director for Collection Management Services and Systems in University Libraries determines the annual allocation for each monographic fund. Landscape architectural collections are purchased on a variety of funds: one monographic, two serial (one print and one electronic), one for fine arts reference, and the approval plan through Worldwide Books, all overseen by the Fine Arts Librarian.

The Fine Arts Librarian is responsible for the collections but works with the departmental liaison to the library, the department chair, and faculty to identify and select titles. We receive fortnightly alerts of newly published books via YBP’s GOBI³ service and can recommend titles and annotate recommendations. Landscape Architecture faculty members are welcome to send requests to the FAL librarian.

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

The above-described collections support the teaching and research of the Fay Jones School, in addition to scholarly inquiry from other units on campus, and library facilities are extensively used in both lecture courses and design studios for project research. Course syllabi recognize the need for general and required reading to support lecture and design courses, and an increasing number of videotapes/DVDs are available for student use. To facilitate integration of library resources with learning experiences in landscape architecture courses, faculty routinely place items on reserve for student use at either the main (Mullins) library or the Fine Arts Library.

The Fine Arts Librarian maintains online guides to resources (LibGuides) and a searchable database of free online resources. He provides reference assistance to faculty, students, and other researchers, along with one-on-one consultations. Students in the studio sequence are the heaviest users of FAL and regularly visit as a class when working on a research-driven project. Formal instruction in the use of library resources is available, but requested infrequently. The Director of the Smart Media Center and the Fine Arts Librarian offer periodic presentations on ARTstor and MDID, the campus’s own database of images.

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

Fine Arts Library

FAL is open 84 hours per week in the spring and fall semesters and 53 hours per week in the summer sessions, more hours than any other branch in University Libraries. Typical operating hours are:

8:00 am – 11:00 pm, Mondays through Thursdays
8:00 am – 6:00 pm, Fridays
1:00 pm – 6:00 pm, Saturdays
2:00 pm – 11:00 pm, Sundays

Special Collections, Mullins Library

Mullins Library is open 109 hours per week in the spring and fall semesters, 99 per week in the summer sessions, and extended hours at the end of the semesters. Its Special Collections division operates:

8:00 am – 5:00 pm, Mondays through Fridays
10:00 am – 2:00 pm, Saturdays

Smart Media Center and the Fay Jones School Materials Lab

8:30 am – 5:00 pm, Mondays through Fridays

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

The Landscape Architecture Department Head will entertain concerns about library hours or services from the faculty in the ordinary conduct of departmental faculty meetings, and from students through student organization leaders, and communicate with the appropriate library staff to seek resolution. A member of the Fay Jones School faculty sits on the University Library Committee, which is a fertile venue for airing concerns of our faculty and students about library operations as well as joining in discussions about resources, acquisitions, data management, and budget.

6. How does the program assess its library resources?

Each department has an internal library faculty representative responsible for most communication with the library. Additionally, a subject specialist from the library is assigned to work with each department or subject area. The Fine Arts Librarian, Phillip J. Jones, is the subject specialist for landscape architecture. The library faculty representative solicits input from faculty and proposes suggested acquisitions, according to budget availability. The subject specialist also seeks out important titles necessary for the collection.

The Fine Arts Librarian, with the support of Dean of Libraries, Caroline Henderson Allen, is receptive to faculty needs. Mr. Jones has nine years of experience as head of FAL and 21 years as a librarian. He has Master's degrees in history and library and information science. Jones oversees all operations of FAL and is also responsible for collections in African American and Latin American studies, French, and Spanish in Mullins Library. Mr. Jones is attentive to shifts in teaching and research and the needs of new faculty. Current areas of focused collection development that support landscape architectural studies include digital design and fabrication, sustainability, urban planning, and Chinese architecture and architectural history. Texts are also actively sought on contemporary design in the following country and regions: China, Latin America, and Scandinavia.

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	NA	118,068	123,352	182,660	151,929	172,134
Associates	223,496	145,272	142,774	71,324	68,111	66,529
Assistants	176,330	184,911	172,800	174,572	141,685	111,078
Instructors/lecturers – Tenure track	NA	NA	NA	NA	NA	NA
Guest faculty members/speakers	NA	NA	NA	NA	NA	NA
Year-long appointments	NA	16,000	38,375	12,000	NA	25,000
One-semester appointments	NA	11,600	9,294	NA	NA	NA
Speakers	2,914	6,638	5,763	4,521	5,138	3,444
Endowed positions	45,000	6,000	44,750	51,500	50,000	NA
Undergrad teaching assistantships	3,000	3,000	2,900	NA	NA	4,793
Graduate teaching assistantships	NA	NA	NA	NA	NA	NA
Undergrad research assistantships	9,998	13,329	24,852	8,049	8,609	11,846
Graduate research assistantships (sponsored by your institution).	NA	NA	NA	NA	NA	NA
Graduate research assistantships (sponsored by outside sources)	NA	NA	NA	NA	NA	NA
Guest Critics	83	2,043	4,148	4,916	4,739	2,742
Internal Research: FJSoA+D funding	6,775	4,055	10,465	8,049	8,609	11,846
Internal Research: UA funding	NA	NA	2,000	NA	NA	NA
Honors College	NA	2,548	1,614	NA	NA	NA
Start-Up	NA	1,851	11,471	2,750	NA	NA
Teaching Faculty Support Center	NA	3,224	274	NA	NA	NA
University Perspectives	NA	1,400	1,368	NA	NA	NA
Internal Travel: Department funding	9,835	9,816	22,810	11,550	10,696	10,835
External Support: Grants/SURF	9,928	7,580	8,731	NA	NA	NA

Support for Students: Total travel only	3,000	2,326	923	NA	NA	NA
Foundation: Total only	1,719	560	436	566	1,429	1,183

2. Budgeted Faculty Resources: MALE

	Current Year	Last year	2 Years Ago	3 Years Ago	4 Years Ago	5 Years Ago
Professors	NA	118,068	123,352	182,660	151,929	172,134
Associates	148,149	70,705	69,489	NA	NA	NA
Assistants	112,271	121,643	117,730	120,976	115,685	111,078
Instructors/lecturers: Tenure track	NA	NA	NA	NA	NA	NA
Guest faculty members/speakers	NA	NA	NA	NA	NA	NA
Year-long appointments	NA	16,000	38,375	12,000	NA	25,000
One-semester appointments	NA	NA	NA	NA	NA	NA
Speakers	NA	NA	2,501	4,521	3,638	1,633
Endowed positions	22,500	6,000	44,750	51,500	50,000	NA
Undergrad teaching assistantships	3,000	NA	NA	NA	NA	4,793
Graduate teaching assistantships	NA	NA	NA	NA	NA	NA
Undergrad research assistantships	1,027	10,015	9,889	4,376	5,959	9,714
Graduate research assistantships (sponsored by your institution).	NA	NA	NA	NA	NA	NA
Graduate research assistantships (sponsored by outside sources)	NA	NA	NA	NA	NA	NA
Guest Critics	83	2,043	NA	3,167	3,779	900
Internal Research: FJSoA+D funding	1,027	2,930	4,532	4,376	5,959	9,714
Internal Research: UA funding	NA	NA	NA	NA	NA	NA
Honors College	NA	2,548	1,614	NA	NA	NA
Start-Up	NA	1,840	11,432	2,190	NA	NA
Teaching Faculty Support Center	NA	NA	NA	NA	NA	NA
University Perspectives	NA	NA	1,368	NA	NA	NA
Internal Travel: Department funding	2,259	4,726	11,102	5,771	7,045	6,648
External Support: Grants/SURF	9,928	7,580	8,731	NA	NA	NA

3. Budgeted Faculty Resources: FEMALE

	Current Year	Last year	2 Years Ago	3 Years Ago	4 Years Ago	5 Years Ago
Professors	NA	NA	NA	NA	NA	NA
Associates	75,347	74,567	73,285	71,324	68,111	66,529
Assistants	64,059	63,268	55,070	53,596	26,000	NA
Instructors/lecturers: Tenure track	NA	NA	NA	NA	NA	NA
Guest faculty members/speakers	NA	NA	NA	NA	NA	NA
Year-long appointments	NA	NA	NA	NA	NA	NA
One-semester appointments	NA	11,600	9,294	NA	NA	NA
Speakers	2,914	6,638	3,262	NA	1,500	1,811
Endowed positions	22,500	NA	NA	NA	NA	NA
Undergrad teaching assistantships	NA	3,000	2,900	NA	NA	NA
Graduate teaching assistantships	NA	NA	NA	NA	NA	NA
Undergrad research assistantships	8,971	3,314	14,963	3,673	2,650	2,132
Graduate research assistantships (sponsored by your institution).	NA	NA	NA	NA	NA	NA
Graduate research assistantships (sponsored by outside sources)	NA	NA	NA	NA	NA	NA
Guest Critics	NA	NA	4,148	1,750	960	1,842
Internal Research: FJSOA+D funding	5,748	1,125	5,933	3,673	2,650	2,132
Internal Research: UA funding	NA	NA	2,000	NA	NA	NA
Honors College	NA	NA	NA	NA	NA	NA
Start-Up	NA	11	39	560	NA	NA
Teaching Faculty Support Center	NA	3,224	274	NA	NA	NA
University Perspectives	NA	1,400	NA	NA	NA	NA
Internal Travel: Department funding	7,577	5,090	11,708	5,779	3,651	4,187
External Support: Grants/SURF	NA	NA	NA	NA	NA	NA

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

	Undergraduate Degree in Landscape Architecture (BLA or BSLA)	MLA	Doctorate
Professors	NA	NA	NA
Associates	1	2 ¹	1
Assistants	0	2	1
Instructors/lecturers – tenure track	NA	NA	NA
Part-time/adjunct (non-tenure track)	NA	NA	NA
Clinical Assistant (non-tenure track)	NA	1	NA

¹Dr. Carl Smith, educated in the British system, earned an Master of Arts (MA) in Landscape Architecture from the University of Sheffield (1999). The MA in LARCH from Sheffield is recognized as the equivalent of a first professional MLA degree; Sheffield's program is accredited by the Landscape Institute (LI), the UK Royal Chartered Body of Landscape Architects. With such a degree, the graduate can (after a minimum two year's documented work experience) sit the LI's professional examination to become Chartered (the UK equivalent of licensed): "This is a two year full time postgraduate course for graduates in other subjects who wish to qualify as professional Landscape Architects in the UK and other IFLA member countries. The course is fully accredited by the Landscape Institute;" (<https://www.sheffield.ac.uk/landscape/mastudents/masterla>). Dr. Smith attained the title of Chartered Landscape Architect in 2001.

B. CURRICULUM

1. Required/Elective Courses

Total Units/Credit Hours required to graduate: 160 credit hours

Elective Units/Credit Hours required to graduate: 21 credit hours

Required Courses	Units/Credit Hours
Landscape Architecture	96
Architecture	4
City & Regional Planning	0
Natural Sciences	8
Horticulture	3
Engineering	0
Art or Design	0
Computer Applications/Technology	6
Other	
Other	

Group or Controlled Elective Choices	Units/Credit Hours
Natural Sciences	See above (required)
Social Sciences	9
English, Speech, Writing	6
Other	12
Free Electives	9

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.

Bachelor of Landscape Architecture
Sample Curriculum as of spring 2015

In all professional core courses, a grade of C- or better must be earned for successful completion of the course and in order to continue into the next semester's professional core courses.

First Year Pre-Professional Program

Fall

LARC 1315 LA Design I (5)
ARCH 1212 Design Thinking I (2)
BIOL 1613/1611L Plant Biology(4)
or BIOL 1543/1541L General Biology (4)
MATH 1203 College Algebra (3)
ENGL 1013 Composition I (3)
UNIV 1001 University Perspectives (1)*

Spring

LARC 1325 LA Design II (5)
ARCH 1222 Design Thinking (2)
GEOL 1113/1111L General Geology & Lab (4)
SOCI 2013 General Sociology (3)
ENGL 1023 Composition II (3)

*UNIV 1001 does not apply towards degree requirements

Second Year Pre-Professional Program

Fall

LARC 2336 LA Design III (6)
LARC 3413 History of LA I (3)
HORT 3103 Woody Landscape Plants (3)
LARC 2113 Design Communications I (3)

Spring

LARC 2346 LA Design IV (6)
Social Science Core Requirement (3)
LARC 2123 Design Communications II (3)
LARC 2714 LA Construction I (4)

Professional Program Review at end of second year. Students must be admitted to the Professional Program to continue with this degree completion plan. A cumulative GPA of 2.5 is required.

Third Year Professional Program

Fall

LARC 3356 LA Design V (6)
LARC 3724 LA Construction II (4)
LARC 3914 Planting Design I (4)
Social Science Core Requirement (3)

Spring

LARC 3366 Design VI (6)
LARC 4413 History of LA II (3)
LARC 3734 LA Construction III (4)
HIST 2003 or 2013 U.S. History Core Requirement (3)

Summer – Required Study Abroad – European Studies Tour

LARC 3933 Cultural Landscape Studies (3)
LARC 4123 Urban Form Studies (3)

Fourth Year Professional Program

Fall

LARC 4376 LA Design VII (6)
LARC 4714 LA Construction IV (4)
LARC 4033 Theory (3)
Professional Elective

Spring

LARC 5386 LA Design VIII (6)
LARC 5613 Professional Practice (3)
Fine Arts Core Requirement (3)
Professional Elective (3)

Fifth Year Professional Program

Fall

LARC 5396 LA Design IX (6)
Free Elective (6)

Spring

Professional Electives (6)
Humanities Core Requirement (3)
Free Elective (3)

For degree completion consideration, completion of 160 credit hours and a 2.0 cumulative GPA are required.

3. Landscape Architectural Courses Offered During Past Academic Year

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
Landscape Architecture Design I*	LARC 1315	Gay	5	12	3
Landscape Architecture Design II*	LARC 1325	Gay	5	12	3
Honors Special Projects I	LARC 303VH	Billig	3	3	1
Cultural Landscape Architecture Studies	LARC 3933	Billig/Lickwar	3	3	13
Urban Form Studies	LARC 4123	Billig/Lickwar	3	3	13
The American Landscape*	LARC 1003	Billig	3	3	99
Design Thinking I	ARCH 1212	Rudzinski	2	2	114
Landscape Architecture Design I*	LARC 1315	Biehle	5	12	7

Design Communications I	LARC 2113	Smith/Carpenter	3	3	9
Landscape Architecture Design III	LARC 2336	Erdman	6	12	10
Honors Special Projects I	LARC 303VH	Smith	3	3	1
Landscape Architecture Design V	LARC 3356	Smith	6	12	4
Honors Landscape Architecture Design V	LARC 3356H	Smith	6	12	0
History of Landscape Architecture I*	LARC 3413	Erdman	3	3	13
Honors History of Landscape Architecture I*	LARC 3413H	Erdman	3	3	1
Landscape Architecture Construction III	LARC 3724	Biehle	4	8	9
Honors Landscape Architecture Construction II	LARC 3724H	Biehle	4	8	0
Planting Design I	LARC 3914	Brittenum	4	8	4
Honors Planting Design I	LARC 3914H	Brittenum	4	8	0
Theory of Landscape Architecture	LARC 4033	Lickwar	3	3	9
Honors Theory of Landscape Architecture	LARC 4033H	Lickwar	3	3	0
Landscape Architecture Design VII	LARC 4376	Smith	6	12	4
Honors Landscape Architecture Design VII	LARC 4376H	Smith	6	12	0
Landscape Architecture Design IX*	LARC 5396	Lickwar	6	12	9
Honors Landscape Architecture Design IX*	LARC 5396H	Lickwar	6	12	0
The American Landscape*	LARC 1003	Smith	3	3	100
Honors The American Landscape*	LARC 1003H	Smith	3	3	2
Design Thinking II*	ARCH 1222	Goodstein	2	2	83
Landscape Architecture Design II	LARC 1325	Lickwar	5	12	6
Design Communications II	LARC 2123	Lickwar	3	3	7
Landscape Architecture Design IV	LARC 2346	Smith	6	12	8
Honors Landscape Architecture Design IV	LARC 2346H	Smith	6	12	0
Landscape Architecture Construction I	LARC 2714	Biehle	4	8	8
Special Projects I	LARC 303V	Gay	3	3	1
Honors Special Projects I	LARC 303VH	Smith	3	3	1
Landscape Architecture Design VI	LARC 3366	Billig	6	12	4
Honors Landscape Architecture Design VI	LARC 3366H	Billig	6	12	0
Landscape Architecture Construction III	LARC 3734	Biehle	4	8	10
Honors Landscape Architecture Construction III	LARC 3734H	Biehle	4	8	0
History of Landscape Architecture II*	LARC 4413	Erdman	3	3	7
Honors History of Landscape Architecture II*	LARC 4413H	Erdman	3	3	1
Historic Land Preservation	LARC 5053	Erdman	3	3	6
Landscape Architecture Design VIII	LARC 5386	Billig	6	12	4
Honors Landscape Architecture Design VIII	LARC 5386H	Billig	6	12	0
Landscape Architecture Professional Practice	LARC 5613	Brittenum	3	3	5

*Interdisciplinary Course

4. Course Overviews

ARCH 1212 – Design Thinking I: Foundations in Technology

Course Description

This course will raise pertinent questions about the role of architectural technology in design through studying the important theories about technology from Vitruvius to contemporary practice and understanding how they have been manifested in built form. 2 Hours.

Pre-requisites

NA

Textbooks

William Braham, *Rethinking Technology: A Reader in Architectural Theory*

Mario Salvadori, *Why Buildings Stand Up: The Strength of Architecture*

Michael Benedikt, *For an Architecture of Reality*

Michael U. Hensel and Jeffrey P. Turko, *Grounds and Envelopes: Reshaping Architecture and the Built Environment*

Learning Outcomes/Course Objectives

The goal of this foundational course is to raise pertinent questions about the theories and applications of technology in architecture, landscape architecture and interior design with the objective that questions raised in this class will form the basis for the students' active engagement of construction technology issues throughout the curriculum and eventually into practice. Students will study a range of provocative and often contradictory theories about the role of construction technology in the development of the human environment through reading excerpts of seminal theoretical texts; additionally, regular presentations of exemplary case studies for design/technology synthesis will illustrate how those ideas have been manifested in built form.

Course Topics

This course introduces three strategies of thinking about design of the built environment through technology to demonstrate how design ideas may be born from and transformed by the influence of construction technologies. Foundational context-based thinking addresses the relationship between buildings and their context from vernacular traditions, to the idea of the ground as material, and the nature of natural light. Foundational structure-based thinking questions the implications of structural systems on spatial/technological integration using the dialogue of bearing walls and building frames in terms of their materiality and spatial consequences. Foundational construction-based thinking raises questions about the material reality of the built environment and its relation to the conceptual abstraction of design through the Semper categories of material systems. The topics are amply illustrated with case-study examples across the range of history from primitive dwellings and landscapes to contemporary work.

ARCH 1222 – Design Thinking II: Foundations in History

Course Description

A lecture course that explores the role of history of the human-made environment in design thinking, introducing divergent canons and traditions in a global context and emphasizing understanding of the relationships among designed spaces and places and the social, political and technological circumstances in which the work was theorized, produced, and lived.

Pre-requisites and Co-requisites

ARCH 1221, Design Thinking I, Pre-requisite

LARC 1315, Landscape Architecture Design I, Pre-requisite

LARC 1325, Landscape Architecture Design II, Co-requisite

Textbooks

Excerpted chapters from the following sources:

Rickard Ingersoll and Spiro Kostof, *World Architecture, a Cross-Cultural History*, 2013

Kenneth Frampton, *Modern Architecture, a Critical History*, 1980

Dell Upton, *Architecture in the United States*, 1998

Learning Outcomes/Course Objectives

Drawing from a cross-cultural survey of the made world from antiquity to the present, lectures present the history of design as a project, which implicitly and explicitly imposes judgments, discrimination, and ways to understand the present. Because ideas transcend time and place, lectures are organized around points of view and ways of knowing that cut across historical periods. This conceptual framework of historical inquiry establishes architectural and landscape architectural historical literacy as an integral part of design thinking and a responsibility of the designer, by enabling students to:

- Recognize the discipline of architectural history as an essential facet of design thinking, which informs the ways in which designers interpret information, engage abstract ideas, and generate form.
- Understand parallel and divergent canons and traditions of architecture, landscape architecture, interior design, urban design, and the allied arts that reflect historical traditions, global culture, and their influence upon contemporary design thinking.
- Comprehend how the use of precedent, the influence of the past, and the critique of history has shaped the progress of architecture.
- Develop a vocabulary for analyzing and synthesizing verbal (the literature, the theory) and visual (the built stuff, its representation) information that is central to design discourse.
- Appreciate design ideas, theoretical positions, and cultural beliefs about the made and natural environments that may differ from their own worldviews.
- Apply historical and theoretical knowledge to the solution of contemporary design problems.
- View their own work as part of a larger continuum of history and society, and, consequently, to think reflectively about it and operate within a critical historical consciousness.

Course Topics

Canons, Paradigms, and the Generation of Space

Space 1: The Pazzi Chapel at S. Croce Florence, a traditional space

Space 2: The Villa de Monzie, a modern space

Tectonics 1: Amiens Cathedral and the Florence Duomo

Tectonics 2: The Crystal Palace and Pennsylvania Station

House and Home 1: Adam's Hut in Paradise

House and Home 2: Designing Women and Their Influence (Beecher, Wharton, de Wolfe)

Design as a Representation of Philosophy

The Western Tradition, Greece vs. Rome

Classicism and the Prospects of History, the Revival of Classicism in France

Buddhism, The Monastery and Its Cosmos

The Allure of Japan, Edo Architecture and Its Enduring Influence

Design as a Representation of Cultural Practice

The Sacred and the Ineffable 1: The Legacy of the Middle Ages (Mosque of Cordoba and Ste. Chapelle)
The Sacred and the Ineffable 2: Modernity and Religion (Notre Dame du Haut, Ronchamp)
Ancient Meso-America and Its Influence on Post-Colonial Mexico
Historic Preservation, Interpretation and the Politics of Place (Shaker Village of Pleasant Hill and
New Harmony, Indiana)
The Mall, Washington, DC

Design and the City

The Project of the City 1, The Salt Works at Chaux
The Project of the City 2, Le Corbusier's Cité Contemporaine
The Project of the City 3, Public Housing in the U.S.

Great Designers Negotiate the Past and the Present

Frank Lloyd Wright and Japan
The Influence of Eliel and Eero Saarinen on the American Mid-Century
The Landscape Architecture of Dan Kiley

Memory, Mortality and Meaning: Living History in Contemporary Practice

Rebirth of the Great, Canonical Building, The Parthenon and Its New Museum

LARC 302V – Special Studies

Course Description

Individual or group study and practicum and travel involving landscape design, history, and environmental analysis. May be repeated for up to 6 hours of degree credit.

LARC 1003 – Basic Course in the Arts: The American Landscape

Course Description

Mankind's changing attitudes toward urban and rural outdoor spaces and their aesthetic and cultural values. The origins of the environmental/conservation movement and the development of an American land ethic. Appreciation of the relationship of the natural and historic landscape to the arts and the aesthetic importance of open space. 3 Hours.

Pre-requisites

NA

Textbook

Michael P. Cozen, *Making of the American Landscape* (Optional)

Learning Outcomes/Course Objectives

Upon completion of the course, each student should:

- Understand the meaning of landscape from various cultural perspectives, including examples from outside North America, such as Asia and Europe.
- Understand the nature of the North American landscape, its aboriginal inhabitants, and the impact of European art, planning, conquest, and colonization upon the landscape and ecology of the continent.
- Recognize the impact of economic growth and technological advancement started in Europe upon the American landscape.
- Understand the origins of the environmental and conservation movement that led to development of an American land ethic through art and science.
- Examine and understand the impact of social and political movements and events upon the landscape, with special emphasis on the reclamation efforts of the Franklin D. Roosevelt era.
- Understand the socio-economic, ecological, and aesthetic importance of public urban open space systems and conservation oriented land-use planning, beginning with our European roots and continuing to today's New Urbanism and Smart Growth planning efforts that embrace complete transportation systems and mixed land-use.
- Think critically about government environmental policy and basic planning, ecological and artistic design issues/solutions that can be applied to your community, yet also have global implications for a more sustainable future.

Course Topics

The American landscape – vast, complex and diverse; a rich place of overlaid natural and cultural processes. This class tells the story of the land you see around you every day; how it came to look the way it did, how it might look in the future, and how cultures and people from around the world have influenced its form. The story includes:

- Native American culture
- Colonial settlement and westward expansion
- The rise and fall of great cities
- The housing we live in
- The great protected landscapes of American wilderness
- The ongoing relationship between people and place; inspirational and inspired pieces of fine art
- Great works of planning, landscape design, and architecture
- Seminal literature relating to people's place in the environment
- Innovative land policies and legislation
- Agriculture
- Architecture
- Forestry
- Fine-art
- Land management
- Landscape architecture

LARC 1315 – Landscape Architecture Design I

Course Description

Design I introduces the methods designers use to study, understand and manipulate the physical world. Drawing and modeling techniques are employed throughout the semester in a series of increasingly more sophisticated exercises intended to develop powers of observation, analysis and synthesis. Studio and Lecture. 5 Hours.

Pre-requisites

NA

Textbooks

NA

Learning Outcomes/Course Objectives

Analytical, experiential and technical skills, both in drawing and making, are the measures of competency for the semester. In addition, the course seeks to advance the synthetic abilities and inventiveness of individual expression related to:

- Mastering communication skills in verbal, visual, digital and written forms.
- Generating iterative and alternative ideas during the design process.
- Fulfilling design criteria as illustrated through space, form, material, structure and site and the organizational and operational principles that qualify those themes.
- Gaining confidence in one's ability to be self-critical and self-motivated in the design process.

LARC 1325 – Landscape Architecture Design II

Course Description

Design I dealt with abstract design issues. The Nevelson sculpture, as a precedent, allowed us to introduce ordering systems, compositional elements, and it served as an analogy for thinking about part to whole relationships in the built environment. Basic drawing was introduced through free-hand exercises, drafted constructs, and digital tools. Space and form was explored through modeling in physical and virtual ways. Design 2 moves from the abstract into the more tangible, shared elements of our disciplines. The skills learned last semester are expanded this semester as Design 2 builds on the basics of these conventions in drawing and making, space-and form-making, structural possibilities, and material and site applications. This semester takes the abstract concepts from last semester and applies them to five themes: SPACE, FORM, MATERIAL, STRUCTURE, and SITE. The use of OPPOSITIONS that structured last semester continues this semester in a more focused way.

Oppositions are explored through drawing, making and observing and in ways that are analytical, experiential, synthetic and technical in nature. The drawing and modeling conventions introduced in Design 1 will be expanded in Design 2. The projects emphasize other means of making that builds on the experience in the woodshop and computer lab or modeling, the Design Shop for digital fabrication, and additional drawing and printing to complement the skills gained last semester. The process of drawing and modeling is considered an exploration and an opportunity to test and challenge one's intentions. Like last semester, the projects will build on previous knowledge while continuing to introduce new elements, principles and challenges. The final project of the semester is comprehensive in nature, including all five themes present (space, form, material, structure and site).

Pre-requisites and Co-requisites

LARC 1315, Landscape Architecture Design I, Pre-requisite
ARCH 1222, Design Thinking: Foundations of History, Co-requisite

Textbooks

NA

Learning Outcomes/Course Objectives

- Mastering communication skills in verbal, visual and written forms
- Fostering design thinking skills as evidenced through iterative studies in both drawing and modeling
- Fulfilling design criteria as illustrated through space, form, material, structure and site and the organizational and operational principles that qualify those themes
- Gaining confidence in one's ability to be self-critical and self-motivated in the design process
- Investigating precedents and place in preparation for on-site analysis

Course Topics

- Exploration of opposition as it relates to manipulation of a continuous surface: tectonic and stereotomic moves through the shaping of a surface and then introduction of interventions through cuts and excavations.
- Opposition as it relates to real interior and exterior spaces: juxtaposition of spatial typologies to form sequence and threshold.
- Reiteration of drawing as vehicle to understand and communicate spatial and tectonic forms: computer and hand-drafting.
- Use of conceptual models, sketches and gestural drawings to capture mood of place and genus-loci.
- Integration of given site and contextual information and program with skills in tectonic and stereotomic manipulations; understanding of spatial typologies, sequence, threshold and consideration of genus loci to create a comprehensive design proposal.

LARC 2113 – Design Communications I

Course Description

Introduces basic graphic techniques fundamental to the communication of landscape design and landscape architecture. Emphasis on effective and efficient communication using free-hand and digital tools and techniques most frequently utilized in landscape architecture. Limitations and advantages are identified, and shared principles in both hand and computer graphics are emphasized. 3 Hours.

Pre-requisites

NA

Textbooks

Mike W. Lin, *Drawing and Designing with Confidence* (Required)

Bradley Cantrell, *Digital Drawing for Landscape Architecture* (Required)

Learning Outcomes/Course Objectives

In this course we build-upon the combined first year studio experience of drawing by hand and by computer, frequently combining the two to maximize potential for creating useful, communicative and beautiful design artefacts. There is less emphasis in this class on basic graphic skills such as drafting with equipment and the fundamentals of AutoCAD, and greater focus on composition, self-expression and exploration, mixing media, and differing vehicles for graphic communication at different points in the design process.

Course Objectives

- To instill confidence in hand-graphic and digital ability.
- To provide a forum for practicing hand-graphic, digital and hybrid techniques.
- To introduce and encourage good 'design-sense' in relation to compositional decisions.
- To provide support for the successful completion of parallel and future design studio assignments.
- To have fun!

Measurable Learning Outcomes:

- Exhibit habits and dispositions of the profession, including professional ethics and values.
- Demonstrate the ability to employ critical thinking in the development of their work and the assessment of peer work.
- Demonstrate aptitude in computer applications relevant to the field.
- Demonstrate the ability to undertake self-directed reading and research.
- Demonstrate effective and appropriate graphic communication.

Course Topics

- Gestural drawings and phenomenological readings of site
- On-site representational sketching
- Free-hand-drawing quality and confidence
- Hand-rendering and introduction to color theory
- Adobe Photoshop
- Adobe In-design
- Digital collage
- Digital/analogue hybridization
- Re-introduction and broadening of CAD skills
- Hand-analysis and program concept drawings
- Presentation models
- Presentation sheets and posters

LARC 2123 – Design Communications II

Course Description

Builds upon LARC2113 by introducing advanced graphic techniques increasingly utilized in the communication of landscape design and planning, and in professional practice. Focus is on software required for sophisticated renderings and visualizations, and to manage and interpret landscape data to the regional level. 3 Hours.

Pre-requisite

LARC 2113, Design Communications I

Textbooks

Bradley Cantrell, *Digital Drawing for Landscape Architecture* (Required)

Nadia Amoroso, *Representing Landscapes: A Visual Collection of Landscape Architectural Drawings*
(Recommended)

Diana Balmori, *Drawing and Reinventing Landscape*, 2014 (Recommended)

Learning Outcomes/Course Objectives

- Students will demonstrate understanding of precedent landscape architectural representation through analysis and presentation of significant contemporary representation.
- Students will apply knowledge of precedent studies to their representational work.
- Students will utilize Adobe software to create a library of representation symbols.
- Students will demonstrate mastery of analog and digital drawing techniques through assigned orthographic (plan, section, perspective) and diagrammatic drawings.
- Students will demonstrate a basic facility with 3D modeling software, utilized in the creation of hybrid renderings.

Course Topics

- Drawing as a process for critical thinking, testing of design ideas, and effective communication
- Portfolio Design
- Hybrid Drawing
- Illustrative Plan Drawing
- Diagram/Mapping/Notation
- Section Drawing
- Collage
- 3D Modeling
- Photoshop Rendering

LARC 2336 – Landscape Architecture Design III

Course Description

This course builds on the design process, as introduced in the first year design studios, by exploring design in a way that responds to small-scale sites and their physical and cultural contexts. This studio also investigates the deeply personal human-culture-environment relationships that have a crucial part in informing design, then encourages the expression of these findings through the creation of substance-rich landscapes. The ability to take in and understand the world around us through our senses is critical to what designers do to articulate impressions, feelings and understandings of the landscape and extrapolate them into communicated and actionable products such as designs, management policies and professional reports. In this studio students practice gathering and sifting through layers of perceptive qualities, cultural practices, historical events, natural systems, physical conditions, and societal needs to glean out the criteria essential for the creation of a designed landscape. The ability to capture the poetics of a place and weave this into the considerations of how a landscape can tell the stories of the past while balancing the needs of current and future generations with ecologically sound principles is the unique preserve of the landscape architect.

Pre-requisites and Co-requisites

LARC 1325 Landscape Architecture Design II (Pre-requisite)

LARC 2113 Design Communications I (Co-requisite) – studio projects are coordinated closely with this class to reinforce analogue and digital graphic communication skills.

Textbooks

Textbooks and/or readings vary each year as per course instructor and projects. For example, Fall 2015 required readings included the following selections (as well as site-specific readings):

Bell, S., 2012. *Landscape: Pattern, Perception and Process*. Routledge. Chapters 1-3 & Introduction.

Lynch, K. & G. Hack, 1985. *Site Analysis*. MIT Press. Chapter 2.

Wasserman, 1998. "To Trace the Shifting Sands: Community, Ritual, and the Memorial Landscape." *Landscape Journal*.

Learning Outcomes/Course Objectives

The principal goal of this course is to develop perceptual skills and aesthetic readings of the landscape that interweave with cultural influences, social behaviors, and natural systems in the generation of design. By the conclusion of the course students should demonstrate the ability to:

- Read landscapes and the phenomena and aesthetic qualities that typify them.
- Conduct a focused site inventory and supplemental research that considers aesthetic, cultural, behavioral, and environmental influences as directed by the needs of project mission, goals, and objectives.
- Sort through and synthesize inventorial data to produce a meaningful site analysis that responds to project needs.
- Create a small, human-scaled site design that draws inspiration from the both site and the cultures associated with it.
- Effectively and artistically describe project inventory, analysis, and design through written, verbal, graphic, and three-dimensional forms

Course Topics

Specific course topics also vary from year to year, dependent on instructor and projects, but topics held in common include:

- Perceptual, cultural, behavioral, and environmental site inventory and analysis
- Project mission, goals, objectives, and program development and refinement
- Human-scaled design that draws inspiration from physical and cultural aspects of the site and balances the need of a range of users groups
- Application of effective written, verbal, graphic, and three-dimensional design communication skills

LARC 2346 – Landscape Architecture Design IV

Course Description

Building on Design III's trajectory, the Design IV studio requires students to resolve for public space problems of increasing complexity – specifically intensity of use and variety of program. Analytical methods that pertain to site response (assessment, inventory and analysis) are reinforced from Design III; and enrichment of design through landscape legibility and narrative are introduced. The studio includes at least two major projects that provide a range of scale, context and narrative possibilities. This has included memorialization to individual and events; reflections on the endemic landscape of the site's context; parables of site history; and legibility of natural systems inherent on the site, especially site hydrology and ecology. Contextual and existing uses, and public expectation and mores are interrogated using observation and/or client interface as appropriate. This serves as a precursor to Design V's deeper focus on theories of social spaces. In Design IV, students are required to apply site assessment and analysis methods from the previous semester's Design Communications I (gestural drawing and plein-air sketching) and those learned concurrently in Design Communications II (site photography and manipulation), as well as integration of land-grading and drainage concurrently covered in Landscape Construction I.

Pre-requisites

LARC 2336, Landscape Architecture Design III
LARC 3413, History of Landscape Architecture I

Textbooks

Readings reflect the scope and focus of course projects. Current excerpted readings provided by the instructor reflect projects on landscape legibility and narrative, and stormwater control.

Potteiger, M. & Purinton, J. (1998). *Landscape Narratives: Design Practices for Telling Stories*; Chapter 2, *The Nature of Landscape Narratives*. Wiley & Sons: Hoboken NJ

Smith, C.; Clayden, A. & Dunnett, N. (2007). *Residential Landscape Sustainability: a checklist tool*. Chapter 2, *Opportunities of improving the sustainable profile of new residential developments*. Wiley-Blackwell Publishing: Oxford

Learning Outcomes/Course Objectives

Students should exhibit or demonstrate:

- Habits and dispositions of the profession, including ethics and values.
- The ability to employ critical thinking in the development of their work and the assessment of peer work.
- Knowledge of natural systems and engage an ethic of stewardship to promote ecosystem health through landscape design and management.
- Knowledge of cultural and social systems and sensitivity to cultural and social contexts through design.
- Knowledge of, and sensitivity to, overlying cultural and natural patterns that give rise to local identity and sense of place.
- Competency in persuasive spatial design and organization.
- Competency in grading, drainage, and stormwater management (beginning level).
- Ability to formulate conceptual ideas that underpin their design.
- Ability to undertake self-directed reading and research.
- Ability to engage critically with theories and debates in landscape architecture.
- Effective and appropriate graphic, verbal, and written communication.
- The capacity to engage critical issues of sustainability, including both aesthetic and performative aspects of design.

Course Topics

- Perceptual and inventorial site evaluation, its graphical representation and its use to guide proposals;
- Programming public landscape components and how to arrange and design these to best advantage;
- Urban hydrological systems, and how to techniques for incorporation into sustainable public space design;
- Abstraction through tropes, such as metaphor, and how these can add richness, meaning and narrative to public landscapes, and
- Application of basic grading and drainage as sculptural and functional aspects.

LARC 2714 – Landscape Architecture Construction I

Course Description

Introduction to landscape architectural construction with an emphasis on grading, earthwork computations, and technical drawing skills. Introduction to roadway alignment, the land survey system, drainage, and construction documentation. 4 Hours.

Pre-requisites

NA

Textbook

Steven Strom, *Site Engineering for Landscape Architects* (Required)

Learning Outcomes/Course Objectives

- To develop skills in conceptualizing landscape in three dimensions.
- To introduce the basic mathematical formulae and techniques for grading the landscape.
- To apply these formulae and techniques to solve lab-problems and to creatively address a site design project.
- To introduce the legislative considerations of access for all.
- To introduce techniques associated with manipulation of the land-surface – earthwork calculation, road alignment, drainage, and soils in construction.

Students will be able to:

- Conceptualize landscape as three dimensional topography.
- Translate two dimensional contour plans into three dimensional landscape and vice-versa.
- Understand the key mathematical formulae, conventions and techniques to allow the basic shaping of the land for functional and aesthetic benefit.
- Hone skills in moving beyond basic shaping to create memorable landscapes of experience and beauty.
- Demonstrate professional level graphic skills, neatness, attention to detail and accuracy of calculations.

Course Topics

- Contours
- Grading linear elements
- Grading planar elements
- Grading constraints and ADA
- Headwalls
- Soils in construction
- Earthworks
- Horizontal road alignment
- Vertical road alignment

LARC 3356 – Landscape Architecture Design V

Course Description

Investigation of social behavior as applied to program and design that serves human needs. Projects reflect increased scope, scale, and resolution with a detailed design component. Studio.

Pre-requisites

LARC 2346, Landscape Architecture Design IV

LARC 2714, Construction I

Professional Program Acceptance

Textbooks

Cooper Marcus, Clare and Carolyn Francis. 1997. *People Places: Design Guidelines for Urban Open Space*. 2nd Edition. London: Wiley. (Required)

Gehl, Jan. 2010. *Cities for People*. Washington D.C.: Island Press. (Required)

Hester, Randolph. 2010. *Design for Ecological Democracy*. Cambridge, MA: MIT Press. (Required)

Other readings as assigned, including seminal works by Christopher Alexander, Donald Appleyard, Allan Jacobs, Jane Jacobs, Kevin Lynch, Project for Public Spaces, William H. Whyte, etc. (Required)

Kaplan, Rachel, Stephen Kaplan, and Robert Ryan. 1998. *With People in Mind: Design and Management of Everyday Nature*. Washington D.C.: Island Press. (Recommended)

Learning Outcomes/Course Objectives

Course Objectives

- Further develop skills for program/site inventory and analysis, particularly at a larger scale;
- Further develop graphic, written and verbal skills;
- Understand a wide range of environmental behavior theories and apply these to design solutions;
- Develop a wider perspective and deeper understanding of how multiple users engage with the built environment (e.g., children, elderly, bikers, etc); and
- Increase your knowledge and understanding about how to create places that are humane and worth caring about (to paraphrase James Howard Kunstler).

Measurable Learning Outcomes:

- Students will be able to collect site data, and apply this data to a site analysis;
- Students will read and evaluate environment behavior research through written, cited summaries;
- Students will apply the theories of environment behavior to their design and programming of the project sites;
- Students will use and apply appropriate graphic skills to projects, including the use of hand drawings, digital renderings and AutoCAD;
- Students will conduct and practice a number of environmental evaluation techniques, including writing a survey/questionnaire and conducting an observation analysis;
- Students will critique open spaces based on established environment behavior theories and their own analyses.

Course Topics

Relationship to Professional Practice and General Education

The studio focuses on: in-depth site analysis; experimental investigation; analysis and design at multiple scales; program development; use of environment-behavior research; use of environment/social evaluation techniques; engagement in participatory social action; and writing skills, visual presentation skills; and verbal presentation skills. This studio will use many of the skills you have learned to date. The concepts and practice of cultural sustainability will be an overarching theme of the course.

As part of your beginning in the professional program, you will be expected to work in a professional manner. This is discussed in the Assignments section.

Course Content and Objectives

This course aims to provide an introduction to the most important social and environment-behavior theories of the built environment, as well as an introduction to community participation, engagement and advocacy. Much of the research in this area comes from the social sciences. A large focus will be on human-open space interactions, relationships and behaviors. We will concisely cover issues of methodology and how that translates into normative prescriptions for designers and planners. The literature will be applied to multiple landscape architecture projects and assignments. Your designs will be informed by (and explicitly cite) the theories studied and your program/site analysis. The course will also allow for creative design solutions unique to each student. The trick for success on the design projects is to balance these multiple informants of your designs (i.e., theory, program/site analysis, and personal creativity) into a cohesive design and program solution that creates a better physical environment for people. Or, explained another way, what do you as landscape architecture students bring to these projects that another discipline (e.g., civil engineer, public artist, sociologist, etc) does not?

The course projects will use real sites of about 20-100 acres, developed at 20-100 scale. However, you must also have an understanding of details and materiality as it relates to designing for people. Thus, this course will include a detailed design component for the major project.

LARC 3366 – Landscape Architecture Design VI

Course Description

This design studio investigates strategies for building resilience and addressing issues related to water resources in 21st century cities. Students will gain an understanding of the critical role green infrastructure plays in strengthening distressed urban neighborhoods and will learn how design can be leveraged to address water issues related to global warming. A particular focus of the studio will be to imagine and create new synergies between green infrastructure and urban life. In the wake of hurricanes Katrina and Sandy, coastal communities have looked to designers to develop proposals that provide resilience to severe weather events. But inland communities as well recognize that more frequent extremes in climate require unique approaches to address flash flooding, dwindling water resources, and rising city temperatures. Green infrastructure has the capacity to protect cities from devastating events and threatening conditions, promoting the return of ecological functioning to degraded landscapes while creating new aesthetic expressions of urban form. The studio will introduce students to critical topics related to emerging practice – design for resilience, sustainable stormwater systems, ecosystem services, biodiversity – and ask students to speculate on the transformative possibilities of this emerging practice for rebuilding urban communities.

Pre-requisite

Satisfactory completion of LARC 3356, Landscape Architecture Design V

Textbooks

- Meulder, B., & In Shannon, K. (2013). *Water urbanisms: East. Zurich*; Park Books.
- University of Arkansas, Fayetteville, Fay Jones School of Architecture, & University of Arkansas Press. (2010). *Low impact development: A design manual for urban areas*. Fayetteville, Arkansas: University of Arkansas Community Design Center.
- Spirn, A. W. (2012) "Restoring Mill Creek: landscape Literacy, Environmental History, and City Design and Development," in *Nature's Entrepot: Philadelphia's Urban Sphere and Its Environmental Thresholds*. Edited by Brian Black and Michael Chiarappa (University of Pittsburgh Press, 2012). <http://www.annewhistonspirn.com/author/essays/>
- Spirn, A.W. (2013, 2014). Six videos on the West Philadelphia Landscape Project: "The Buried River," "When Learning Is Real," "Fatima's Story," "A Way to Fix Things," "Green City, Clean Waters," and "Coming Full Circle." www.wplp.net/stories
- Thoren, R. (2014). *Landscapes of change: Innovative designs and reinvented sites*. Portland, Oregon: Timber Press.
- Watson, D., & Adams, M. (2011). *Design for flooding: Architecture, landscape, and urban design for resilience to flooding and climate change*. Hoboken, N.J: John Wiley & Sons.

Learning Outcomes/Course Objectives

- To demonstrate an understanding of green infrastructure and its implications for rebuilding urban communities.
- To demonstrate an understanding of the ways in which design can foster restored ecological functioning of urban water resources.
- To investigate and engage dynamic processes in the landscape through the development of speculative design proposals.
- To gain skills in three-dimensional modeling using hand building and digital tools.
- To further develop graphic skills in the expression of design ideas and processes.
- To further develop a design methodology based on a process of iteration, integration of analog and digital tools, and translation of metaphor into physical form.

Course Topics

Green Infrastructure, Resilience, Ecosystem Services, Biodiversity

LARC 3413 – History of Landscape Architecture I

Course Description

Analysis of the interaction between existing landscapes and human cultural development as reflected in the meaning and organization of landscape designs at garden and community scales from the Neolithic period to the nineteenth century. 3 Hours.

Pre-requisites

NA

Textbooks

Elizabeth Barlow Rogers, *Landscape Design: A Cultural and Architectural History* (Required)
Elizabeth Boults and Chip Sullivan, *Illustrated History of Landscape Design* (Optional)

Learning Outcomes/Course Objectives

Upon successful completion of this course students will be able to demonstrate:

- Knowledge of cultural and social systems and sensitivity to cultural and social contexts.
- Knowledge of, and sensitivity to, overlying cultural and natural patterns that give rise to local identity and sense of place.
- The ability to undertake self-directed reading and research.
- The ability to engage critically with theories and debates in landscape architecture.
- Knowledge of the history of landscape architecture.
- The ability critically engage with historical precedents of landscape architecture.
- Effective and appropriate written and graphic communication.

Course Topics

Although the profession of landscape architecture is relatively young, human kind has long sought to express their relationship to the land and utilize land for their own purposes. The study of landscape architectural history helps students and designers understand the design of exterior spaces and apply that understanding to future works.

This is the first course in a two-semester sequence that surveys the development of landscape design over the course of human history. In this course we sample a wide variety of cultures and time periods as we examine at major movements in garden, civic space, and community design that have occurred from the dawn of civilization through the 18th century. This is a tall order, but as we attempt to piece together the past we'll discover the foundation from which profession of landscape architecture evolved in the nineteenth century.

LARC 3724 – Landscape Architecture Construction II

Course Description

Introduction to landscape architectural materials and methods of construction and assembly. Emphasis on material properties and how those properties affect the materials use in the landscape and interactions with other materials. Introduction to dimensioning and layout systems and parking requirements with increased complexity of construction documents. Lecture and laboratory. 4 Hours.

Pre-requisites

NA

Textbooks

Leonard J. Hopper, *Landscape Architectural Graphic Standards* (Optional)
Virginia McLeod, *Detail in Contemporary Landscape Architecture* (Optional)
Victoria Ballard Bell and Patrick Rand, *Materials for Design 2* (Optional)

Learning Outcomes/Course Objectives

Landscape architectural materials and methods of construction and assembly

- Identify what materials are typically available and identify uses of the materials.
- Identify and demonstrate what methods are typically used.
- Identify, demonstrate, analyze and critique the ways in which to join together like and unlike materials.
- Draw a given detail correctly (by hand and in AutoCAD).
- Demonstrate competent, professional drafting skills by hand and in AutoCAD.
- Explain how to specify products and write detail notes for construction materials.

Material properties and how those properties affect the materials used in the landscape and interaction with other materials

- Identify and discuss characteristics of the materials.
- Discuss the advantages and disadvantages of each material and method in regards to safety, budget and maintenance.
- Identify and demonstrate (through drawings of built and unbuilt works) how the material relates to other materials used and overall context.

Introduction to dimensioning and layout systems

- Draft a properly dimensioned project plan and details.
- Identify and draft proper layout techniques for a given design element.

Parking requirements & ADA requirements

- Identify, determine and illustrate standard parking dimensions.
- Identify, determine and illustrate standard parking configurations.
- Draw and dimension different parking configurations.

Increased complexity of construction documents:

- Produce a construction document package.

Course Topics

- Construction documents and choosing materials
- Masonry: Characteristics, standards, common applications and configurations
- Wood: Characteristics, standards, common applications and species
- Concrete, asphalt and aggregates
- Metals: Characteristics, standards and common applications
- Paints and finishes
- ADA and parking
- Construction document package

LARC 3734 – Landscape Architecture Construction III

Course Description

(Structures) Introduction into the design and fabrication methods of structures in the landscape. Emphasis on statics in calculating sizes and selection of materials for free-standing and retaining walls, and wooden structures. Advanced technical drawing component and computer integration of drawing production. Lecture and laboratory. 4 Hours.

Pre-requisite

LARC 3724, Landscape Architecture Construction II

Textbook

Leonard J. Hopper, *Landscape Architectural Graphic Standards* (Required)

Learning Outcomes/Course Objectives

- Learn to use the principles of statics to correctly design freestanding and retaining walls, and wooden decks;
- Design freestanding and retaining walls, and wooden decks which will resist normal failures;
- Through the use of mathematics and the principles of statics, determine if a wall or deck configuration will fail.
- Develop the ability to resolve design detail scenarios appropriately from both the landscape architect's and contractor's perspective:
- Show appropriate use of materials and their assemblage by drawing accurate detail drawings, using accepted representation methods; and,
- Demonstrate clear, concise, and professional written and oral communication.
- Use computers in the generation of solutions in many of the class tasks.

Course Topics

- Decks
- Freestanding walls
- Retaining walls
- Other landscape structures

LARC 3914 – Planting Design

Course Description

Introduction to small scale projects involving use of plant materials in relation to other landscape elements, formulation of a vocabulary of plant materials and preparation of integrated planting plans and applicable specifications. Includes lab. 4 Hours.

Pre-requisite

HORT 3103, Woody Landscape Plants

Textbooks

Richard L. Austin, *Elements of Planting Design* (Required)

Norman Taylor and Gordon P. Dewolf, *Taylor's Guide to Perennials* (Required)

Learning Outcomes/Course Objectives

Planting design is unique to landscape architecture, for plants are living construction materials – diverse and sensitive – used in architectural design. Landscape architects are the only design profession that have expert instruction and skill in using plant materials in design. Thus, the projects developed in planting design studio will become an important part of the professional portfolio.

Knowledge and Skills

- To identify professional planting design approaches and process at a variety of scales.
- To develop planting designs from a conceptual idea or inspiration that underpins a design proposal.
- To identify the functional use of plant materials to solve design problems.
- Architectural
- Climatic control
- Aesthetic
- Engineering
- Historical/Cultural/Precedent Applications
- Counter-indicated applications (invasive, poisonous and dangerous plants)
- To develop a plant material vocabulary and understanding of planting design procedures.
- Plant classification naming as applied to professional use and field terminology and procedures.
- Understanding the green industry and legal substantiation of plants/plant sizes.
- Native/naturalized plants in a region and their appropriate use
- To generate planting plans and understand details, specifications and support documents.
- To demonstrate individual and peer-related critical thinking in the development of individual planting plans and the assessment of collective studio work.

Values

- To introduce environmental ethics as outlined by ASLA standards.
- To articulate individual concerns in a professional setting.
- To demonstrate an understanding of the challenges facing professionals today.
- To develop personal ideas about how to responsibly solve these challenges.
- To demonstrate the ability to undertake self-directed reading and research as part of a design solution.

Measurable Learning Outcomes

Students in this course are expected to demonstrate at least entry-level professional competency in each of the following categories:

- Communication Skills: Student demonstrates ability to communicate intentions clearly, effectively, and professionally through written, verbal, and graphic means.
- Technical Application: Student work demonstrates fundamental skills and core concepts of landscape architecture that have been part of the curriculum thus far.
- Knowledge Acquisition: Student work demonstrates a solid grasp of plants and planting design—specific requirements relevant to the project type.

- Critical Thinking Skills: Student work demonstrates the application of relevant criteria, sound logic and ethical judgment to justify design decisions.
- Creative Expression: Student work demonstrates innovation, originality, divergent thinking and risk-taking; work elicits emotional and intellectual responses.

Course Topics

- Review from Horticulture 3103 (Woody Ornamental Plant Identification)
- Basic principles of planting design
- Functional and aesthetic uses of plants in design
- Landscape industry (with wholesale nursery site visit)
- Legal aspects of plant selection in planting design, including container sizes, balled and burlapped plants, principles of plant sizing for seasonal execution, ANLCA guidelines.
- Plant types: Groundcover, tree shapes and applications, architectural use of shrubs and trees, etc.
- Plant maintenance: Application and design considerations
- Plant schedule, planting details and specification development
- Installation and selection of turf, groundcover, herbaceous plants, etc.

LARC 3933 – Cultural Landscape Studies

Course Description

This study abroad seeks to engage students in two of the world's most influential and important 21st Century cities — Istanbul and Copenhagen. While steeped in layers of history, both areas will be investigated in terms of current and emerging practice and urbanism. Istanbul will be examined as an emerging 21st Century mega-city. Copenhagen will be examined as the leader for 21st Century sustainable cities.

While listed separately, LARC 3933 and LARC 4123 will be seamlessly combined throughout the study abroad. Students will explore the overlapping historic, cultural, social, political, technological, ecological, and physical forces manifest in both cities, spending the first half of the trip in Istanbul and the second half of the trip in Copenhagen.

Pre-requisite

LARC 3413, History of Landscape Architecture I

Textbooks

Assigned readings; no required book.

Learning Outcomes/Course Objectives

Course Objectives

- Enhance analytical skills of planning, design, and construction.
- Investigate different cultural approaches to landscape architecture and urbanism.
- Immerse students in a multicultural experience of landscape architecture, architecture and art.

Measurable Learning Outcomes

Students are expected to demonstrate competency in each of the following categories:

- Students will demonstrate competency in researching landscape through drawing, as evidenced in the sketchbook through significant exploration of aesthetic characteristics, physical form and materiality, and dynamic qualities.
- Students will demonstrate fluency in analyzing landscape through multiple related drawing types, including plans, sections, perspectives, and details.
- Students will demonstrate competency in analyzing cities, landscapes, and cultures through writing.
- Students will demonstrate competency in analyzing the city with digital tools, including photography and sound recording.
- Students will be able to capture and summarize essential information delivered by instructors, guides, and interpretive material.
- Students will articulate new understandings of cultural, social and ecological systems.

Course Topics

21st Century Istanbul: Emerging City, Ancient City

Istanbul is one of the best examples of the multifaceted, burgeoning 21st Century global city. It has always been a city of contrasts and contentions. It straddles two continents, at once European, Asian and Middle Eastern. It is ancient and modern, Muslim and secular. It has been the center of Byzantine, Roman, Ottoman and Turkish territories. It has a living landscape history, the palimpsest of ancient cultures and modern ambitions. The city provides rich ground for studying the burgeoning global realities of megacities, informality and neoliberal globalization. These realities are played out on the landscape: informal neighborhoods house 50% of the city's population, providing an often fine-grained, bottom-up urbanism; development pressures produce breakneck growth of consumption landscapes; and the remaining public space has often become a place of emancipation and protest. This study abroad seeks to examine this rich living history and emerging urbanism, with the focus on how these pressures — both ancient and emerging — are manifest in the environment. Students will study Istanbul as a case study, revealing how its many layers interact in the 21st Century emerging city.

21st Century Copenhagen: Sustainable City

Copenhagen is perhaps the best example of a progressive sustainable 21st Century city. By 2025, Copenhagen intends to be the first carbon neutral capital city in the world. The 2025 CPH Climate Plan calls for CO2 emissions reductions through strategies related to energy consumption, energy production, and mobility. In tandem with efforts to address climate change, Copenhagen seeks to increase quality of life, innovation, and job creation and investment. An official municipal policy has been established that all Copenhagen citizens must be able to reach a park or beach on foot in 15 minutes or less by 2015. A thriving design culture, rooted in Denmark's rich cultural history, is being leveraged to reach these goals. We will study the ways in which landscape architects, urban planners, and architects are remaking Copenhagen to be "Europe's Green Capital." Specific topics of inquiry include urban design for walkable cities, car-free developments, urban waterfront development, bicycle friendly urbanism, socially sustainable urban park design, alternative housing models, renewable energy sources (solar, wind, biomass), recycling, reuse and reduction in solid waste, and stormwater management. Students will investigate Copenhagen as a case study of sustainable best practices implemented through innovative, imaginative design.

LARC 4033 – Theory

Course Description

Introduction to seminal theories in landscape architecture, environmental design and planning. Readings and case studies will be utilized to explore interaction and connection across a range of disciplinary theoretical intersections. 3 Hours.

Pre-requisites

LARC 3413, History of Landscape Architecture

LARC 4413, History of Landscape Architecture II, or instructor consent

Textbook

Simon Swaffield, *Theory in Landscape Architecture: Reader* (Required)

Learning Outcomes/Course Objectives

- Demonstrate understanding of historic and contemporary landscape architecture design theory.
- Demonstrate the ability to identify, locate and access scholarly research.
- Demonstrate the ability to engage critically with theories and debates in landscape architecture through verbal and written means.

Course Topics

- Design Process
- Form and Meaning
- Language and Representation of Landscape
- Ecological Design, Aesthetics of Sustainability
- Regionalism
- Place
- Feminist Landscape Theory
- Race and Urban Design
- Landscape Architecture and the Senses

LARC 4123 – Urban Form Studies

Course Description

This study abroad seeks to engage students in two of the world's most influential and important 21st Century cities — Istanbul and Copenhagen. While steeped in layers of history, both areas will be investigated in terms of current and emerging practice and urbanism. Istanbul will be examined as an emerging 21st Century mega-city. Copenhagen will be examined as the leader for 21st Century sustainable cities.

While listed separately, LARC 3933 and LARC 4123 will be seamlessly combined throughout the study abroad. Students will explore the overlapping historic, cultural, social, political, technological, ecological, and physical forces manifest in both cities, spending the first half of the trip in Istanbul and the second half of the trip in Copenhagen.

Pre-requisite

LARC 3413, History of Landscape Architecture I

Textbooks

Assigned readings; no required book.

Learning Outcomes/Course Objectives

Course Objectives

- Enhance student analytical skills of planning, design, and construction.
- Investigate different cultural approaches to landscape architecture and urbanism.
- Immerse students in a multicultural experience of landscape architecture, architecture and art.

Measurable Learning Outcomes

Students are expected to demonstrate competency in each of the following categories:

- Students will demonstrate competency in researching landscape through drawing, as evidenced in the sketchbook through significant exploration of aesthetic characteristics, physical form and materiality, and dynamic qualities.
- Students will demonstrate fluency in analyzing landscape through multiple related drawing types, including plans, sections, perspectives, and details.
- Students will demonstrate competency in analyzing cities, landscapes, and cultures through writing.
- Students will demonstrate competency in analyzing the city with digital tools, including photography and sound recording.
- Students will be able to capture and summarize essential information delivered by instructors, guides, and interpretive material.
- Students will articulate new understandings of cultural, social and ecological systems.

Course Topics

21st Century Istanbul: Emerging City, Ancient City

Istanbul is one of the best examples of the multifaceted, burgeoning 21st Century global city. It has always been a city of contrasts and contentions. It straddles two continents, at once European, Asian and Middle Eastern. It is ancient and modern, Muslim and secular. It has been the center of Byzantine, Roman, Ottoman and Turkish territories. It has a living landscape history, the palimpsest of ancient cultures and modern ambitions. The city provides rich ground for studying the burgeoning global realities of megacities, informality and neoliberal globalization. These realities are played out on the landscape: informal neighborhoods house 50% of the city's population, providing an often fine-grained, bottom-up urbanism; development pressures produce breakneck growth of consumption landscapes; and the remaining public space has often become a place of emancipation and protest. This study abroad seeks to examine this rich living history and emerging urbanism, with the focus on how these pressures — both ancient and emerging — are manifest in the environment. Students will study Istanbul as a case study, revealing how its many layers interact in the 21st Century emerging city.

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LARC 4376 – Landscape Architecture Design VII

Course Description

Building on Design VI's trajectory of introducing concepts of sustainable design and consideration of systems, the Design VII studio requires students to bring socially, culturally and environmentally sensitive proposals to bear on urban and urbanizing environments. Analytical methods that pertain to site response (assessment, inventory and analysis) are reinforced from previous studios; but the pallet of design media is expanded to include buildings and built fabric. The studio steps beyond the previous treatment of buildings as 'white boxes' to consider private vs. public facades; internal program; building services that impact on the external setting such as parking, deliveries, and emergency access; and the conglomeration of buildings, infrastructure and open spaces to create urbanism. The studio includes at least two major projects that provide a range of urban contexts and/or resolution. Projects are couched within actual policies and guidelines, introducing the influence of planning on design, to be reinforced in Design VIII. Design projects have often built upon evaluations of development sites overseas, undertaken while on Study Abroad – this has included urban regeneration for key sites in London and Rome. At the same time, due consideration has been given to local urbanization; in particular the development of greenfield land within the city of Fayetteville, and the application of tactical urbanism in an auto-centric, sprawl milieu. The studio relies heavily on immersive site visits at home and abroad, and the introduction to city and community design precedents introduced in the History of Landscape Architecture and Design Thinking sequences.

Pre-requisites

LARC 2336, Landscape Architecture Design VI; LARC 4413, History of Landscape Architecture II

Textbooks

Readings reflect the scope and focus of course projects. Current required readings provided by the instructor reflect research on response to Northwest Arkansas' burgeoning population through 'new-urbanism' and compact residential development (with an emphasis on instructor's own research); local planning policy and instruments; capturing aesthetic response to pre-development site; and the use of collage drawings to illicit appropriate design responses. Examples include:

- Bell, S. (2012). *Landscape: Pattern, Perception and Process (2nd Edition)*, Chapter 2 and Introduction. Routledge: New York.
- Shields, J.A.E., (2014). *James Corner in Collage & Architecture*. Taylor & Francis: Florence, Kentucky.
- Smith, C. (2015). Baby Boomer Attitudes toward Compact Housing in Northwest Arkansas: A Comparative Study. *The International Journal of Sustainability in Economic, Social and Cultural Context*, 11(2) pp 49 – 60.
- Smith, C. & Billig, N. (2012). Public Perceptions of Compact Suburbia in a Progressive, Burgeoning Population. *Journal of Urban Design*, 17, 3, pp. 313-335.
- City of Fayetteville. 2011. City plan 2030. (Online) Available at: http://www.accessfayetteville.org/government/planning/Master_Plan/index.cfm.

Learning Outcomes/Course Objectives

Students should exhibit or demonstrate:

- An understanding of the fundamental relationship between urban environments and quality of life;
- An understanding of the importance of considering the physical, cultural, political and economic context of urban design;
- An understanding the history and form of prevalent suburban typologies, and their problematic effects;
- An understanding of the principles of the New Urbanism or similarly focused sustainable urbanism;
- An understanding of building form, massing, servicing and location; and
- The ability to integrate open space, infrastructure and buildings to create potentially successful places.

Course Topics

- Perceptual and inventorial site evaluation, its graphical representation and its use to guide proposals;
- Building program, servicing and threshold;
- Housing layouts and streetscapes, and their environmental and social dimensions; and
- Post-war suburbanization in the USA and domestic/international alternatives such as urban villages, new urbanism, New Deal greenbelt towns and 19th Century Company Towns.

LARC 4413 – History of Landscape Architecture II

Course Description

Critical study and analysis of landscape architecture from the nineteenth century to the present, with an emphasis on the philosophical and design theories that have influenced the form of gardens, parks, and cities. 3 Hours.

Pre-requisites

NA

Textbooks

Elizabeth Barlow Rogers, *Landscape Design: A Cultural and Architectural History* (Required)

Elizabeth Boults and Chip Sullivan, *Illustrated History of Landscape Design* (Optional)

Norman T. Newton, *Design on the Land: The Development of Landscape Architecture* (Optional)

Peter Walker and Melanie Simo, *Invisible Gardens: The Search for Modernism in the American Landscape* (Optional)

Marc Treib, *Modern Landscape Architecture* (Optional)

Learning Outcomes/Course Objectives

Upon successful completion of this course students will be able to demonstrate:

- Knowledge of cultural and social systems and sensitivity to cultural and social contexts.
- Knowledge of, and sensitivity to, overlying cultural and natural patterns that give rise to local identity and sense of place.
- The ability to undertake self-directed reading and research.
- The ability to engage critically with theories and debates in landscape architecture.
- Knowledge of the history of landscape architecture.
- The ability critically engage with historical precedents of landscape architecture.
- Effective and appropriate written and graphic communication.

Course Topics

Although the profession of landscape architecture is relatively young, humankind has long sought to express their relationship to the land and utilize land for their own purposes. The study of landscape architectural history helps us understand the design of exterior spaces and apply that understanding to future works.

This is the second course in a two-semester sequence that surveys the development of landscape design over the course of human history. In this course we focus on the birth of the profession of landscape architecture and survey the major movements in garden, public space, and community design in the 19th and 20th centuries.

LARC 4714 – Landscape Architecture Construction IV

Course Description

(Systems) Introduction to systems of landscape architectural construction, including stormwater management, lighting, irrigation, water features, and erosion control. Emphasis on an advanced grading and landform manipulation skills, and stormwater system design and calculations. Significant integration of computer generated drawings. Lecture and laboratory. 4 Hours.

Pre-requisite

LARC 2714, Landscape Architecture Construction I

Textbook

Leonard J. Hopper, *Landscape Architectural Graphic Standards* (Required)

Learning Outcomes/Course Objectives

- Provide a foundation of lighting system knowledge.
- Select appropriate lighting sources, fixtures and applications for design scenario.
- Apply the known minimum light requirements for safety in selecting light fixtures, poles and lamps in given scenario.
- Increase student mastery of advanced site grading skills.
- Successfully complete grading plans with difficult site constraints.
- Assess the erosion potential and identify appropriate control methods for a given site.
- Assess the appropriateness of multi-objective strategy application to a given scenario.
- Provide a foundation of stormwater drainage and detention system knowledge.
- Using the SCS and Rational Method, calculate the stormwater runoff for a given site.
- Calculate pipe sizes, inlets, locations, elevations, and slopes for a given site and storm intensity.
- Calculate the required detention facility for a given site.
- Identify drainage systems on a given site and evaluate detention requirements.
- Assess a given site and identify appropriate LID/sustainable alternative detention solutions.
- Size a bioretention area for a given runoff volume.
- Provide a foundation of irrigation system knowledge.
- Demonstrate an understanding of the principles of hydraulics and industry standards used to design irrigation systems by selecting proper irrigation components.
- Lay out an irrigation system which will function safely and effectively for its intended purpose.
- Provide a foundation of pool and fountain system knowledge.
- Choose appropriate materials and mechanisms for an appropriate water feature in a given context.
- Choose appropriate safety equipment for public and user protection for water features.
- Develop your ability to generate complete and appropriate construction documents.
- Apply the knowledge of detail design and detail drafting learned in previous courses to produce complete and legible construction documents for given projects.

Course Topics

- Lighting and environmental design with trees
- Erosion control
- Stormwater/Drainage
- Stormwater/Detention
- Bio-retention
- Irrigation
- Pools and fountains

LARC 4743 – Public Participation in Design and Planning

Course Description

The course analyzes the role and participation of multiple stakeholders in planning, design and development scenarios. Public participation techniques covered include questionnaire design, charrettes, grassroots organizing, stakeholder identification and analysis, and other strategies for involving the public, including engaging underrepresented groups. 3 Hours.

Pre-requisites

NA

Textbooks

Don A. Dillman and Jolene D. Smyth, *Internet, Phone, Mail, and Mixed-Mode Surveys: The Tailored Design Method*
Henry Sanoff, *Community Participation Methods in Design and Planning*

Learning Outcomes/Course Objectives

Develop understanding of major issues related to public participation processes in design and planning.

- Identify and analyze stakeholders and their roles in planning and design processes.
- Analyze basic public participation processes in international design and planning situations.
- Identify goals and outcomes of planning and participation processes.
- Identify and assess the value and costs of participation.
- Identify and explain the role of participation and policy.
- Identify and explain the role of information and communication.
- Identify, understand and demonstrate participation tools and techniques (see below).
- Identify and use methods to evaluate the outcomes of planning and participation processes.

Develop knowledge, skills, and sensitivity in in regard to public participation processes for underrepresented groups.

- Understand and explain various techniques and strategies for engaging under-represented groups.
- Understand and explain stakeholder identification in terms of underrepresented groups.

Develop participation techniques, tools and processes.

- Identify and demonstrate (if chosen for their project) the basic charrette process.
- Identify and demonstrate (if chosen for their project) visioning exercises.
- Identify and demonstrate (if chosen for their project) community action planning.
- Identify and demonstrate (if chosen for their project) participatory action research.
- Identify and demonstrate (if chosen for their project) participation games.

Develop a survey/questionnaire.

- Demonstrate the basic components of high quality, valid survey design.
- Identify basic sampling issues and constraints.
- Write a survey with multiple question types.
- Understand various survey delivery techniques and their different benefits and drawbacks.

Course Topics

- Engaging the disengaged and/or underrepresented
- Stakeholder identification and analysis
- Participation techniques, tools and processes
- The messiness of policy
- Participation techniques in generative design and planning
- Action research
- International settings
- Designing a survey instrument

LARC 4753 – Incremental Sprawl Repair

Course Description

Exploration of the causes, manifestation and results of suburban sprawl on the built environment. Design and planning strategies linked to landscape, urbanism, policy, transportation, resource-conservation, ecology, and social structures are proposed. Emphasis is placed on combining traditional and cutting edge methods for repairing sprawled cities and regions. 3 Hours.

Pre-requisite

Upper level student or instructor approval

Textbooks

Readings as assigned.

Learning Outcomes/Course Objectives

Students will:

- Understand the causes, manifestation and results of suburban sprawl. This includes, for example, understanding of the transportation and land use policies that directly led to sprawl.
- Understand the economic implications of sprawl, such as infrastructure liabilities.
- Understand the environmental implications of sprawl, including the pressing environmental concerns for the 21st Century.
- Understand the social implications of sprawl.
- Investigate the burgeoning issues related to sprawl, such as Smart Growth initiatives in light of peak energy and finance, and expanding and contracting cities.
- Propose design and planning strategies that relate to historic precedents and future projections.
- Propose design and planning strategies that implement an incremental approach to retrofitting sprawl.
- Propose design and planning solutions that combine traditional methods with innovative solutions.

Course Topics

The debate about the efficacy and sustainability of sprawling development patterns is over: these are economically, environmentally and, quite often, socially unsustainable. This course introduces the main causes, manifestations and results of urban sprawl. Students then provide normative design and planning solutions that address repairing sprawled urban and/or regional environments. These solutions address landscape function and aesthetics; built fabric; multiple level government policies; transportation and transit; infrastructure liabilities and repurposing; conservation of resources such as water and energy; regional and urban ecology; and social structures. These strategies also use incremental steps that address phasing and management schemes over time. These approaches to sprawl repair incorporate both traditional and cutting edge methods. That is, students will address environmental, development and policy facts and processes, while also engaging in creative, innovative and sustainable design and planning solutions.

LARC 5043 – Landscape Architecture Seminar

Course Description

The role of the landscape architect in contemporary society; how this is affected by technological change and awareness of ecological problems. Group discussions, individual research projects, and guest lectures.

Pre-requisite

Fourth-year standing

LARC 5053 – Historic Landscape Preservation

Course Description

Survey of historic preservation as a profession and the emerging cultural landscape preservation movement. Introduction to preservation principles as described by the Secretary of the Interiors Standards and Guidelines. Analysis of case studies will reinforce basic philosophies and introduce preservation approaches. 3 Hours.

Pre-requisite

Fourth-year standing

Textbooks

NA

Learning Outcomes/Course Objectives

This course endeavors to:

- Introduce students to the history, methods, terminology, and theories of historic landscape preservation, which not only diversify your current skill set and provide you with a potential specialty, but will also improve your ability to understand, interpret, analyze, and plan.
- Provide classroom and project-based opportunities to explore both traditional and cutting-edge technologies applied to the documentation, analysis, and treatment of designed and vernacular historic landscapes.
- Produce an exceptional-quality product, through a collective-class effort, as a service contribution of a documentation/preservation project for a site selected by the instructor.
- Enhance student abilities in teamwork, leadership, and presentation through collaborative assignments and projects.

Course Topics

Though historic preservation as a discipline is well established in governmental agencies, university degree programs, and private firms, the development of guidelines and tools that deal specifically with the documentation, analysis, and treatment of historic landscapes have only recently been developed over the past thirty-or-so years. In part due to this late development, there is a tremendous need for concerned and well-trained advocates to champion the cultural landscape cause in both private and public sectors. This course will introduce you to the field of historic landscape preservation – its history, methods, tools, terminology, and theories – through a series of seminar discussions and a real-world preservation project.

LARC 5386 – Landscape Architecture Design VIII

Course Description

Investigation of the relationship between development, stewardship and land use on the regional scale. Natural resource systems, public policies, regional economics, and social contexts inform environmental land use planning and design decisions. Geographic Information Systems (GIS) is used as an analysis tool. Lecture, GIS lab and studio.

Pre-requisites

LA4376 or instructor approval

Textbooks

Randolph, John. 2011. *Environmental Land Use Planning and Management*. 2nd Edition. Island Press: Washington D.C.

Clemmer, Gina. 2013. *The GIS 20 Essential Skills*. 2nd Edition. ESRI Press: Redlands, CA.

Dramstad, Wenche, Olson, James, and Forman, Richard. 1996. *Landscape Ecology Principles in Landscape Architecture and Land-Use Planning*. Island Press: Washington D.C.

Other readings as assigned

Learning Outcomes/Course Objectives

- Understand basic natural systems on a wide scale;
- Understand the relationship of land use, development, ecology and the natural environment;
- Use methods and techniques of environmental land suitability analysis;
- Understand technologies for mitigation of environmental impacts;
- Understand the principles of environmentally sensitive land use, design and development;
- Understand and applying the policies and programs to control land use impacts and to protect and restore environmental resources;
- Implement GIS analysis for applying the aforementioned objectives;
- Write a professional development and environmental land use plan; and
- Create design and management strategies focused on the region and topic(s) of study.

Course Topics

The course is intended to provide students with the basic skills and knowledge to engage in environmental land use planning and design at the urban and regional scales. Students will be versed in the many factors and pressures influencing regional and local planning decisions. With the expectation of balancing stewardship and development, this course will provide an informed framework that includes knowledge of natural resource systems, public policies, regional economic systems, and social contexts. The course will include lectures introducing major concepts and theories involving environmental land use planning. These factors will be analyzed in terms of proposed spatial land use analyses and plans, as well as design proposals. One main tool for these analyses will be Geographic Information Systems (GIS).

The course will include a GIS lab that will take students from beginning users to experienced analyzers. GIS will not simply be used as a mapmaking tool. Instead, it will be used as an analysis tool that creates meaningful maps based on the informed input, investigation and alteration of many environmental factors.

One output for the course will be a series of professional, documented reports with supplemental maps and design outputs. These reports and maps will be summations of students' spatial analyses for the given regional context. The reports will be of content and quality that might be submitted to a planning body. Another output will be design strategies and proposals based on a regional issue analyzed for the reports.

LARC 5396 – Landscape Architecture Design IX

Course Description

This fifth year option studio uses the city as an urban laboratory for urban design. Students are introduced to Jan Gehl's public space public life survey methods and use data collected on the ground to develop a public space/public life report and public realm framework that underpins strategies for future development. Through the development of design proposals at the scale of the neighborhood, the block, and the site, the studio seeks to explore the following questions:

- How can neighborhoods retain their historic character and identity while allowing growth to support increasing density and a more compact urban form?
- How can neighborhoods both accept growth but retain the diverse social ecology?
- How can designers respond intelligently to development pressure from the private sector to maximize public benefits while acknowledging the unique character of the neighborhood?

Pre-requisite

Satisfactory completion of Design VIII

Textbook

Gehl, Jan and Birgitte Svarre. 2013. *How to Study Public Life*. Washington D.C.: Island Press.

Learning Objectives

- Students will achieve clarity and completeness of design proposals in their final form.
- Students will demonstrate the capacity to test multiple concept alternatives.
- Students will demonstrate knowledge of zoning implications for public space and public life.
- Students will demonstrate knowledge of public space public life survey methods.
- Students will demonstrate skill in graphic and verbal communication.
- Students will demonstrate the ability to work collaboratively.
- Students will demonstrate responsiveness to critique (from instructor, guest critics, and peers).

Course Topics

Sustainable urbanism, ethnographic research, urban design

LARC 5493 – Environmental Land Use Planning

Course Description

Investigation of the relationship between development, stewardship and land use on the city and regional scales. Natural resource systems, public policies, regional economics, and social contexts are investigated as informers of environmental planning and design decisions. 3 Hours.

Pre-requisites

LARC 4376, Landscape Architecture Design VII or instructor approval

Textbooks

John Randolph, *Environmental Land Use Planning and Management* (Required)

Wrenche E. Dramstad and James D. Olson, *Landscape Ecology Principles in Landscape Architecture and Land Use Planning* (Optional)

Learning Outcomes/Course Objectives

- Understand various conceptual frameworks for land use planning.
- Know about various systems that influence land use planning, including population analysis, economic analysis, environmental systems, land use systems, transportation systems and infrastructure systems allocation.
- Understand various land use plan strategies.
- Understand the land use-transportation connections, including strategies for implementing land use and transportation policy changes.
- Understand basic natural systems on a wide scale.
- Understand the relationship of land use, development, ecology and the natural environment.
- Understand basic environmental land suitability analysis.
- Understand basic technologies for mitigation of environmental impacts.
- Understand the principles of environmentally sensitive land use, design and development.
- Understand the policies and programs to control land use impacts and to protect and restore environmental and community resources.
- Understand social, cultural and community contexts and implications for land use decisions.
- Complete various planning activities that would be applicable to a professional setting.

Course Topics

- Environmental management for sustainability
- Collaborative environmental land planning
- Environmental and geospatial information
- Soils; water and land use
- Stormwater management, LID, restoration, & natural hazards mitigation
- Watershed management and water issues
- Landscape ecology, urban forestry, wetlands, biodiversity
- Habitat conservation planning, ecosystems management
- Integrative methods: inventory, land suitability EIA & BOA
- Land conservation and *design with nature* - for people
- Land use and climate change mitigation
- Smart growth management & local government planning
- State and regional environmental land use planning, management and policy
- Sustainable communities, watersheds, ecosystems

LARC 5613 – Landscape Architectural Practice and Project Manual

Course Description

Professional responsibilities and related aspects of landscape architecture practice: ethics; office organization; client, contractor and landscape architect relationships; legal issues, contracts and documents; regulations; review of bidding and contractual documents. 3 Hours.

Pre-requisites

NA

Textbook

Walter Rogers, *Professional Practice of Landscape Architecture: A Complete Guide to Starting and Running Your Own Firm (2nd Ed.)* (Required)

Learning Outcomes/Course Objectives

Learning Outcomes

Demonstrate knowledge of public policy and regulation as it relates to the practice; develop an attitude of inquiry and intervention; demonstrate how to document and administrate construction documents and procedures; demonstrate understanding of fiduciary and ethical obligations; know route to professional licensure and keeping it current; understand design proposals and qualifications; understand current ideas and trends (concerns) in the profession; demonstrate effective and appropriate written and verbal communication.

Course Objectives

The objectives of this course are to introduce and discuss the principal subject areas, procedures, issues, and challenges involved in and necessary to the practice and business of landscape architecture. The general course objectives for the course include:

- Exploring the mandates and relationships between the professional organizations, and regulatory bodies of the profession.
- Becoming familiar with licensure, registration (CLARB and state), and examination (LARE) of professional landscape architects.
- Introducing and understanding principles and context of professional ethics, both national and international.
- Understanding office organizations, procedures, and employee responsibilities.
- Understanding the meaning of professional and legal terms.
- Learning the scope and responsibilities of project management and basic contract administration.
- Preparing a resume and portfolio.
- Developing career planning and practicing interview procedures for acquiring professional position.

Course Topics

The professional practice course encompasses five main aspects of the landscape architecture profession that will provide students with an overall understanding of their professional responsibilities.

- Professions and their roles in society
- Forms of practice in which landscape architects work
- Framework for the legal, regulatory and ethical practice
- Operational procedures in the practice
- Contract administration of professional practice
- Project ministration

Specifically and within these general topics, are study of:

- Law: substantive, common, public, and procedural/legal system
- Types that directly affect profession: Tort Law, Contract Law, Agency Law, Property Law
- Project administration, including bidding, bonds and insurance; letting contracts, contract administration and closing

- Students also are exposed to interviewing (role playing), portfolio development and completion, business and office organization including types (sole, partner, corporation), office financials, fees and billing, cash flow, marketing.
- Professional ethics lectures and exercises: general, local, environmental and international

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	15	14	2	2	0	0	17	16
1 Year Ago	20	22	4	3	0	0	24	25
2 Years Ago	19	20	4	2	0	0	23	22
3 Years Ago	24	22	22	5	1	0	47	27
4 Years Ago	25	21	15	13	0	0	48	28

2. Ethnic Group/Diversity

Include only full-time current landscape architecture students.

0 % American Indian 1.65 % Hispanic
 .33 % Black (non-Hispanic) 7.92 % Caucasian
 0 % Asian or Pacific Islander .99 % Other

3. Applications

	Current Year	Last Year	2 Years Ago	3 Years Ago	4 Years Ago	5 Years Ago
Total Number of Applications	7	14	10	17	25	18
Applications from Males	4	10	7	12	11	7
Applications from Females	3	4	3	5	14	11

4. Enrollments

	Current Year	Last Year	2 Years Ago	3 Years Ago	4 Years Ago	5 Years Ago
Total Enrollment	33	49	45	74	76	81
Males	17	24	23	47	48	58
Females	16	25	22	27	28	23

5. Student Ethnic Backgrounds

	Caucasian	African-American	African Descent	Asian/Pacific	Hispanic	Native American	Other
Total	24	2	0	0	3	2	2
Males	11	2	0	0	1	2	1
Females	13	0	0	0	2	0	1

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	3	9	12
1 Year Ago	5	0	5
2 Years Ago	12	1	13
3 Years Ago	13	2	15
4 Years Ago	13	3	16
5 Years Ago	4	3	7
6 Years Ago	4	3	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
Mississippi State University	MLA	2	2010 2011	2014
University of Texas, Austin	MUP	1	2011	2013
Kansas State University	MRCP	1	2011	2014
University of Oregon	MHP	1	2012	2014
University of Arkansas	MEE	1	2015	In progress
University of Pennsylvania	PhD	1	2011	In progress, expected 2017

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	2	0	2
Teaching	0	0	0
Private Practice	22	12	34
Public Practice	4	2	6
Landscape Horticulture/ Design Build	4	1	5
Volunteer Service (Specify)	0	0	0
Other (Specify) ¹	5	1	6
Unknown	11	5	16 ²
TOTAL	48	21	69

¹Males: Technology Project Manager; Artist; Furniture/Lighting Product Design; Food Service Industry;
Marketing/Advertising
Female: Homemaker

²Three female recent graduates are currently in search for employment.

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	0	1	1	2
Assoc. Professor/LA	3	2	2	7
Asst. Professor/LA	3	3	3	9
Instructor	1	2	2	5
Asst. Professor/Arch.	NA	NA	NA	NA
Visiting Lecturer/ Adjunct (Distinguished Visitor)	1	2	2	5
TOTALS	8	10	10	28

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 of 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.¹

Faculty Member	Degree	Teaching %		Research %	Admin/ Other %	TOTAL %
		Land. Arch. Curriculum	Other Programs			
Goodstein-Murphree	PhD	7.5	7.5	10	75	100
Brittenum	MLA	45	0	45	10	100
Smith	PhD	65	0	25	10	100
Erdman	MLA	55	0	35	10	100
Lickwar	MLA	45	20 ²	25	10	100
Billig	MLA, PhD	55	0	35	10	100
Biehle	MLA	75	25 ²	0	0	100
Carpenter	March	100	0	0	0	100

¹Standard distribution of work effort in FJSoA+D for faculty with studio responsibilities is 65% teaching, 25% research, 10 % external service.

²Collaborative teaching in the first-year foundation studio.

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.

Scott Biehle

Course Taught	Course Number	Term	Credit Hours	Contact Hours/Week	Number of Students	FTE Students
LA Design I	LARC 1315	FS	5	12	7	2.3
LA Construction III	LARC 3724	FS	4	8	9	2.4
LA Construction I	LARC 2714	SS	4	8	8	2.1
LA Construction III	LARC 3724	SS	4	8	10	2.66

Noah Billig

Course Taught	Course Number	Term	Credit Hours	Contact Hours/Week	Number of Students	FTE Students
Honors Special Projects I	LARC 303VH	SU	3	3	1	0.2
Cultural LA Studies*	LARC 3933	SU	3	3	13	2.6
Urban Form Studies*	LARC 4123	SU	3	3	13	2.6
The American Landscape	LARC 1003	FS	3	3	99	19.8
LA Design VI	LARC 3366	SS	6	12	4	0.04
LA Design VIII	LARC 5386	SS	6	12	4	1.6

*Co-Taught with Phoebe Lickwar

Judy Brittenum

Course Taught	Course Number	Term	Credit Hours	Contact Hours/Week	Number of Students	FTE Students
Planting Design I	LARC 3914	FS	4	8	4	1
LA Professional Practice	LARC 5613	SS	3	3	5	1

Angela Carpenter

Course Taught	Course Number	Term	Credit Hours	Contact Hours/Week	Number of Students	FTE Students
Design Communications I*	LARC 2113	FS	3	3	9	1.8

*Co-Taught with Carl Smith

Kimball Erdman

Course Taught	Course Number	Term	Credit Hours	Contact Hours/Week	Number of Students	FTE Students
LA Design III	LARC 2336	FS	6	12	10	4
History of LA I	LARC 3413	FS	3	3	13	2.6
Honors History of LA I	LARC 3413H	FS	3	3	1	0.2
History of LA II	LARC 4413	SS	3	3	7	1.4
Honors History of LA II	LARC 4413H	SS	3	3	1	0.2
Historic Land Preservation	LARC 5053	SS	3	3	6	1.2

Windy Gay

Course Taught	Course Number	Term	Credit Hours	Contact Hours/Week	Number of Students	FTE Students
LA Design I	LARC 1315	FS	5	12	3	1
LA Design II	LARC 1325	SS	5	12	3	1
Special Projects I	LARC 303V	SS	3	3	1	0.2

Ethel Goodstein

Course Taught	Course Number	Term	Credit Hours	Contact Hours/Week	Number of Students	FTE Students
Design Thinking II	ARCH 1222	SS	2	2	83	11.06

Phoebe Lickwar

Course Taught	Course Number	Term	Credit Hours	Contact Hours/Week	Number of Students	FTE Students
Cultural LA Studies*	LARC 3933	SU	3	3	13	2.6
Urban Form Studies*	LARC 4123	SU	3	3	13	2.6
LA Theory	LARC 4033	FS	3	3	9	1.8
LA Design IX	LARC 5396	FS	6	12	9	3.6
LA Design II	LARC 1325	SS	5	12	6	2
Design Communications II	LARC 2123	SS	3	3	7	1.4

*Co-Taught with Noah Billig

Russell Rudzinski

Course Taught	Course Number	Term	Credit Hours	Contact Hours/Week	Number of Students	FTE Students
Design Thinking I	ARCH 1212	FS	2	2	114	15.2

Carl Smith

Course Taught	Course Number	Term	Credit Hours	Contact Hours/Week	Number of Students	FTE Students
Honors Special Projects I	LARC 303VH	FS	3	3	1	0.2
LA Design V	LARC 3356	FS	6	12	4	1.6
LA Design VII	LARC 4376	FS	6	12	4	1.6
The American Landscape	LARC 1003	SS	3	3	100	20
Honors The American Landscape	LARC 1003H	SS	3	3	2	0.4
LA Design IV	LARC 2346	SS	6	12	8	3.2
Honors Special Projects I	LARC 303VH	SS	3	6	1	0.2

4. Visiting Lecturers/Critics

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

Name	Field/Specialty	Date(s)	Contribution
*Neil Denari	Architecture	2/1/2016	Public Lecture: "Disagree to Agree"
*Anne Marie Decker	Architecture	2/8/2016	Public Lecture: "Public Work: Architecture as Instrument"
*Dagur Eggertsson	Architecture	2/15/2016	Public Lecture: TBD
*Kenneth Frampton	Architecture	2/22/2016	Public Lecture: "Comparative Critical Analysis"
*Peter Raven	Botany Environmentalism	2/29/2016	Public Lecture: TBD
*Jeffrey Kipnis	Architectural Criticism & Theory	3/7/2016	Public Lecture: TBD
*Steve Henry	Interior Design	3/14/2016	Public Lecture: TBD
*Paul Haas	Conductor, Composer	3/18/2016	Public Lecture: "Dimensionalizing Space: Paul Haas, Sympho, and the Art of Inhabitation"
Maura Rockcastle	Landscape Architecture	3/30/2016	Public Lecture: TBD
*Kiku Obata	Interior Design	4/6/2016	Public Lecture: "Studio Work: Integrating the Design Disciplines"
*Mark Foster Gage	Architecture	4/11/2016	Public Lecture: "Recent Projects, Giant Lizards, Object Oriented Philosophy, Stupid Diagrams, Kitbashing, Mjolnir, Interactivity, Mario Bros, Styrofoam, Aesthetic Theory, Robot Legs, Transdisciplinarity and Laser Cats"
*Steven Holl	Architect, Watercolorist	4/22/2016	Public Lecture: TBD
*Kai Uwe Bergmann	Architecture, Planning	4/29/2016	Public Lecture: TBD
*Marlon Blackwell, FAIA	Architecture	8/30/2015	Public Lecture: "An Architecture of the Ozarks: The Works of Marlon Blackwell"
Helle S�holt, & John Bella	Urban Design	9/7/2015	Public Lecture: Garvan Distinguished Chairs Lecture
Helle S�holt, & John Bella	Urban Design	Fall 2015	Visiting Professors: Fifth Year Design Studio
*Einar Jarmund	Architecture	9/14/2015	Public Lecture: Recently completed architectural projects from the practice of Jarmund/Vigsn�s Architects
*Juhani Pallasmaa	Architecture	9/30/2015	Public Lecture: "The Role of Imagination in the Design Process"
*Judith Gura	Interior Design	10/5/2015	Public Lecture: "Preserving the Past, Allowing for Change: Landmark Buildings and Historic Interiors"

*Kevin Daly	Architecture	10/12/2015	Public Lecture: “City of Voids”
Gina Ford	Landscape Architecture	10/26/2015	Public Lecture: “Micro, Macro, Mega: Designing Landscapes of Urban Change”
*Will Bruder	Architecture	11/4/2015	Public Lecture: “Defining Place: Celebrating Context and Community”
*Rainer Mahlamäki	Architecture	11/9/2015	Public Lecture: “Thoughts in the Island”
*Timothy Hursley	Photography	11/16/2015	Public Lecture: “Tim Hursley: Architectural Photographer”
Robert T. Jackson Designer, EDSA, Inc.	Landscape Architecture	12/7/2015	Guest Critic: LARC 2336 Design III Studio; Trail of Tears Memorial Landscape, Fort Smith National Historic Site, Fort Smith, AR
Lisa Conard Frost, Superintendent, Fort Smith National Historic Site	Cultural Landscape Management	12/7/2015	Guest Critic: LARC 2336 Design III Studio; Trail of Tears Memorial Landscape, Fort Smith National Historic Site, Fort Smith, AR
Darin Huggins, Chief of Facilities and Grounds, Fort Smith National Historic Site	Cultural Landscape Management	12/7/2015	Guest Critic: LARC 2336 Design III Studio; Trail of Tears Memorial Landscape, Fort Smith National Historic Site, Fort Smith, AR
Kevin Eads, Superintendent, Pea Ridge National Military Park	Cultural Landscape Management	12/7/2015	Guest Critic: LARC 2336 Design III Studio; Trail of Tears Memorial Landscape, Fort Smith National Historic Site, Fort Smith, AR
Blake Belanger, Associate Professor, Kansas State University	Landscape Architecture	12/9/2015	Guest Critic: LARC 3356/4376 Design V/VII Vertical Studio; Developing a Vision of Sustainable Urbanism
Robert Sharp, Founder, Robert Sharp Architect Inc., Fayetteville, AR	Architect, Planner	12/9/2015	Guest Critic: LARC 3356/4376 Design V/VII Vertical Studio; Developing a Vision of Sustainable Urbanism
Lawrence Finn, Operating Partner, Mission Heights, Fayetteville, AR	Developer, Planner	12/9/2015	Guest Critic: LARC 3356/4376 Design V/VII Vertical Studio; Developing a Vision of Sustainable Urbanism
Donna Wonsower, Development Coordinator, East Mission Boulevard LLC, Fayetteville, AR	Landscape Architecture	12/9/2015	Guest Critic: LARC 3356/4376 Design V/VII Vertical Studio; Developing a Vision of Sustainable Urbanism
*Michael Murphy	Architecture	1/26/2015	Public Lecture: “Beyond the Building”
*Mark Lee	Architecture	2/2/2015	Public Lecture: “Architecture and the Ecology of Objects”
*Sarah Williams Goldhagen	Architecture critic and author	2/9/2015	Public Lecture: “How to Judge a Building: Critical Criteria”
*Mack Scogin & Merrill Elam	Architecture	2/23/2015	Public Lecture
*Suzan Tillotson	Interior Design	3/9/2015	Public Lecture: “Exploring the Creative Process through Lighting Design”

*Krista Ninivaggi	Interior Design	3/16/2015	Public Lecture: “20/20/Future/Focus”
*Peter Gluck	Architecture	3/30/2015	Public Lecture: “What’s Wrong with Us?”
Helle Søholt	Urban Design	4/8/2015	Public Lecture: “People First Design”
*Tod Williams & Billie Tsien	Architecture	4/13/2015	Public Lecture: John Williams Visiting Professor’s Lecture
Adam Greenspan	Landscape Architecture	4/15/2015	Public Lecture: PWP Landscape Architecture’s Current Projects
Ken McCown, Iowa State University	Landscape Architecture	5/1/2015	Guest Critic: Landscape Architecture Super Jury
David Watts, California Polytechnic, San Luis Obispo	Landscape Architecture	5/1/2015	Guest Critic: Landscape Architecture Super Jury
*Jennifer Steinkamp	Artist		Public Lecture
*Chris Downey	Architecture	9/8/2014	Public Lecture: “Outsights in Architecture: Design Across the Visual Divide”
*Andrew Freear	Architecture	9/22/2014	Public Lecture: “Rural Studio”
*Meredith Boswell	Production Designer	10/4/2014	Public Lecture: “Character of Place – Place as Character”
*Eric Cesal	Architecture	10/6/2014	Public Lecture: “Architecture and Universal Truth: Part One”
*Ignacio del Rio & Emmanuel Ramirez	Architecture	10/13/2014	Public Lecture: “MMX Studio”
Anne Whiston Spirn	Landscape Architecture, Planning	10/24/2014	Public Lecture: “The Eye is a Door: Landscape, Photography, and the Art of Discovery”
*Steven Ehrlich	Architecture	10/27/2014	Public Lecture: “The Evolution of Multicultural Modernism”
*Gwendolyn Wright	Design Historian	10/30/2014	Keynote Lecture for Southeast Society of Architectural Historians Conference, hosted by the Fay Jones School
*Thomas Phifer	Architecture	11/3/2014	Public Lecture: Current Work
*Janne Teravirta	Architecture	11/10/2014	2014 Dean’s Lecture in Nordic Architecture
*Hector Mendoza	Architecture	12/1/2014	Public Lecture: Competition Strategies, Developments and Projects of MX_SI
*Brad Cloepfil	Architecture	1/27/2014	Public Lecture: “Occupation”
*David Jameson	Architecture	2/3/2014	Public Lecture: “What’s Next?”
Susannah C. Drake	Landscape Architecture	2/10/2014	Public Lecture: “The 21 st Century City: Redefining Urbanism in the Era of Climate Change”

*Michael Rotondi	Architecture	2/24/2014	Public Lecture: "From the Center"
*Eddie Jones & Neal Jones	Architecture	3/17/2014	Public Lecture: "About Time: The Work of the Jones Studio"
*Verda Alexander	Interior Design	3/31/2014	Public Lecture: "The Invisible Workplace: Design for How We Work (and Think)"
*Jonathan Segal	Architecture	4/2/2014	Public Lecture: "Architect as Developer"
*Michael Maltzan	Architecture	4/16/2014	Public Lecture: "Recent Work"
*Tod Williams & Billie Tsien	Architecture	9/13/2013	Public Lecture: "A Building is a Verb"
Randolph Hester	Landscape Architecture	9/16/2013	Public Lecture: "Democracy in Landscape"
*Robert Somol	Architecture, Design Theory	9/23/2013	Public Lecture: "No Need for Architecture"
*Andrew Saunders	Architecture	9/30/2013	Public Lecture: "Architectural Transpositions"
Christy Summers	Landscape Architecture	10/2013	Guest Critic
Jessica Canfield	Landscape Architecture	10/2013	Guest Critic
*Rick Joy	Architecture	10/10/2013	Public Lecture: "Taking the Time"
*Harry Allen	Interior Design	10/14/2013	Public Lecture: "This is Not Utopia: The Work of Harry Allen"
*Brian MacKay- Lyons	Architecture	10/28/2013	Public Lecture: "Limited Place, Craft, and Community"
*Peter Eisenman	Architecture, Theory	11/4/2013	Public Lecture: "Palladio"
*Eric Höweler	Architecture	11/11/2013	Public Lecture: "My Studio Signal to Noise"
Stan Skalka	Landscape Architecture	12/13/2013	Guest Critic

5. INDIVIDUAL TEACHER'S RECORD

Name: **John Bela**

Rank: Garvan Distinguished Visiting Chair (Fall 2015)

Department or Unit If Not Part of the Program Under Review:

NA

EDUCATION

Institution	Number of Years Attended	Degree/Date Granted
University of California, Berkeley	3	MLA/2005
University of Massachusetts		
The School of the Art Institute of Chicago	2	

TEACHING EXPERIENCE (College Level)

Institution	Years Taught	Subjects
University of Arkansas	1 semester	Landscape Architecture Design IX
University of California, Berkeley	3 (non-consecutive)	Modeling & Analysis of Urban Form Fundamentals of Landscape Design Environmental Simulation
California College of Arts		

PRACTICE EXPERIENCE

Firm or Agency	Number of Years	Responsibilities
Gehl Architects	2	Urban Design, Landscape Architecture
Rebar Art & Design Studio	12	Co-Founder, Partner
CMG Landscape Architecture	4	Landscape Design
The Trust for Public Land	2	Development Associate

PROFESSIONAL REGISTRATION (Profession and states)

Registered Landscape Architect, California #5678

PROFESSIONAL & ACADEMIC ACTIVITIES (*past five years*)

Member, American Society of Landscape Architecture (ASLA)

PUBLICATIONS

Speaking Events

User Generated Urbanism and the Adaptive Metropolis. Opening remarks at the Adaptive Metropolis Symposium. UC Berkeley. 2013

Adaptive Metropolis. Lecture at the ASLA Northern California Chapter at the AIA SF. January 17, 2013
Art and Design in the Public Interest. Detour: Design Renegade Exhibition, Hong Kong. www.detour.hk. 12/3/2012

(R)evolutionary Parks, The Future of Open Space. Organized by the National Endowment for the Arts at the National Archives, Washington, DC. 1/11/2012

User Generated Urbanism and the Adaptive Metropolis. Sustainable City Conference. Chacao, Caracas, Venezuela, Nov. 23, 2011.

Generous Urbanism. Contemporary, Fun and Temporary. University of Copenhagen, Denmark, Oct. 11-16, 2010.
Technocratic City Planning versus User Generated Urbanism. Harvard University Graduate School of Design,
Ecological Urbanism symposium, April 3-5, 2009

CONTRIBUTIONS

John is an urbanist and public space designer. He combines a background in art, science and environmental design to create vibrant, dynamic, and resilient urban human habitats. A pioneer in user-generated urbanism, John has successfully completed many projects that involve radical new formulations of social space. John is a Senior Lecturer at the California College of Arts in San Francisco and a Distinguished Lecturer at UC Berkeley. He holds degrees in Landscape Architecture and Environmental Design, Biochemistry, and Sculpture.

Name: **Scott Biehle**

Rank: Clinical Assistant Professor

Department or Unit If Not Part of the Program Under Review:

Landscape Architecture and Interior Design

EDUCATION

Institution	Number of Years Attended	Degree/Date Granted
University of Texas at Austin	3	MLA/2007
St. Olaf College	4	BA/1988

TEACHING EXPERIENCE (College Level)

Institution	Years Taught	Subjects
University of Arkansas	4	Landscape Architecture Design I, Construction I, II, III, IV Interior Design Digital Media in Design I & II

PRACTICE EXPERIENCE

Firm or Agency	Number of Years	Responsibilities
Palo Verde Landscape Design Studio, Austin, TX	4	Principal
Site + City, Fayetteville, AR	4	Principal
Ten Eyck Landscape Architects, Austin, TX	2	Landscape Designer

PROFESSIONAL REGISTRATION (Profession and states)

Leadership in Energy & Environmental Design - Accredited Professional
Leadership in Energy & Environmental Design - Neighborhood Development

PROFESSIONAL & ACADEMIC ACTIVITIES

Member, American Society of Landscape Architects (ASLA)
Member, Arkansas Chapter of American Society of Landscape Architects

Honors and Awards

IDEC Award—East Austin Residential Renovation, in collaboration with Professor Carl Matthews
IDEC Award—Thaxton Road Farm, in collaboration with Professor Carl Matthews

PUBLICATIONS

Published Design Work

Commercial landscape for private hangar at Louise M. Thaden Airfield, Bentonville AR
Master plan for Louise M. Thaden Airfield, Bentonville AR
Private residential landscape, Bentonville AR
Private residential landscape, West Fork AR
Private residential landscape, Lowell AR
Private residential master plan, Farmington AR

CONTRIBUTIONS

My work in the profession has primarily been at the nexus of practice and academia, bringing practical knowledge and experience into the classroom while promoting a level of intellectual inquiry, study, and curiosity about landscape structures, systems, and construction techniques.

Name: **Noah Billig**

Rank: Assistant Professor

Department or Unit If Not Part of the Program Under Review:

NA

EDUCATION

Institution	Number of Years Attended	Degree/Date Granted
Clemson University	5	PhD/2011
University of Minnesota	3	MURP/2007
University of Minnesota	3	MLA/2006
University of Minnesota	4	BA/1999

TEACHING EXPERIENCE (College Level)

Institution	Years Taught	Subjects
University of Arkansas	4.5	American Landscape; Cultural Landscape Studies; Urban Form Studies; Landscape Architecture Design V, VIII; Land Use & Environmental Planning

PRACTICE EXPERIENCE

Firm or Agency	Number of Years	Responsibilities
Arzu Nuhoglu, Istanbul, Turkey	.8	Landscape design and planning
City of Chaska, MN	1.1	Planning intern

PROFESSIONAL REGISTRATION (Profession and states)

American Institute of Certified Planners (AICP)

PROFESSIONAL & ACADEMIC ACTIVITIES (*past five years*)

Member, American Planning Association (APA)
Member, American Society of Landscape Architects (ASLA)
Member, Environmental Design Research Association (EDRA)
Associate Member, International Network for Traditional Building, Architecture & Urbanism (INTBAU)
Member, Advisory Committee, International Urban Planning and Environment Association (IUPEA), 2009-present
Referee, Peer-reviewed Journal
Landscape Research Record, 2 x 2015;
Landscape Journal, 2 x 2015;
Journal of Urbanism, 2013
Referee, Book proposal, Routledge, 2015
Member, Conference Program Committee, Environmental Design Research Association (EDRA) annual conference, 2014-2015
Referee, Conference Full Paper:
Environmental Design Research Association (EDRA) annual conference, 2014, 2016
The Council of Educators in Landscape Architecture (CELA) conference, 2011, 2013
Referee, Conference Abstract
The Council of Educators in Landscape Architecture (CELA) conference, 2012-2016
Environmental Design Research Association (EDRA) annual conference, 2012-2016
Session Chair, Southeast Chapter of the Society of Architectural Historians (SESAH) conference, 2014
Director, Honors Program for the Fay Jones School of Architecture and Design, 2013-present

Co-chair/Co-advisor, Planning Minor, University of Arkansas, 2013-present
Chair, Fay Jones School of Architecture and Design Honors Committee, 2015-present
Advisor, Tau Sigma Delta student honors society, Fay Jones School of Architecture and Design, 2015-present
Member, School Design Awards Committee, Fay Jones School of Architecture and Design
Chair, Mission, Goals & Objectives Committee, Department of Landscape Architecture, 2011-2014
Faculty Co-Advisor, Student ASLA Chapter, 2012–2014
Faculty Reviewer, student journal "Inquiry: The Undergraduate Research Journal of the University of Arkansas," 2014, 2015

Invited Professional Presentations

Billig, Noah, Smith, Carl, and Erdman, Kimball. "Shaking hands with the landscape: a landscape architecture studio on Mt. Kessler." The Ozarks Society, Highlands Chapter. April 28, 2015. Fayetteville, AR.
Billig, Noah. "Informal Istanbul, Adaptive Arkansas." American Planning Association Arkansas Chapter, Semi-annual conference. April 3, 2014. Fayetteville, AR.
Billig, Noah. "Lessons in Innovation from Istanbul's Informal Settlements." Fay Jones School of Architecture 2011–2012 Lecture Series, University of Arkansas (including national and international outside lecturers). Fayetteville, AR.

Honors and Awards

Seniors of Significance Outstanding Faculty Mentor, Arkansas Alumni Association, University of Arkansas, 2015
Faculty Gold Medal, Office of Nationally Competitive Awards, University of Arkansas, 2014
Outstanding Mentor, Office of Nationally Competitive Awards, University of Arkansas, 2014
Outstanding Mentor, Office of Nationally Competitive Awards, University of Arkansas, 2013
Verna C. Garvan Chair in Landscape Architecture, University of Arkansas, 2011-2013

External Grants

\$6500 - Principle Investigator; Study abroad grant, 2015. Turkish Coalition of America grant to fund students study abroad in Turkey
\$3000 - Co-PI with Carl Smith; Research grant, 2014. Grant to fund survey analysis for study: "Preferences in Northwest Arkansas with regard to private amenity versus the community benefits of compact development." Funding from Northwest Arkansas Council
\$750 - Student Undergraduate Research Fellowship (SURF), 2013. Arkansas Department of Higher Education; in conjunction with research advising

Internal Grants

\$1000 - Mentor Research Grant, 2014. University of Arkansas Honors College; in recognition of honors thesis advising
\$1000 - Mentor Research Grant, 2013. University of Arkansas Honors College; in recognition of honors thesis advising
\$250 - Honors College Funding, 2013. University of Arkansas; in recognition of honors thesis advising

PUBLICATIONS

Authored Publications

*Smith, Carl and Billig, Noah. 2012. "Public Perceptions of Compact Suburbia in Progressive, Burgeoning Communities." *Journal of Urban Design*, 17(3), 313-335.
*Billig, Noah. 2014. "Everyday life and sharing of open space in Istanbul's informal settlements." In *Public Space and the challenges of Urban Transformation in Europe*, edited by Ali Madanipour, Sabine Knierbein and Aglaee Degros. London; New York: Routledge.
Hunter, Mary Carol, Dvorak, Bruce and Billig, Noah. 2011. 2010 Joint Meeting of International Study Group for the Multiple Use of Land (ISOMUL) and the Council of Educators in Landscape Architecture (CELA) (review). *Landscape Journal*, 30-1.
Billig, Noah. 2011. *Infrastruktururbanismus Symposium*, Technische Universität München (review). *Landscape Journal*, 30-1.

Conference presentations and abstract publications in proceedings

- *Billig, Noah. "Environmental legacies and social-spatial adaptations of a Marshallese diaspora." The Council of Educators in Landscape Architecture — annual conference. Manhattan, KS. March 24-28, 2015.
- *Billig, Noah. "A landscape architecture studio experience in advocacy design." Environmental Design Research Association (EDRA) — annual conference (#45). New Orleans, LA. May 28–31, 2014.
- *Billig, Noah. "Measuring degrees of life in the landscape." The Council of Educators in Landscape Architecture — annual conference. Baltimore, MD, March 27–30, 2014.
- *Erdman, Kimball and Billig, Noah. "Running as a means for deep place readings." The Council of Educators in Landscape Architecture — annual conference. Baltimore, MD, March 27–30, 2014.
- *Billig, Noah. "Degrees of life and complexity in Istanbul informal settlements." The Council of Educators in Landscape Architecture — annual conference. University of Texas, Austin. March 27–30, 2013.
- *Billig, Noah and Erdman, Kimball. "Reading place through reconnaissance running." The Council of Educators in Landscape Architecture — annual conference. University of Texas, Austin. March 27–30, 2013.
- *Billig, Noah. "Spaces of community and contested land tenure in an Istanbul informal settlement." As part of panel session: Comparative dimensions of informal housing: Approaches to understanding and upgrading informal settlements. The Association of Collegiate Schools of Planning (ACSP) 53rd annual conference. University of Cincinnati. Nov. 1–4, 2012.
- *Billig, Noah. "A Human-centered, Emergent Development Model." Environmental Design Research Association (EDRA) — annual conference (#43). Seattle, WA. May 30–June 2, 2012.
- *Billig, Noah. "Writing a pattern language from Istanbul's informal settlements." The Council of Educators in Landscape Architecture - annual conference. University of Illinois. Urbana, IL. March 28–31, 2012.

CONTRIBUTIONS

Dr. Billig has led and created design studios in the University of Arkansas's accredited Landscape Architecture program. This includes work at a variety of scales, from small-scale site interventions to regional design and planning. His teaching, service, and research have included engaging with multi-disciplinary teams, including, inter alia, planners, architects, sociologists, biologists and artists. In 2012 he created a (now required) studio focused on applying GIS to urban and regional landscape design and planning. Noah has led the Department of Landscape Architecture's expansion into planning related courses. As part of this he helped create, in collaboration with the Department of Political Science, a new Planning Minor offered jointly between the departments. This includes creating new courses contributing to the Planning Minor and BLA curriculum, including a Public Participation in Design and Planning seminar; a Land Use and Environmental Planning seminar and studio (the studio is required for the BLA); a Theory seminar (required for the BLA); and a course titled Incremental Sprawl Repair (yet to be taught). Along with these courses, Noah has taught Design Communications I & II, Construction II, Design Studio V (which focuses on environmental behavior theories and public participation), and study abroad to Turkey.

Dr. Billig's experiences in advising include honors advising; directing the honors program for the School of Architecture; funding and research opportunities through advising; awards recognizing his advising of landscape architecture students; creation of new courses that attract an interdisciplinary student base to landscape architecture; and co-creating, co-chairing and co-advising a Planning Minor. He has been active in advising honors thesis students; has mentored three students to publication in *Inquiry*, the University of Arkansas undergraduate research journal, and has advised a student's work for a conference poster presented at the Environmental Design Research Association's annual conference in 2013. Also, he was the teacher of record and advisor for a student's service-learning abroad to Hope North, Uganda and Barefoot College, India in 2014, as well as another student's service learning abroad to Malawi in 2015. These were 10-12 week service-learning study abroad pilot programs by the University of Arkansas Honors College—the former a collaboration with the Clinton School of Public Service (Little Rock), the latter a collaboration with Peacework, a non-profit engaged in sustainable community and landscape development throughout the world.

Dr. Billig has generated peer-reviewed scholarly work that contributes to the development of new principles and/or practices for the design of resilient social and urban landscapes. This includes work published jointly with his colleague Dr. Carl Smith. This work is interested in people's preferences, perceptions and accepted open space trade-offs with environmental amenities and sustainable land use patterns. They are currently analyzing these

issues in a large survey of Northwest Arkansas residents. Dr. Billig also has a body of individually authored research. His research on Istanbul's informal settlements includes analyses of how these settlements contribute to a modern typology in generative urban design theory, as well as explorations of how the processes and patterns found in these settlements can provide lessons for landscape architects and planners.

Name: **Mark Boyer**

Rank: Professor (Retired, May 2015)

Department or Unit If Not Part of the Program Under Review:

NA

EDUCATION

Institution	Number of Years Attended	Degree/Date Granted
Louisiana State University	2	MLA/1996
University of Kentucky	6	BSLA/1992

TEACHING EXPERIENCE (College Level)

Institution	Years Taught	Subjects
Louisiana State University	1	Design; Construction Structures
University of Arkansas	17	Design; Construction; Sustainable Stormwater
Louisiana State University	1	Construction Grading

PRACTICE EXPERIENCE

Firm or Agency	Number of Years	Responsibilities
Patrick Moore Landscape Architects	2	Site design; Construction Observation; Bid Documents

PROFESSIONAL REGISTRATION (Profession and states)

Professional Landscape Architect, Arkansas, #5036

Professional Landscape Architect, Louisiana, #B-385

PROFESSIONAL & ACADEMIC ACTIVITIES (past five years)

Co-director, Cordes Teaching and Faculty Support Center, University of Arkansas, 2014-2015

2nd Vice President, Council of Educators of Landscape Architecture, 2012-2014

Member, ASLA Committee on Education, 2012-2014

Fellow, University of Arkansas Teaching Academy, 2008-2015

Fellow, Southeast Conference Academic Consortium Academic Leadership Development Program, 2011-2012

Member, CLARB LARE Cut Score Committee, 2012

PUBLICATIONS

Authored Publications

*D.C. Toland, M.E. Boyer, G.V. McDonald, C.P. West & B.E. Haggard. 2014. Plants Influenced by Growing Media and Compost Addition on Mock Green Roofs within the Ozark Highlands. *Journal of Green Building*. V9 N1.

*D.C. Toland, M.E. Boyer, B.E. Haggard. 2012. Stormwater Nutrient Loss From Green Roofs With Added Compost Greatest In First Several Months, Remains Elevated for Phosphorus. *Water Research*. In review.

*Toland, D.C., B.E. Haggard and M.E. Boyer. 2012. Evaluation of Nutrient Concentrations in Runoff Water from Green Roofs, Conventional Roofs and Urban Streams. *Transactions of the American Society of Agricultural and Biological Engineers*. Vol. 55(1): 99-106.

*Toland, D.C., West, C.P., and Boyer, M.E. 2012. Media composition influences green roof plant viability in the Ozark Highlands. *Journal of Green Building*. V7 N4.

*Smith, C. and Boyer, M. 2012. "Adapted Verbal Feedback, Instructor Interaction and Student Emotions in the Landscape Architecture Studio." *International Journal of Art & Design Education*. In press.

*Smith, C. and Boyer, M. 2012. "Adapted Verbal Feedback, Instructor Interaction and Student Emotions in the Landscape Architecture Studio." *Council of Educators in Landscape Architecture Annual Conference Proceedings*. March.

CONTRIBUTIONS

My research on low impact development technologies has provided the evidence necessary for the City of Fayetteville's new stormwater policy and development of a Low Impact Development Manual; I served on the LID manual review committee. Several other communities in the region are eagerly awaiting the LID Manual for potential adoption. I have presented research on wetlands, bioretention, green roofs, low impact development technologies, and sustainable stormwater management at five national and international professional conferences and meetings. In addition, I have lectured at more than 13 state, regional, and community organizations, expanding the public's awareness of our profession's impact.

I have worked for 15 years with the University's Extension Agency's advisory committee developing and delivering in-depth workshops for hundreds of architects, engineers, and landscape architects who are receiving advanced training on multiple aspects of innovative practice. I was invited to deliver an opening session talk and presentation on sustainable stormwater systems at two major EPA regional conferences. I authored and delivered an eight-hour Master Gardener Advanced Training course on rain garden design. I developed and delivered a four-hour professional education workshop for architects, engineers, landscape architects, and horticulturists on bioswale and bioretention design in the Northwest Arkansas Regional Urban Stormwater Education Program. I am in process of developing a series of continuing education courses on sustainable site furnishings and materials for Victor Stanley, Inc. In addition, my research, presentations and publications, and demonstration projects have prompted the University of Arkansas to build green roofs into newly constructed buildings and adopt LEED certification standards for all new buildings and several green roofs to be constructed in northwest Arkansas.

I regularly collaborate with engineers and horticultural researchers on funded scientific research on green roof technologies. I have reviewed presentation abstracts and papers for CELA and ECLAS conferences, a book manuscript for John Wiley & Sons, a book proposal for Fairchild Books, and journal articles for *HortScience*, *Journal of Green Building*, and *Water*. I have been sought out to review competitive grant proposals for the National Institutes for Water Resources, Water Resources Research, and the National Science Foundation totaling over \$2.1 million.

I have demonstrated strong advocacy for first-generation, female, non-traditional, and minority representation in the University of Arkansas program. Female and minority enrollment in the program has increased by 37% and 10.9% respectively in my seven years as department head. Through grant funding, I developed a free multi-disciplinary summer design camp for 30 ninth-grade Latina girls. This year, the camp was offered in three locations in Arkansas for nearly 100 underprivileged and under-represented students who are interested in the design professions. I have provided multiple landscape architecture recruitment presentations to high school students in the summer *Knowledge is Power Program* (KIPP) and the Math and Science group of the *Upward Bound Program* at the University of Arkansas, and also authored a grant proposal for a free, multi-disciplinary summer design camp for minority students in the Arkansas Delta region.

Name: **Judy Byrd Brittenum** Rank: Associate Professor

Department or Unit If Not Part of the Program Under Review:

NA

EDUCATION

Institution	Number of Years Attended	Degree/Date Granted
Louisiana State University	3.5	MLA/1986
University of Arkansas	4	BSEd/1967

TEACHING EXPERIENCE (College Level)

Institution	Years Taught	Subjects
University of Arkansas	27	Professional Practice, Planting Design Landscape Architecture Design IV Landscape Architecture Senior Studio

PRACTICE EXPERIENCE

Firm or Agency	Number of Years	Responsibilities
Freelance, Fayetteville, AR	15	Landscape design and planning
Bob Callans & Associates, AR	11	Landscape architect
Matthews Properties, N. Little Rock, AR	1.5	Director of Landscape Operations/ Landscape Architect
Audubon Landscapes, Baton Rouge, LA	6	Principal

PROFESSIONAL REGISTRATION (Profession and states)

Professional Landscape Architect, Arkansas, #4961

PROFESSIONAL & ACADEMIC ACTIVITIES (*past five years*)

Member, American Society of Landscape Architects (ASLA) 2010-2016
Vice President of Communication; ASLA
Member, ASLA Council of Fellows 2001-2016 (past 6 years)
Secretary, ASLA Council of Fellows 2013-2015
Member, Board of Trustees, Washington County Historical Society, 2010-2016
Invited Advisor, Methodist Conference, AR, 2013-15
Peer Reviewer, Tenure and Promotion:
University of Georgia, 2013, 2014 Auburn University, 2013; Clemson University, 2012
Jury Panelist, Fellowship Candidates, University of Arkansas Honors College, 2014-2015
Peer Reviewer, CELA Annual Conference submissions and publications, 2013-2015
Selection Committee, FASLA scholarships, 2014, 2015
Selection Committee, International Applicants, ASLA Fellow, 2014-2015
Advisor, Wesley Foundation, University of Arkansas, 2014-2016
Member, Appeals and Appellate Board, University of Arkansas, 2011-2014, 2015 to date
Member, Academic Standards Committee, University of Arkansas, 2013-2015
Member, Program Review Committee, University of Arkansas Faculty Senate, 2012-2014
Member, Lecture Committee, Fay Jones School of Architecture + Design, 2007-present
Faculty advisor, ASLA Student Chapter, 2010-2016
Member, Advisory Board, Garvan Woodland Gardens, 1993-present
Member, Design Review Board, Garvan Woodland Gardens, 2010-2016
Honorary Chair, Verna Cook Garvan Society, 2015

Honors and Awards

Westbrook Award for Historical Research, Arkansas Historical Association, 2010
Faculty Mentor Award, University of Arkansas Honors College, 2011, 2012, 2014

PUBLICATIONS

Authored Publications

- Brittenuum, Judy, "The Current State of Teaching about Plants in Landscape Architecture Education and Its Relevance to the Needs of Today's Practice," 2013-2014. Pilot Study, Summer 2012
- Brittenuum, Judy, Council of Educators in Landscape Architecture: 2013 Paper: "Say It Isn't So: Clarifying the Role of Plant Knowledge and Usage in Landscape Architecture Education"
- Brittenuum, Judy, "The Three P's: Plants, Planting Design and the Professional," *Presentation*, Council of Educators in Landscape Architecture, Baltimore MD, 2014
- Brittenuum, Judy, "The Three P's: Plants, Planting Design and the Professional," *Published in Digital Proceedings*, Council of Educators in Landscape Architecture, Baltimore MD, 2014
- Brittenuum, Judy, "The Three P's: Plants, Planting Design and the Professional", *CELA Research Journal*, | Spring 2015
- Brittenuum, Judy, "What War Has Joined Together: Samuel Fordyce's Union Army Experience and Its Influence on Hot Springs, Arkansas," Arkansas Historical Association, 2011 Annual Meeting, Little Rock AR
- Brittenuum, Judy, "What War Has Joined Together: Samuel W. Fordyce's War Experiences Influence the Establishment of the Hot Springs Army and Navy Hospital," Council of Educators in Landscape Architecture, University of Illinois, 2012
- Brittenuum, Judy, "What War Has Joined Together: Samuel W. Fordyce's War Experiences Influence the Establishment of the Hot Springs Army and Navy Hospital," *The Record*, Garland County Historical Association, Hot Springs, AR, 2013
- Brittenuum, Judy, "Verna Cook Garvan: Time in a Garden," *Arkansas Historical Quarterly*, Vol LXX, No 1, Spring, 2011. Arkansas Historical Association, Little Rock, AR (Winner of the Lucille Westbrook Award)
- Brittenuum, Judy, "A Place Apart: A Pictorial History of Hot Springs AR," Ray Hanley, Arkansas Historical Quarterly, Invited Book Review, University of Arkansas Press, 2011
- Brittenuum, Judy, and Terry, Laura, "The Value of Mentorship: Establishing Successful Design School Leadership and Culture," Council of Educators in Landscape Architecture, Maastricht, The Netherlands, May, 2010

CONTRIBUTIONS

My most recent professional focus, both research and classroom expertise, has been parlayed into national scholarly work. Other ongoing research has produced original findings about the national landscape and the department's botanical holding, Garvan Woodland Gardens, in Hot Springs, Arkansas. During the past six years, I have been part of the national ASLA decision-making body through membership in three professional practice networks: Historic Preservation, Planting Design, and Professional Practice. Expansion of this contribution is expressed below.

First, a collaborative study through ASLA's Professional Practice Committee (Academic Sub-Committee) for all instructors of professional practice courses, covered over three years. All instructors of both graduate and undergraduate accredited schools of landscape architecture were invited to participate in the following data collection: syllabi deposit, bibliography list, and topic solicitation. Upon compilation of syllabi received, bibliographies supplied and course topics covered, all were placed on the ASLA national website for retrieval by interested parties and instructors. The topic information was organized and listed according to importance, to preponderance of occurrence, and by school. I was the committee member who compiled the data and presented the findings at a national conference.

Second, during my off-campus duty in Fall 2013, my research was configured for and affected planting design courses. These initial findings were reported and published through CELA. Additionally, I will be presenting the second part of the initial study at ASLA's Central States Regional Convention in April 2016. The findings reveal the need for more emphasis on plant identification and planting design studios in all landscape architecture education.

Third, since my major academic research focus has taken me to the national landscape at Hot Springs National Park, Arkansas for over 20 years, I have also been active in both the physical and economic development at Garvan Woodland Gardens. As liaison to Mrs. Verna Cook Garvan, benefactress to the Department of Landscape Architecture, I have written/published many things about the garden's inception, including one article published in the Arkansas Historical Association Quarterly ("Time in a Garden: Verna Cook Garvan"), which won the Westbrook Award and Prize. As part of the garden's Architectural Design Review Committee, nothing was built in the garden since its bequest unless our committee reviewed and shepherded its building. It was our hand that shaped the garden into what it has become today, one of America's Premier Botanical Gardens with a ranked Japanese Garden within. Along with the Department Head, I was the only landscape architecture faculty member on that board. Most recently, the Verna Garvan Society—a development strategy for increasing the original Garvan endowment—named me the group's honorary chairperson.

Finally, my close association with the governing body of national ASLA has been most meaningful to the School and the state. Through the Board of Trustees I was elected Vice-President of Communication and the Council of Fellows (the only woman from Arkansas who has become Fellow). Most recently, I was elected as one of two officers in the Council, serving from 2013-2015. It is important for a small chapter to be active in the national professional organization and I am privileged to serve the school and state in this manner.

Name: **Travis Brooks**

Rank: Adjunct/Visiting Instructor/Garvan Chair

Department or Unit If Not Part of the Program Under Review:

NA

EDUCATION

Institution	Number of Years Attended	Degree/Date Granted
Oklahoma State University	4	
University of Arkansas	2	BLA/1991

TEACHING EXPERIENCE (College Level)

Institution	Years Taught	Subjects
University of Arkansas	15	Landscape Architecture Design I-II; Design Communications; Planting Design; Construction

PRACTICE EXPERIENCE

Firm or Agency	Number of Years	Responsibilities
BROOKS Landscape Architecture	17	Owner

PROFESSIONAL REGISTRATION (Profession and states)

Professional Landscape Architect, Arkansas, #5011

PROFESSIONAL & ACADEMIC ACTIVITIES (*past five years*)

Trustee, ASLA Arkansas, 2009-present
Visiting Evaluator, Landscape Architecture Accreditation Board, 2012-present
Member, ASLA Board Performance Task Force, 2013-present
Member, ASLA Audit Committee, 2012-2015
Member, ASLA Public Relations Committee, 2011-2012, 2015-present
Member, ASLA Government Affairs Committee, 2010-2012

CONTRIBUTIONS

Name: **Angela Carpenter** Rank: Adjunct Professor

Department or Unit If Not Part of the Program Under Review:

EDUCATION

Institution	Number of Years Attended	Degree/Date Granted
Cranbrook Academy of Art	2	MArch/2012
University of Arkansas	6	BArch/2006

TEACHING EXPERIENCE (College Level)

Institution	Years Taught	Subjects
Fay Jones School of Architecture	3	Architecture Design 5, 6 Architecture Advanced Studies Landscape Architecture Design Communications I

PRACTICE EXPERIENCE

Firm or Agency	Number of Years	Responsibilities
Marlon Blackwell Architects	1.5	Architectural Intern Model building; presentation drawings
Selser Schaefer Architects	2.5	Architectural Intern Design through construction

PROFESSIONAL REGISTRATION (Profession and states)

NA

PROFESSIONAL & ACADEMIC ACTIVITIES

Member, Fay Jones School of Architecture and Design Technology Committee, 2014
Member, Fay Jones School of Architecture and Design Exhibition Committee, 2013-2014 |
Member, Fay Jones School of Architecture and Design Student Recruitment Committee, 2012-2014
Ozark Literacy Counsel, Annual fundraiser for literacy, Little Free Library, Fayetteville Arkansas, 2014-2015

Honors and Awards

Merit Scholarship, Cranbrook Academy of Art Department of Architecture, 2011

PUBLICATIONS

Published Design Work

2015 | American Cinematographer
Kodak IN Camera, "Dim the Lights," Filmmakers Interview. Print
Co-Producer and Photography Credit
2013 | Divisare by Europaconcorsi
Camposaz "Urban Living Room," Europaconcorsi. September 24, 2013

Exhibitions

2015 | Art vs. Nature Film Festival
Crystal Bridges, "Dim the Lights," Experimental Short Film (14min)

CONTRIBUTIONS

It is important for students to know how to clearly represent their design ideas. Working alongside Professor Carl Smith in Design Communications I, students were challenged to experiment with graphical techniques to support the development of their ideas. The approach to the class was hybrid between the hand and digital. This process helped students to learn when specific tools were most needed and how to quickly make decisions for presenting their work. This class was very successful in preparing students for excelling their presentation skills not only in school, but in future working environments.

Name: **John Crone**

Rank: Professor (Retired, May 2013)

Department or Unit If Not Part of the Program Under Review:

NA

EDUCATION

Institution	Number of Years Attended	Degree/Date Granted
University of Pennsylvania	2	MRP/1976
University of Georgia	5	BLA/1968

TEACHING EXPERIENCE (College Level)

Institution	Years Taught	Subjects
University of Arkansas	30	All except Professional Practice
Lincoln College, Christchurch, NZ	2	Landscape Design & Ecology

PRACTICE EXPERIENCE

Firm or Agency	Number of Years	Responsibilities
Bodfan Gruffydd, London, England	2	Design and presentation
Georgia Dept. of Natural Resources	Summer	Public design guidelines
Gerald F. Kessler & Associates, Denver	2	Draft housing development plans

PROFESSIONAL REGISTRATION (Profession and states)

Professional Landscape Architect, Arkansas, #102

CONTRIBUTIONS

Prior to retirement, research focused on two major areas of ongoing interest and funding. The first area focused on a reintegration of agriculture into planning and design of communities, urban areas, and housing developments. Ongoing research into Depression era community design efforts of F.D. Roosevelt's administration were compared with ongoing evaluation of contemporary projects that reintegrated agriculture into the landscape such as Prairie Crossing, in Illinois.

The second area of research was made possible by several grants garnered with the support of the College of Engineering with a focus on transportation planning. More specifically, the research focused on the use of roundabouts in various settings and policy issues as part of pedestrian and bicycle transportation systems.

Both efforts reflected an interest in multi-disciplinary education. Results were published online as part of the Mack Blackwell Transportation Planning system under the Department of Civil Engineering at the University of Arkansas.

Name: **Kimball Erdman** Rank: Associate Professor

Department or Unit If Not Part of the Program Under Review:

NA

EDUCATION

Institution	Number of Years Attended	Degree/Date Granted
University of Oregon	2	MLA/1999
Utah State University	3	BLA/1997

TEACHING EXPERIENCE (College Level)

Institution	Years Taught	Subjects
University of Arkansas	7	Landscape Architecture Design III, IX; History of Landscape Architecture I, II; Historic Landscape Preservation; Study Abroad; Study Abroad; Construction II; Design Communications

PRACTICE EXPERIENCE

Firm or Agency	Number of Years	Responsibilities
Heritage Landscapes, Charlotte, VT	5	Project Manager
SE Group, Burlington, VT	5	Landscape Architect

PROFESSIONAL REGISTRATION (Profession and states)

Professional Landscape Architect, Arkansas, #4862

PROFESSIONAL & ACADEMIC ACTIVITIES (past five years)

Member, Board of Directors, Conference Papers Committee, Alliance for Historic Landscape Preservation, 2015-present

Peer Reviewer, Landscape Journal (1 article), 2015

Member, Southeast Chapter Society of Architectural Historians 2014 Conference Committee, 2013-2014

Member, English as a Second Language Committee, University of Arkansas, 2014-2017

Member, Academic Advising Council, University of Arkansas, 2011-2014

Member, Fay Jones School of Architecture Dean Search Committee, 2013-2014

Peer Reviewer, Council of Educators in Landscape Architecture Review Committee, History, Theory & Culture Track for the CELA conferences (13 abstracts and 5 full papers), 2010-2013

Honors and Awards

ASLA Merit Award, Analysis and Planning Category, Arkansas Chapter, for student Hannah Moll: "Mt. Kessler – Shaking Hands with the Landscape," completed Fall 2014, Noah Billig, Kimball Erdman, and Carl Smith, instructors, 2015

Oakley Certificate of Merit Award, Association for Gravestone Studies: Rohwer Memorial Cemetery, Rohwer, Arkansas, 2013

2013 HALS Challenge: Documenting the Cultural Landscapes of Women, third place, National Park Service, for Erdman, Kimball and Benjamin Stinnett: *Gypsy Camp for Girls, Siloam Springs, Arkansas: Historic American Landscape Survey*, short format report, HALS AR-5, 2013

ASLA Merit Award, Analysis and Planning Category, Central States, for student Towle, Billy: "Corporate Campus Master Plan for the Walton Art Center at the Northwest Arkansas Community College Campus in Bentonville, Arkansas," completed Fall 2011, Kimball Erdman, instructor, and Mark Boyer, faculty advisor, 2013

Outstanding Service in Preservation Education, Historic Preservation Alliance of Arkansas, 2012
 Howell Vancuren Teaching Award, Department of Landscape Architecture, University of Arkansas, 2012
 2011 HALS Challenge: Celebrating Cultural Landscapes of Diversity, third place finish, National Park Service, for Erdman, Kimball: *Rohwer Relocation Center Memorial Cemetery, Rohwer, Arkansas: Historic American Landscape Survey*, short format report, AR-4, 2011
 ASLA Merit Award, Vermont Chapter: Joseph Smith Birthplace Memorial Cultural Landscape Report, Heritage Landscapes project manager, 2011
 Howell Vancuren Teaching Award, Department of Landscape Architecture, University of Arkansas, 2011
 Howell Vancuren Teaching Award, Department of Landscape Architecture, University of Arkansas, 2010

PUBLICATIONS

Grant-funded Projects

Cultural Resources Preservation and Protection Grant, National Center for Preservation Technology and Training, National Park Service, for "Hicks Site Digital Interpretation, Rush Historic District, Buffalo National River." Project Team Leader with Laura Miller, Project Director, \$30,000 (pending), 2015
 Japanese American Confinement Sites Grant, National Park Service, for "Rohwer Reconstructed II: Making Connections through Time and Space." Co-Principal Investigator with Dr. Frederick Limp, Project Director, \$254,606, 2015
 ANCRC Grant, Arkansas Natural and Cultural Resources Council, for "Hollywood Plantation - Taylor House." Historical Landscape Architect with Dr. Jack Lassiter, Project Director, \$186,500, 2014
 Japanese American Confinement Sites Grant, National Park Service, for "Rohwer Reconstructed: Interpreting Place through Experience." Co-Principal Investigator with Dr. Frederick Limp, Project Director, \$300,378, 2013
 Japanese American Confinement Sites Grant, National Park Service, for "Rohwer Relocation Camp Cemetery Preservation." National Park Service, Japanese American Confinement Sites Grant Program. Historical Landscape Architect with Dr. Johanna Lewis, Project Director, \$250,000, 2011

Reports

Gypsy Camp, Siloam Springs, Arkansas: Historic American Landscape Survey, short format, HALS AR-5. National Park Service, Washington, D.C. Project manager with student Benjamin Stinnett, 2013
 Rohwer Relocation Center Memorial Cemetery, Rohwer, Arkansas: Historic American Landscape Survey, standard format, HALS AR-4. National Park Service, Washington, D.C. Project manager with Dr. Robyn Dennis, Caitlin Stevens, and students of LARC 5053, 2012
Rohwer Relocation Center Memorial Cemetery, Rohwer, Arkansas: Historic American Landscape Survey, short format, HALS AR-4. National Park Service, Washington, D.C., 2011

Peer-Reviewed Conference Presentations

*Erdman, Kimball. "Reconstructing the Rohwer Relocation Center Landscape: 'A Cross between a Concentration Camp and a Museum Garden'." Southeast Chapter of the Society of Architectural Historians Annual Meeting. Fayetteville, Arkansas, October 31, 2014
 *Stinnett, Benjamin and Kimball Erdman. "Celebrating the Gypsy Spirit: Re-capturing the History and Mystique of a Treasured American Landscape Genre, the Girls' Summer Camp." Alliance for Historic Landscape Preservation Annual Meeting. Saint Paul Hotel, St. Paul, Minnesota, May 22, 2014
 *Erdman, Kimball and Noah Billig. "Running as a Means for Deep Place Readings." Council of Educators in Landscape Architecture Annual Conference. Sheraton Inner Harbor Hotel, Baltimore, Maryland, March 27.
 *Prange, Zach and Kimball Erdman. "Lawrence Halprin and the Modern Sublime." 2014 Arkansas College Art History Symposium. University of Central Arkansas, Conway, Arkansas, March 14, 2014
 *Erdman, Kimball. "The Rohwer Memorial Cemetery HALS: Utilizing Conventional and Cutting Edge Tools in the Classroom." Alliance for Historic Landscape Preservation Annual Meeting. Lynchburg, Virginia, March 22, 2013
 *Erdman, Kimball. "Rohwer Memorial Cemetery: A Story of Hope and a Desire for Permanence." Council of Educators in Landscape Architecture Annual Conference. Austin, Texas, March 29, 2013
 *Billig, Noah and Kimball Erdman. "Reading Place through Reconnaissance Running." Council of Educators in Landscape Architecture Annual Conference. Austin, Texas, March 29, 2013

- *Erdman, Kimball. "Looking for the Origins of Midwest Park Lagoons in Lakeside Park." Council of Educators in Landscape Architecture Annual Conference. University of Illinois, Champaign, Illinois, March 29, 2012
- *Linn, Derek and Kimball Erdman. "Beck Mill Cultural Landscape Masterplan." *From Country to City: Advocating for Historic Landscapes*. Alliance for Historic Landscape Preservation Annual Meeting. Sheraton Fort Worth Hotel and Spa, Fort Worth, Texas, April 7, 2011
- *Erdman, Kimball. "Garden Walls in China: Culturally Definitive or Commonplace?" Council of Educators in Landscape Architecture Annual Conference. Downtown Los Angeles Sheraton, Los Angeles, California, March 31, 2011

Exhibitions

Shaking Hands with the Landscape, sUgAR Gallery, Fayetteville, Arkansas and Anne Kittrell Art Gallery, University of Arkansas, Fayetteville, Arkansas. Exhibit of student work from Landscape Architecture Design III/V/VII: Vertical Studio; Noah Billig, Kimball Erdman, and Carl Smith, instructors, 2015

CONTRIBUTIONS

Erdman teaches a variety of courses for the department, but his specialties lie in the sub-disciplines of history and historic preservation. Historic landscape preservation was the focus of much of Erdman's professional work, and he has combined that interest with his teaching, research, and service responsibilities at the University through multiple grant-funded projects.

Name: **Melissa Evans**

Rank: Adjunct Professor

Department or Unit If Not Part of the Program Under Review:

NA

EDUCATION

Institution	Number of Years Attended	Degree/Date Granted
University of Arkansas	5	BLA/1992

TEACHING EXPERIENCE (College Level)

Institution	Years Taught	Subjects
University of Arkansas	1 semester	Landscape Architecture Construction II

PRACTICE EXPERIENCE

Firm or Agency	Number of Years	Responsibilities
EB Landworks, Inc.		Project Manager

PROFESSIONAL REGISTRATION (Profession and states)

Registered Landscape Architect: Arkansas, Missouri, Oklahoma
CLARB Certified

PROFESSIONAL & ACADEMIC ACTIVITIES (*past five years*)

Member, American Society of Landscape Architects (ASLA)
Chair, Public Awareness Committee, 2016

PUBLICATIONS

Representative Projects

Duncan Avenue Apartments, University of Arkansas
Linda Sue Shollmier Plaza, University of Arkansas
Innovation Center, University of Arkansas
Blair Library, Fayetteville, Arkansas
Alpha Omicron Pi Fraternity, University of Arkansas
Jean Tyson Child Development Study Center, University of Arkansas

CONTRIBUTIONS

Evans has worked primarily in the role of Planner, Designer, and Project Manager during her career. She has also been an adjunct instructor for the University of Arkansas Landscape Architecture Department. She has extensive experience with commercial site development, site planning, planting design, and landscape irrigation design. Her dedication and client service skills are impeccable.

Name: **Windy Gay**

Rank: Lecturer

Department or Unit If Not Part of the Program Under Review:

Interior Design

EDUCATION

Institution	Number of Years Attended	Degree/Date Granted
University of New Mexico	3.5	MLA/2013
Mills College	4	BA/2001

TEACHING EXPERIENCE (College Level)

Institution	Years Taught	Subjects
University of Arkansas	3	Landscape Architecture Design Comm I Interdisciplinary Design 1 Interdisciplinary Design 2 Interior Design - Design 7 Interior Design - Design 8

PRACTICE EXPERIENCE

Firm or Agency	Number of Years	Responsibilities
Site + City Landscape and Urban Design	2	Principal Designer

PROFESSIONAL REGISTRATION

NA

PROFESSIONAL & ACADEMIC ACTIVITIES

NA

PUBLICATIONS

NA

CONTRIBUTIONS

My professional career as a landscape architecture academic and practitioner began three years ago, during which time I have worked to develop a research agenda which centers around interdisciplinary and transdisciplinary design process, grounded in a new understanding of transdisciplinary spaces and experiences. This endeavor is strengthened by collaborations with Architecture and Interior Design faculty. Currently I am working with a member of the Architecture faculty on a paper that examines the spatial language of thresholds occurring between disciplines. The paper, along with another presentation and a film screening, will be presented at the 2016 CELA conference. Also in collaboration with Architecture faculty, I am working on a book proposal for which we received a grant in August 2015. The research explores the notion that new technologies in representation, specifically moving images, can be used to better articulate the multifaceted nature of truly interdisciplinary projects. Outside of my responsibilities as a lecturer within the Fay Jones School of Architecture and Design, I maintain, with a partner, an active local landscape design practice. As member of the NWA design community our practice seeks to remain involved in many design activities in the area including collaborations with Modus Studio as well as with Flintlock Lab and Park Architects.

Name: **Ethel Goodstein-Murphree** Rank: Professor
Associate Dean,
Interim Head – Landscape Architecture

Department or Unit If Not Part of the Program Under Review:

Fully appointed in Architecture, teaching courses also required by Landscape Architecture and Interior Design

EDUCATION

Institution	Number of Years Attended	Degree/Date Granted
University of Michigan	2	PhD/1992
Cornell University	2	MA/1979
City College, City University of New York	1	BArch/1975
City College, City University of New York	4	BS/Arch/1974

TEACHING EXPERIENCE (College Level)

Institution	Years Taught	Subjects
University of Arkansas	24	History and Theory of Made-Environment Architectural Design Studio Historic Preservation Theory and Design Research Methods for the Design Disciplines
University of Louisiana, Lafayette	10	History and Theory of Made-Environment Architectural Design Studio Historic Preservation Theory and Design History of Art

PRACTICE EXPERIENCE

Firm or Agency	Number of Years	Responsibilities
Studio m ² (alternative design practice)	12	Managing Partner
Arkansas Historic Preservation Program	3	Architectural Historian
AmMart Realty Corporation, Chicago, IL	1	Historic Preservation Consultant
Paul Properties, Great Neck, NY	3 (summers)	Architectural Intern
Paul Rudolph Associates	1 (part time)	Architectural Intern

PROFESSIONAL REGISTRATION (Profession and states)

Not applicable

PROFESSIONAL & ACADEMIC ACTIVITIES (*past five years*)

Professional Societies, Boards, and Public Service

Member, The American Institute of Architects (AIA Arkansas Board, Ex Officio, 2013-2014)
Member, Southeast Society of Architectural Historians (Board of Directors, 1992-1996; 2009-2011)
Member, City of Fayetteville Historic District Commission (2006-2016; Chair, 2006-2008)
Member, Historic Preservation Alliance of Arkansas (Board of Directors, 2006-2010;
Vice President for Programs, 2008-2010)
Member, Society of Architectural Historians
Member, College Art Association
Member, National Trust for Historic Preservation
Affiliate Member, American Society of Landscape Architects

Committee and Other Service, Outside of the Institution (past five years)

External reviewer for tenure and promotion:

Mississippi State University 2015
Florida Atlantic University, 2015
University of Houston, 2013
Texas A & M University, 2012
University of Washington, 2012

Visiting Team Member, National Architectural Accreditation Board:

California Baptist University, 2016
Dunwoody Institute of Technology, 2015
Notre Dame University School of Architecture, 2010

Program Chair, Southeast Chapter, Society of Architectural Historians. Annual Meeting, Fayetteville, Arkansas, October 2014

Humanities Scholar, Arkansas Humanities Council Research, 2010, 2011, 2013

Committee and Other Service, Within the Institution (past five years)

Campus Master Plan Design Review Board, 2013-2014; 2015-2016

Chancellor's Administrative Policy Counsel, 2013-2014

Academic Affairs Executive Group, 2013-2014

Academic Deans Group, 2013-2014

Academic Integrity Committee (of the Faculty Senate), 2012-present

University Course and Programs Committee, 2011- 2013; 2014-present

Study Abroad Advisory Committee, 2010-2013

Campus Research Deans Committee. 2010-present

Academic Integrity Ad Hoc Committee, 2010-2011

Academic Advisory Committee (Associate Dean Council), 2009-2013; 2014-present

University of Arkansas Teaching Academy, 1996-present

Honors and Awards (past five years)

Parker Westbrook Lifetime Achievement Award, Preserve Arkansas, 2015

Annual Award for Outstanding Faculty Member, Sponsored Student Programs, University of Arkansas Graduate School and International Education, 2015

Publication Award for "Outstanding Essay Published in Book Format," Southeast Society of Architectural Historians, 2013

Regional "Emmy" Awards (Mid-American Chapter of the National Academy of Television Arts and Sciences) for Best Cultural Documentary and Best Writing, for *Clean Lines and Open Spaces*, (AETN), 2012

Ned Shank Award for Outstanding Preservation Publication, Historic Preservation Alliance of Arkansas, 2011

PUBLICATIONS (selected, past five years)

Publications

*"The Common Place of the Common Carrier: The American Truck Stop." In *Visual Merchandising—The Image of Selling*, ed. Louisa Iarocci, (Ashgate Press, 2013)

*"Nature and Humanity in a Simple Shed, The Pinecote Pavilion." In *Shadow Patterns, Essays on Fay Jones*, eds. Jeff Shannon and Ethel Goodstein-Murphree (University of Arkansas Press. in press)

*"In Memoriam, Carlson Terrace, 1957-2007." *Preservation Education Research. Journal of the National Council on Preservation Education*. Vol 3 (2010): pp. 17-26.

*"Fay Jones." In *Grove Encyclopedia of American Art*, ed. Joan Marter. New York: Oxford University Press, 2011 and In *Grove Art Online*. *Oxford Art Online*, <http://www.oxfordartonline.com/subscriber/article/grove/art/T2090376>.

Scholarly Papers

"At Mid-Century-Modern Home in Arkansas," Annual Meeting of Southeast Society of Architectural Historians, Charleston, SC, October 2011*

Documentary Film

Clean Lines and Open Spaces, A View of Mid-Century Modern Architecture, documentary with Mark Wilcken, Producer and Co-Author, Arkansas Educational Television Network (AETN), 2011

Public Lectures

"Sex and the Celanese House," Crystal Bridges Museum of American Art, 2 October 2015

"Rock n' Roll, Poodle Skirts, and a White I-Beam: The Preservationist's Guide to Loving the 1950s and Its Architecture," Keynote, Annual Membership Meeting and Greater Little Rock Preservation Awards, Quapaw Quarter Association, Little Rock, Arkansas, 7 October 2014

"The Museum as House...or...the House at the Museum: Reflections on the Relationship between Museums and Domestic Space, In Honor of the Bachman Wilson House," Crystal Bridges Museum of American Art, 20 August 2014

"Bauhaus Architecture and Its Enduring Legacy," From Bauhaus to Our House Symposium, Arkansas Arts Center, Little Rock, Arkansas, 24 May 2013

"From One Mid Century to Another: What Makes Architecture Modern in Northwest Arkansas?" Historic Preservation Alliance of Arkansas 2012 Ramble, Fayetteville, Arkansas, 10 November 2012

"The Mid-Century Modern Arkansas Initiative," Commentary and outreach for *Clean Lines and Open Spaces, A View of Mid-Century Modern Architecture*, sponsored by Arkansas Educational Television Network, 4 October 2011, Little Rock, Arkansas; 9 October 2011, Fayetteville, Arkansas; and 23 October 2011, Fort Smith, Arkansas, and Annual Meeting of the Arkansas Chapter, American Institute of Architects, Little Rock, Arkansas, 23 October 2010

CONTRIBUTIONS

As an academic leader, Dr. Goodstein has a demonstrated record of commitment to and experience in support(ing) trans-disciplinary curricular innovation, creativity in research and practice, and student-centered initiatives in teaching and learning in the Fay Jones School and across the larger university community, and the constituencies they serve. As Associate Dean and Interim Dean, she has led strategic planning for the school, with sensitivity and profound appreciation for both the shared and discrete concerns of our programs in Landscape Architecture, Interior Design, and, her own discipline, Architecture, as well as those of the School's outreach divisions, the University of Arkansas Community Design Center and the Garvan Woodland Gardens, a botanical garden in Hot Springs, Arkansas. In addition to her current duties as Interim Head of Landscape Architecture, her portfolio of responsibilities as Associate Dean demands addressing issues pertinent to academic affairs, curriculum management, student services, and diversity initiatives.

A specialist in American architectural and cultural history, Dr. Goodstein has been engaged in architectural education and practice for more than four decades. A distinguished teacher and scholar as well as an experienced administrator, recognition of her teaching and scholarship includes membership in the University of Arkansas Teaching Academy; an American Institute of Architects Education Honor Award; the Louisiana Preservation Alliance Award for Excellence in Preservation Education; the Ned Shank Award for Outstanding Preservation Publication from the Historic Preservation Alliance of Arkansas; and the Tau Sigma Delta Honor Society Silver Medal. She has held leadership positions on the Board of Directors of the Association of Collegiate Schools of Architecture; the Southeast Society of Architectural Historians; the AIA/ACSA Research Council; and the Historic Preservation Alliance of Arkansas. Recently, Preserve Arkansas (formerly the Historic Preservation Alliance of Arkansas) honored her with its Parker Westbrook Award for lifetime achievement.

Currently, Dr. Goodstein's research focuses on mid-century modernism, the controversies surrounding its preservation, and the importance of placing woman in the mainstream of its chronicle. To the degree that her administrative duties allow, she is working of two long-term projects: a manuscript on the later works of Edward Durell Stone, with particular attention to his collaborations with landscape architects; and an evolving project on the intersections of architectural and apparel design as representation of mid-century cultural practices. She has a reputation as a fierce advocate for smart preservation that negotiates carefully between protecting the buildings and cultural landscapes of the past while stewarding best practices in contemporary design, as demonstrated in her advocacy of best practices of campus preservation, including the unsuccessful battle to save Edward Durell Stone's Carlson Terrace Married Student Housing.

Name: **Randolph Hester** Rank: Professor Emeritus

Department or Unit If Not Part of the Program Under Review:

NA

EDUCATION

Institution	Number of Years Attended	Degree/Date Granted
Harvard University	1	MLA/1969

TEACHING EXPERIENCE (College Level)

Institution	Years Taught	Subjects
Pennsylvania State University North Carolina State University University of California - Berkeley	40	Landscape Architecture

PRACTICE EXPERIENCE

Firm or Agency	Number of Years	Responsibilities
Community Development by Design	30	Partner

PROFESSIONAL REGISTRATION (Profession and states)

Registered Landscape Architect, North Carolina, #35

PROFESSIONAL & ACADEMIC ACTIVITIES

Honors and Awards

Kevin Lynch Award
Paul Davidoff Award
Multiple National ASLA Awards

PUBLICATIONS

Books

Design for Ecological Democracy, 2010
Democratic Design in the Pacific Rim, 1999
Meaning of Gardens (with Mark Francis), 1992
Community Design Primer, 1990
Planning Neighborhood Space with People, 1984
Community Goal Setting (with Frank Smith)
Neighborhood Space

Published Design Work

Dana Park, Chavis Heights, Manteo, Cambridge Parks, Los Angeles Parks, Big Wild, Taipei Parks, Spoonbill
Habitat Tainan, Chiali, Caste Rock

CONTRIBUTIONS

Name: **Robyn Lane**

Rank: Research Associate

Department or Unit If Not Part of the Program Under Review:

University of Arkansas Center for Advanced Spatial Technologies (CAST)

EDUCATION

Institution	Number of Years Attended	Degree/Date Granted
University of Arkansas	6	B. Landscape Architecture, 2000
University of Arkansas	4	M.A., Geography, 2005
University of Arkansas	7	Ph.D., Environmental Dynamics, 2011

TEACHING EXPERIENCE (College Level)

Institution	Years Taught	Subjects
Univ. of Arkansas	10	Human Geography; Historical GIS; Landscape Architecture Construction IV Architectural, Engineering and Historic Geomatics Recording, Analyzing, and Visualizing the Urban Setting
Northwest Arkansas Community College	1	Landscape Design

PRACTICE EXPERIENCE

Firm or Agency	Number of Years	Responsibilities
Freeland-Kauffman and Fredeen	7	Site design; grading, drainage, and stormwater management; utility design; project management
McClelland Consulting Engineers	2	

PROFESSIONAL REGISTRATION (Profession and states)

Registered Landscape Architect #4868, Arkansas (2002-2015)*

PROFESSIONAL & ACADEMIC ACTIVITIES

Co-PI on two grants totaling \$483,967 in sponsor requested funds and co-authored an NSF proposal which is pending announcement in Spring 2016

Awarded, PI: Jack Cothren; Co-PIs: Malcolm Williamson, Robyn Lane. *Geospatial and Visualization Support and Training for the EAST Initiative*. Total Award Request: \$176,113. Agency: EAST Initiative.

Awarded, P.: Fred Limp, Co-P.I.: Angie Payne, Robyn Lane, Kimball Erdman. *Rohwer Reconstructed II: Making Connections through Time and Space*. Total Award Request: \$307,854. Agency: National Park Service, Japanese American Confinement Sites Program (NPS JACS).

Pending, PI: Jack Cothren; Co-PIs: Robyn Lane, Fred Limp, Tamara Griffin, Deborah King. *Opening Pathways to Employment through Non-traditional Geospatial Applications in Technical Education*. Total Award Request: \$898,073. Agency: National Science Foundation

PUBLICATIONS

Authored Publications

- Lane, R. J. and J. S. Popp. Application of local statistics to willingness-to-pay models using geographically weighted logistic regression. Accepted with revisions by Applied Geography and currently under revision.
- Dennis, R.L., C. Crow, J. De Leon, and A. Naumann., 2012. Exploring Spatial Patterns and Distributions of Migrant Stations in Arizona's Sonoran Desert. Association of American Geographers Annual Meeting. New York, NY. February 24-28, 2012.
<http://meridian.aag.org/callforpapers/program/AbstractDetail.cfm?AbstractID=42282>
- Dennis, R. L. and J. Popp., 2011. *Estimating Mean Willingness to Pay for Resources with Geographically Weighted Regression*. Association of American Geographers Annual Meeting. Seattle, WA. April 12-16, 2011.
<http://meridian.aag.org/callforpapers/program/AbstractDetail.cfm?AbstractID=40019>
- Dennis, R.L. and J. Popp. 2010. *Willingness to Pay for Water Availability in Northwest Arkansas*. Agricultural and Applied Economics Association Annual Meeting. Denver, CO. July 2010.
<http://ageconsearch.umn.edu/handle/61580>
- Dennis, R.L. 2009. *Prosperity, Policy, and Perception: Economic, Environmental, and Social Drivers of Urban Water Resource Allocation*. Association of American Geographers Annual Meeting. Las Vegas, NV. March 2009. <http://meridian.aag.org/callforpapers/program/AbstractDetail.cfm?AbstractID=24847>
- Lane, R. J. 2007. *Spatial Analysis at the Parcel Scale: GIS in Land Development*. Association of American Geographers Annual Meeting. San Francisco, CA. April 2007.
<http://meridian.aag.org/callforpapers/program/AbstractDetail.cfm?AbstractID=10467>.
- De Leon, J.P., R. Dennis, A. Naumann, C. Crow, and M. Wells. 2011. *By the Time I get to Arivaca: A Phenomenological Approach to Modern Undocumented Migration in Southern Arizona*. 76th Annual Meeting of the Society for American Archaeology. Sacramento, CA. March 30 - April 3, 2011.
<http://www.saa.org/AbouttheSociety/AnnualMeeting/2011abstracts/tabid/1440/Default.aspx>
- Dennis, R.L. and J. Popp. 2010. *Water Use and Willingness-to-Pay in a Rapidly Urbanizing Region*. Association of American Geographers Annual Meeting. Washington, DC. April 2010.
<http://meridian.aag.org/callforpapers/program/AbstractDetail.cfm?AbstractID=32120>

CONTRIBUTIONS

Name: **Phoebe Lickwar** Rank: Assistant Professor

Department or Unit If Not Part of the Program Under Review:

NA

EDUCATION

Institution	Number of Years Attended	Degree/Date Granted
Rhode Island School of Design	3	MLA/2006
Harvard Graduate School of Education	1	MEd/1999
Harvard University	4	BA/1994

TEACHING EXPERIENCE (College Level)

Institution	Years Taught	Subjects
University of Arkansas	5	Urban Form Option Studio; Landscape Architecture Theory Cultural Landscape Architecture Studies; Urban Form Studies; Design Communications Landscape Architecture Design I, VI University Perspectives; Special Projects Fine Art Photography; Alternative Process
Art Institute of Boston/Lesley University	6	Photography; Book Arts
Maine Media College	1	Fine Art Photography

PRACTICE EXPERIENCE

Firm or Agency	Number of Years	Responsibilities
PWP Landscape Architecture	6	Design; Project Management

PROFESSIONAL REGISTRATION (Profession and states)

Professional Landscape Architect, Arkansas, #8666
Registered Landscape Architect, California, #5752

PROFESSIONAL & ACADEMIC ACTIVITIES (past five years)

Member, American Society of Landscape Architects (ASLA)
Member, Council of Educators in Landscape Architecture (CELA)
Chair, CELA Film Track, Abstract Reviewer, 2015-present
Reviewer, Journal of Landscape Architecture, Landscape Research Record, Routledge, 2013-present

Honors and Awards

Outstanding Mentor, University of Arkansas, 2015
Howell Vancuren Outstanding Teaching Award, University of Arkansas, 2014
Helen Hackney McColl Scholarship for academic achievement and promise in the field,
Rhode Island School of Design, 2005

PUBLICATIONS

Authored Publications

*Lickwar, Phoebe and Thomas Oles. "Why So Serious? On Pain, Pleasure, and Landscape Architecture." *LA+ Interdisciplinary Journal of Landscape Architecture* 02 (Fall 2015).

*Lickwar, Phoebe and Katya Crawford. "Looking Up, Looking Down." *Journal of Landscape Architecture: Jola* no. 3 (2014): 66-71.

*8th International Juried Plastic Camera Show, Rayko Gallery, San Francisco, March 1 – May 3, 2015

*The Traces Left Behind, Photoplace Gallery Middlebury VT, December 16, 2014 – January 9, 2015

*Grit: The Urban Landscape, Copley Society of Art, Boston, September 12 – November 1, 2014

*56th Annual Delta Exhibition, Arkansas Arts Center, Little Rock, June 27 – September 28, 2014

Published Design Work

National September 11 Memorial, New York (Project Manager)

Newport Beach Civic Center and Park, Newport Beach CA (Lead Associate)

Transbay Transit Center, San Francisco CA

Glenstone Museum, Potomac MD

Cleveland Clinic, Cleveland OH

Beijing Embassy, China

CONTRIBUTIONS

My current work focuses primarily on the integration of agricultural strategies for sustainable urban design, including the adoption of agriculture as a model for process based interventions that are cyclical and interdependent, and the implications of these emerging practices for the realization of sustainable agricultural systems. A secondary area of research is centered on design pedagogy, particularly the development of analytical and generative fieldwork methods. Over the past four years, I have developed publications and exhibitions that utilize photography and video as analytical tools for design research. The work bridges arts practice, design research, and design pedagogy. The capacity of these media to engage the mutability of landscape is unparalleled, but they are rarely used in a rigorous and considered manner. As we become ever more dependent upon technologies that allow us to gain knowledge from afar it is critical to also advance technologies and methods that permit us to develop knowledge through direct experience. My work has explored the vernacular landscape, both rural and urban, generating new understanding and demonstrating the value of photography for practitioners of design.

Name: **Allison Thurmond Quinlan** Rank: Adjunct/Visiting Professor

Department or Unit If Not Part of the Program Under Review:

NA

EDUCATION

Institution	Number of Years Attended	Degree/Date Granted
Virginia Polytechnic Institute	2	MLA
University of Oklahoma	5	BArch

TEACHING EXPERIENCE

Institution	Years Taught	Subjects
University of Arkansas	2	Urban Studio; Construction IV
University of Oklahoma	1	Design Studio I

PRACTICE EXPERIENCE

Firm or Agency	Number of Years	Responsibilities
gh2 Gralla Architects (Norman, OK)	2	International Equestrian Facilities Design
Ricondo & Associates (Alexandria, VA)	2	Airport Planning, Site Design
SK&I (Washington DC)	1	Construction Documentation, Detailing
Landscape Architecture Bureau	2	Project Management / SD / CDs / CA
UofA Community Design Center	1	Project Management, Studio Co-teaching
Arvest Bank (Fayetteville, AR)	2	Management of \$18m annual construction
Flintlock Architecture + Landscape		Principal

PROFESSIONAL REGISTRATION (Profession and states)

Professional Landscape Architect, Arkansas, #9052
Registered Architect, Commonwealth of Virginia, #0401015599
Registered Architect, Arkansas, #9034

PROFESSIONAL & ACADEMIC ACTIVITIES (*past five years*)

Conference Chair, ASLA Central States, 2015
Appointed Member, City of Fayetteville Construction Board of Adjustments, 2015
President Elect, American Society of Landscape Architects Arkansas Chapter, 2015
Member, Awards Jury, American Society of Landscape Architects Oklahoma Chapter, 2015
Treasurer, American Society of Landscape Architects, Arkansas Chapter, 2012-2015
Review Critic, Fay Jones School of Architecture + Design, 2012 – 2015
University of Arkansas Community Design Center, contributing Landscape Architect, Fayetteville 2030:
Food City Scenario

Honors and Awards

- 2015 American Society of Landscape Architects National Design Award, Honor Award in the Analysis and Planning Category (Fayetteville 2030: Food City Scenario)
- 2014 Award of Merit, 2014 Congress for New Urbanism Charter Awards, University of Arkansas Community Design Center, contributing Landscape Architect Fayetteville 2030: Food City Scenario
- 2014 American Architecture Award University of Arkansas Community Design Center, contributing Landscape Architect Fayetteville 2030: Food City Scenario
- 2014 American Society of Landscape Architects National Design Award, Honor Award in the Analysis and Planning Category, contributing Landscape Architect, The Creative Corridor: A Main Street Revitalization for Little Rock, AR

- 2014 Progressive Architecture Award, Honorable Mention, University of Arkansas Community Design Center, contributing Landscape Architect, Fayetteville 2030: Food City Scenario
- 2013 Grand Prize, 2013 Congress for New Urbanism Charter Awards, UACDC with the Fay Jones School of Architecture + Design. and Kigali Institute of Technology, Building Neighborhoods that Build Social and Economic Prosperity
- 2013 Merit Award Arkansas Chapter, American Society of Landscape Architects, UACDC with the Fay Jones School of Architecture + Design. and Kigali Institute of Technology, Building Neighborhoods that Build Social and Economic Prosperity
- 2012 ACSA Collaborative Practice Award, UACDC with the Fay Jones School of Architecture + Design. and Kigali Institute of Technology, Building Neighborhoods that Build Social and Economic Prosperity
- 2010 Certificate of Merit for Excellence in the Study of Landscape Architecture, American Society of Landscape Architects
- 2010 Stanley Abbot Award, Excellence in Master's Thesis in Landscape Architecture, Virginia Polytechnic Institute and State University
- 2009 American Society of Landscape Architects National Design Award, Honor Award in the General Design Category, Reconciling Purity and Nature, A Bathing Pool for Daingerfield Island

PUBLICATIONS

NA

CONTRIBUTIONS

I am primarily a practitioner of both architecture and landscape architecture, and have sought out a diverse practice experience ranging from mixed use urban high rise architecture to reclamation of abandoned post-industrial landscapes. I've implemented research in Low Impact Development, bioremediation, habitat creation plantings, and alternative storm water approaches in built and unbuilt projects. As an Executive Committee member of the Arkansas Chapter of the ASLA since 2012, I have been part of championing the profession within the state of Arkansas. As a Chapter, we have negotiated continuing education requirements, licensing concerns, and become the major provider of continuing education for landscape architects within the state of Arkansas.

Name: **Russell Rudzinski** Rank: Clinical Assistant Professor

Department or Unit If Not Part of the Program Under Review:

Architecture

EDUCATION

Institution	Number of Years Attended	Degree/Date Granted
Washington University, St. Louis	1	MArch/1997
Syracuse University	5	BArch/1992

TEACHING EXPERIENCE (College Level)

Institution	Years Taught	Subjects
University of Arkansas	15	Landscape Architecture Design I Design Thinking I
Kansas State University	2	Architectural Design Computing in Architecture
Washington University, St. Louis	1/2	Introduction to Graphics

PRACTICE EXPERIENCE

Firm or Agency	Number of Years	Responsibilities
Architects 226, Inc.	10	Partner, Head Designer
Lawrence Group	1	Project Manager
Voelker-Winn Architects	2	Intern
Jeff Marshall Design & Planning	3	Intern

PROFESSIONAL REGISTRATION

Licensed Architect, Arkansas #4781

PROFESSIONAL & ACADEMIC ACTIVITIES

Member, American Institute of Architects
Member, Association of Collegiate Schools of Architecture
Member, Arts and Concerts Committee, University of Arkansas, 2013-2016
Member, Arkansas Union Advisory Committee, University of Arkansas, 2015-2018
Director, Mexico Summer Urban Studio, Fay Jones School of Architecture + Design, University of Arkansas, 2001-Present
Technology Committee, Department of Architecture, Fay Jones School of Architecture + Design, 2010-present

Honors and Awards

Finalist, AIA Arkansas Design Awards, 2013

PUBLICATIONS

Published Design Work

"50 US Architects: Residential and Planning," (Sinovcic, 2012) HA House pp.30-31

CONTRIBUTIONS

Professor Rudzinski has 17 years of teaching experience in professional degree programs. His teaching concentrates on beginning design (years 1-3) and he has been co-coordinating the first year studio since 2012.

Professor Rudzinski contributes significantly to the overall pedagogy of the first year design studio sequence, works with the first year team in formulating specific project foci, writes many of the project assignments, and diligently searches for venues to disseminate the work of the studio. In partnership with Landscape Architecture faculty, Professor Rudzinski has been successful in seeking University and School level research funding for developing and enhancing the first year pedagogy.

Additionally, Professor Rudzinski leads the Design Thinking 1 class which is a companion course to the first year studio focusing on the origins of design in the environment, the role of site in generating form, and the formal relationship between structure, material and space.

As the only registered architect teaching in the multidisciplinary first year design, Professor Rudzinski brings important professional experience and perspective to the teaching team.

Name: **Carl Smith**

Rank: Associate Professor

Department or Unit If Not Part of the Program Under Review:

NA

EDUCATION

Institution	Number of Years Attended	Degree/Date Granted
University of Newcastle upon Tyne	6 months	Pg Cert. Urban Design/2007
University of Sheffield	4 years	PhD/2005
University of Sheffield	9 months	MA/1999
University of Sheffield	18 months	Pg Dip. Landscape Architecture/1998
University of Lancaster	3 years	BSc/1995

TEACHING EXPERIENCE (College Level)

Institution	Years Taught	Subjects
University of Arkansas	9	Landscape Architecture Design II, IV, VII; Sustainable Housing Seminar; Design Communications; The American Landscape; Urban Form; Cultural Landscape Studies; Master's Thesis and Doctoral Dissertation Committees; Special Projects; Guest lectures in Horticulture And in the Sustainability Minor Urban Design Graduate Studio
University of Edinburgh	1 semester (part-time)	
University of Sheffield	4 (part-time)	Introduction to Landscape Architecture Graduate Studio

PRACTICE EXPERIENCE

Firm or Agency	Number of Years	Responsibilities
Self-Employed	6	Landscape Consultant
LKMK Landscape Architects, Edinburgh, UK	1	Landscape Architect
Ironside Farrar Ltd, Edinburgh, UK	1	Landscape Architect
SLR Consulting Ltd, Edinburgh, UK	1	Landscape and visual impact assessment; Project management
Munro+Whitten Ltd, Leicester, UK	2	Masterplanning, townscape and visual impact assessment

PROFESSIONAL REGISTRATION (Profession and states)

Landscape Institute (UK); Chartered (licensed) member status # 14919

PROFESSIONAL & ACADEMIC ACTIVITIES

Associate Editor, Paper Reviewer, the International Journal of the Constructed Environment, 2015
Book Reviewer, Routledge, 2015
Paper Reviewer, Land Use Policy, 2015
Conference Reviewer, CELA/Landscape Journal, 2015
Conference Paper Session Moderator, Southeast Chapter of the Society of Architectural Historians, 2015
Member, The Landscape Institute (UK) 2000-present
Member, Council of Educators in Landscape Architecture (CELA) 2008-present

Paper and Abstract Reviewer, CELA, 2009-present
Member, Urban Design Group (UK), 2007-2012
Member, Congress for the New Urbanism, 2009-2012
Conference Session Chair, EDRA, 2012
Landscape Consultant, 2010-present
Fayetteville Partners for Better Housing Non-profit, Board Member, 2011

Within the Institution

University of Arkansas Sustainability Council, 2015-present
University-Wide Current Student Scholarship Program Reviewer, 2015
University of Arkansas Distinguished Lecture Committee, 2011-2014
Honors Study Abroad Grant Reviewer, 2013-2014
University of Arkansas Artists and Concert Committee, 2010-2013
University of Arkansas Continuing Education Committee, 2010-2011

Fay Jones School of Architecture + Design Governance Committee, 2015-present
Fay Jones School of Architecture + Design Career Development Committee, 2014-present
Fay Jones School of Architecture + Design Peer-review Committee, 2014-present
Fay Jones School of Architecture + Design Alumni Design Awards Committee, 2014

Department of Landscape Architecture Chair of Faculty Search Committee, 2011
Member, Department of Interior Design Chair Search Committee, 2011
Visiting Critic, Kansas State University, Department of Landscape Architecture and Regional & Community Planning, 2011
Counsellor and Scouting University Event Coordinator, Boy Scouts of America, Landscape Architecture Merit Badge, 2008-2014

Honors and Awards

The University of Arkansas, Office for Sustainability, Sustainability Academic Program Grant, 2016
University of Arkansas, Provost's Office, Collaborative Research Grant, 2015
Fay Jones School of Architecture + Design, Grant for Creative Research & Practice, 2015
Northwest Arkansas Council, Applied Research Funding, 2014
Teaching and Faculty Support Center, Scholarship of Teaching and Learning Grant, University of Arkansas, 2011
Fay Jones School of Architecture + Design, Summer Research Grant, 2011
Tau Sigma Delta Honor Society in Architecture and the Allied Arts, Alpha Eta Chapter, TSD Medal for Distinction in Landscape Architectural Education, 2011
Outstanding International Faculty and Researcher, University of Arkansas, Office of the Chancellor / Office of International Students & Scholars, 2011
Fay Jones School of Architecture + Design, Summer Research Grant, 2010
Howell-Vancuren Outstanding Faculty Teaching Award, Fay Jones School of Architecture + Design, Department of Landscape Architecture, 2009
New Faculty Commendation for Teaching Commitment, University of Arkansas, Wally Cordes Teaching and Faculty Support Center, 2009
Department of Landscape Architecture Verna C. Garvan Medal, Fay Jones School of Architecture + Design, 2007

PUBLICATIONS

Authored Publications

- *Luchkina, C. & Smith, C. (In review). Online Permaculture Resources: An Evaluation of a Selected Sample. *The Journal of Sustainability Education*.
- *Smith, C. (2015). Baby Boomer Attitudes toward Compact Housing in Northwest Arkansas: A Comparative Study. *The International Journal of Sustainability in Economic, Social and Cultural Context*, 11(2) pp 49-60.
- *Smith, C. & Boyer, M. (2015). Adapted Verbal Feedback, Instructor Interaction and Student Emotions in the Landscape Architecture Studio. *International Journal of Art and Design Education*, 34(2) pp 260 -276.

- *Smith, C. (2015). Studies in Denser Living: Changing student insight and inciting change in student residential aspirations. In: *Incite Change, Change Insight*, CELA 2015 Conference Theme Publication. Council of Educators in Landscape Architecture (CELA)/New Prairie Press: Manhattan, KS. 64 p.
- *Smith, C. & Billig, N. (2012). Public Perceptions of Compact Suburbia in a Progressive, Burgeoning Population. *Journal of Urban Design*, 17(3) pp 313-335.
- *Smith, K. & Smith, C. (2012). Non-Career Teachers in the Design Studio: Economics, Pedagogy, and Teacher Development. *International Journal of Art and Design Education*, 31(1) pp 90-104.
- *Smith, C. (2011). Sustainable small-town suburbia: vision and viability. *Proceedings, New Frontiers – New Challenges, 3rd International Symposium on Sustainable Design*. Federal University of Pernambuco (UFPE), Center for Arts and Communication, Recife, Brazil, September 29 – 30 2011, pp 59-71.

CONTRIBUTIONS

In the past five years, my principal research trajectory – focused on public attitudes towards denser housing in Northwest Arkansas – has increased the profession's knowledge through elucidating local challenges and opportunities for affecting changes in urban design and sustainable development. The work has received local recognition and support; the award of *Outstanding International Faculty and Researcher* in 2011 was specifically for 'efforts toward sustainability and planning for Northwest Arkansas and the regional impact those efforts have had'; and the research has received significant financial support from Northwest Arkansas Council, a private, nonprofit organization committed to sustaining and improving Northwest Arkansas' quality of life, built and natural assets. At the same time the work has received national and international attention, being the subject of scholarly presentations in the US and South America, and publication in international, peer-reviewed journals.

During the same period, I have striven for excellence in my teaching endeavors across a wide and stimulating range of courses and classes. My teaching skills have been challenged, developed and enhanced through broadening into earlier-year studio teaching; guest lecturing and critique opportunities outside of landscape architecture; and development and delivery of a general-education class in the cultural history of the American landscape for the whole campus. My commitment to teaching, my students, and the future of the profession has been recognized with peer-reviewed publications related to pedagogy; the Tau Sigma Medal for Distinction in Landscape Architectural Education (2011); a University of Arkansas Alumni Association, *Senior of Significance Mentor* award (2015); consistently high student teaching evaluations; and numerous requests for mentorship, references and recommendations from current and former students.

Finally, I have found terrific satisfaction in undertaking public lectures and outreach, and spreading the influence of the profession and, specifically, my work and that of my students through interviews with local press; presentations for The Arkansas Urban Forestry Council; The Ozark Society; The Fayetteville Natural Heritage Society; Studio Main Gallery in Little Rock; sUGAR Art Gallery in Fayetteville; and The Anne Kittrell Gallery on campus. In addition I have long associations with Fayetteville Partners for Better Housing, and the Boy Scouts of America Landscape Architecture merit badge.

Name: **Helle Søholt**

Rank: Garvan Distinguished Visiting Chair (Fall 2015)

Department or Unit If Not Part of the Program Under Review:

NA

EDUCATION

Institution	Number of Years Attended	Degree/Date Granted
University of Washington Royal Academy of Fine Arts, Copenhagen, Denmark	2	March/1999

TEACHING EXPERIENCE (College Level)

Institution	Years Taught	Subjects
University of Arkansas	1 semester	Landscape Architecture Design IX

PRACTICE EXPERIENCE

Firm or Agency	Number of Years	Responsibilities
Gehl Architects	16	Founding Partner/CEO

PROFESSIONAL REGISTRATION

PROFESSIONAL & ACADEMIC ACTIVITIES (*past five years*)

Member, Danish Architects Association
Board Member, Realdania, Copenhagen area, Denmark, 2013-present
Founding Board Member, Global Designing Cities Initiative, 2015-present
Board Member, Danish Architecture and Design Consortium, 2014-present
Board Member, Dan BlåPlanet, Copenhagen, Denmark, 2013-present
External Examiner, University of Sheffield, 2013-present

CONTRIBUTIONS

Through Søholt's leadership, strategic and organizational talent, the office has developed a knowledge base and experience portfolio that is respected internationally in the field of urban design and urban development. Over the years of its existence, Gehl Architects has been awarded multiple prizes and recognitions for their contribution to making cities more livable and sustainable around the world.

Name: **Nikki Springer**

Rank: Visiting Professor/Garvan Chair

Department or Unit If Not Part of the Program Under Review:

NA

EDUCATION

Institution	Number of Years Attended	Degree/Date Granted
Harvard Graduate School of Design	3	MLA, MUP/2008
Massachusetts Institute of Technology	4	BS/2004

TEACHING EXPERIENCE (College Level)

Institution	Years Taught	Subjects
University of Arkansas	1 semester	Grading/Technology I Landscape Architecture Design

PRACTICE EXPERIENCE

Firm or Agency	Number of Years	Responsibilities
Michael Van Valkenburgh Associates, NY	1.5	Junior design staff
Walmart Home Office, Bentonville AR	1.5	Design Manager, Landscape Facilities Manager
Earth Asia Design Group, Shanghai	6 months	Landscape Designer

PROFESSIONAL REGISTRATION (Profession and states)

NA

PROFESSIONAL & ACADEMIC ACTIVITIES (past five years)

Presenter and Session Coordinator, American Society of Landscape Architects National Conference & EXPO, American Society of Landscape Architects - 2015 "Transformational Learning: Integrating Ecological Research into Design"

Session Presentation: "Regional Mitigation Strategies for Utility Scale Solar Development," Maurice C. Shapiro Environmental Law Symposium: *The Role of Planning in Federal Land Management*, Georgetown Law School, 2014

Session Leader & Presenter: "Next Generation Mitigation," Association for Environmental Studies & Sciences (AESS) National Conference, 2013

Poster Presentation: "Regional Mitigation Planning in the Dry Lake Solar Energy Zone," National Planning Conference, American Planning Association, 2013

Poster Presentation: "Regional Mitigation Planning in the Dry Lake Solar Energy Zone," Students as Catalysts for Large Landscape Conservation Conference, Colby College, 2013

Poster Presentation: "Regional Mitigation Planning in the Dry Lake Solar Energy Zone," Student Conference on Conservation Science, 2012

PUBLICATIONS

Authored Publications

Alexander J. Felson, Mitchell Pavao-Zuckerman, Timothy Carter, Franco Montalto, Bill Shuster, Nikki Springer, Emilie K. Stander, and Olyssa Starry. "Mapping the design process for urban ecology researchers." *BioScience* 63, no. 11 (2013): 854-865.

CONTRIBUTIONS

Integration of sustainable landscape management strategies into design and construction. Development of national-level design guidelines and water saving strategies that focuses on sustainability and the reduction of resource consumption for landscape maintenance.

Name: **Laura M. Terry**

Rank: Associate Professor

Department or Unit If Not Part of the Program Under Review:

Architecture

EDUCATION

Institution	Number of Years Attended	Degree/Date Granted
Savannah College of Art and Design	2.5	MFA/1998
Auburn University	4	BS Environmental Design/1993

TEACHING EXPERIENCE (College Level)

Institution	Years Taught	Subjects
Auburn University	1 semester	Introduction to Architecture
University of Arkansas	17	Architecture Design 1, 2, Landscape Painting; Introduction to Architecture

PRACTICE EXPERIENCE

Firm or Agency	Number of Years	Responsibilities
NA		

PROFESSIONAL REGISTRATION (Profession and states)

NA

PROFESSIONAL & ACADEMIC ACTIVITIES

Honors and Awards

Distinguished Faculty Award, University of Arkansas Honors College, November 2015

McIntosh Faculty Award, Department of Architecture, Fay Jones School of Architecture and Design, May 2013, May 2008, May 2005

Second Place, HORIZON: Contemporary Landscapes, National Juried Exhibition, Community Arts Center, Danville, Kentucky, October 2015, "View From Afar," included and awarded

Honorable Mention, 57th Delta Exhibition, Arkansas Arts Center, Little Rock, Arkansas, June 2015, "Ozarks Landscape, Late Summer," included and awarded

PUBLICATIONS

Authored Publications

"Finding Its Place: The Barn as Subject and Object in George Dombek's Paintings," to be included in a book on George Dombek's barn painting (title to be determined), published Fall 2016 by the University of Arkansas Press

"Concealing and Revealing: Painting the Southern Literary Landscape," Overland Review: The Journal of the Mid-America Folklore Society, Vol. 33, No. 1&2.

Juried Exhibitions

Art Fields, Regional Juried Exhibit, Lake City, SC: jurors, Bradford Collins, University of South Carolina, David Houston, The Bo Bartlett Center, Stephanie Mayer - Heidt, The High Museum of Art, April 2016. "Plow the Good Earth" selected for the exhibit.

"Horizon: Contemporary Landscape," National Juried Exhibit, Community Arts Center, Danville, Kentucky: juror, Mary Rezny, October 2015; "View from Afar" selected for the exhibit and awarded Second Place

57th Annual Delta Exhibition, Arkansas Arts Center, Little Rock, Arkansas: juror, George Dombek, artist, July-September 2015; "Ozarks Landscape, Late Summer" selected for the exhibit and awarded Honorable Mention

"Ballad of the Farm: Then, Now and Tomorrow," Bone Creek Museum of Agrarian Art, David City, Nebraska: juror, James Jones, May-September 2015; "Plow the Good Earth" commissioned for the exhibit

"Horizon: Contemporary Landscape," National Juried Exhibit, Community Arts Center, Danville, Kentucky: juror, Boris Zakic, October 2013; "Winter's End" and "Scorched Earth (August)" selected for the exhibit

"A Fine Line: Contemporary Drawing," Claypool-Young Gallery, Morehead, Kentucky: juror, Anne Harris, School of the Art Institute of Chicago, October 2013; "Queen of the Fragile Seed" selected for the exhibit

"Third Annual Juried Art Competition," South Arkansas Arts Center, El Dorado, Arkansas: juror, David Houston, Director, The Bo Bartlett Center, August 2013; "A Landscape Seen, (Reflected)" selected for the exhibit

54th Annual Delta Exhibition, Arkansas Arts Center, Little Rock, Arkansas: juror, Tom Butler, Columbus Museum of Art, January 2012; "A Map, Etched" selected for the exhibit

"Crafting Place," sUGAR Gallery, Bentonville, Arkansas, juror: Kenneth Trapp, curator emeritus, Renwick Collection of the Smithsonian, May 2010; "Carry the Sky" and "Flying Without Feathers" selected for the exhibit

One-Person Exhibitions

"Observations from the 35th Parallel," Smith Gallery, Stephen L. Anderson Design Center, University of Arkansas, November 2014

"Roman Skies: The Space Between," 24 oil pastel drawings of Rome, Palazzo Taverna, Rome, Italy, February 2012

"Earth and Sky: New Paintings by Laura Terry," BHK, Fayetteville, Arkansas, June-August 2012

"Natural Wonders," Historic Arkansas Museum, Little Rock, Arkansas, September - December 2010.

"Seeds and Stars: Paintings and Drawings" BHK, Fayetteville, Arkansas, December 2010.

Group Exhibitions

"Landscapes: New Works by Dennis McCann and Laura Terry," Hammons Gallery, Mabee Fine Arts Center, Ouchita Baptist University, Arkadelphia, Arkansas, November 2011

"New Works: Krista Harris, Tess Jordan and Laura Terry," Diane West Gallery, Durango, Colorado, June 2011.

CONTRIBUTIONS

F. FACILITIES INFORMATION

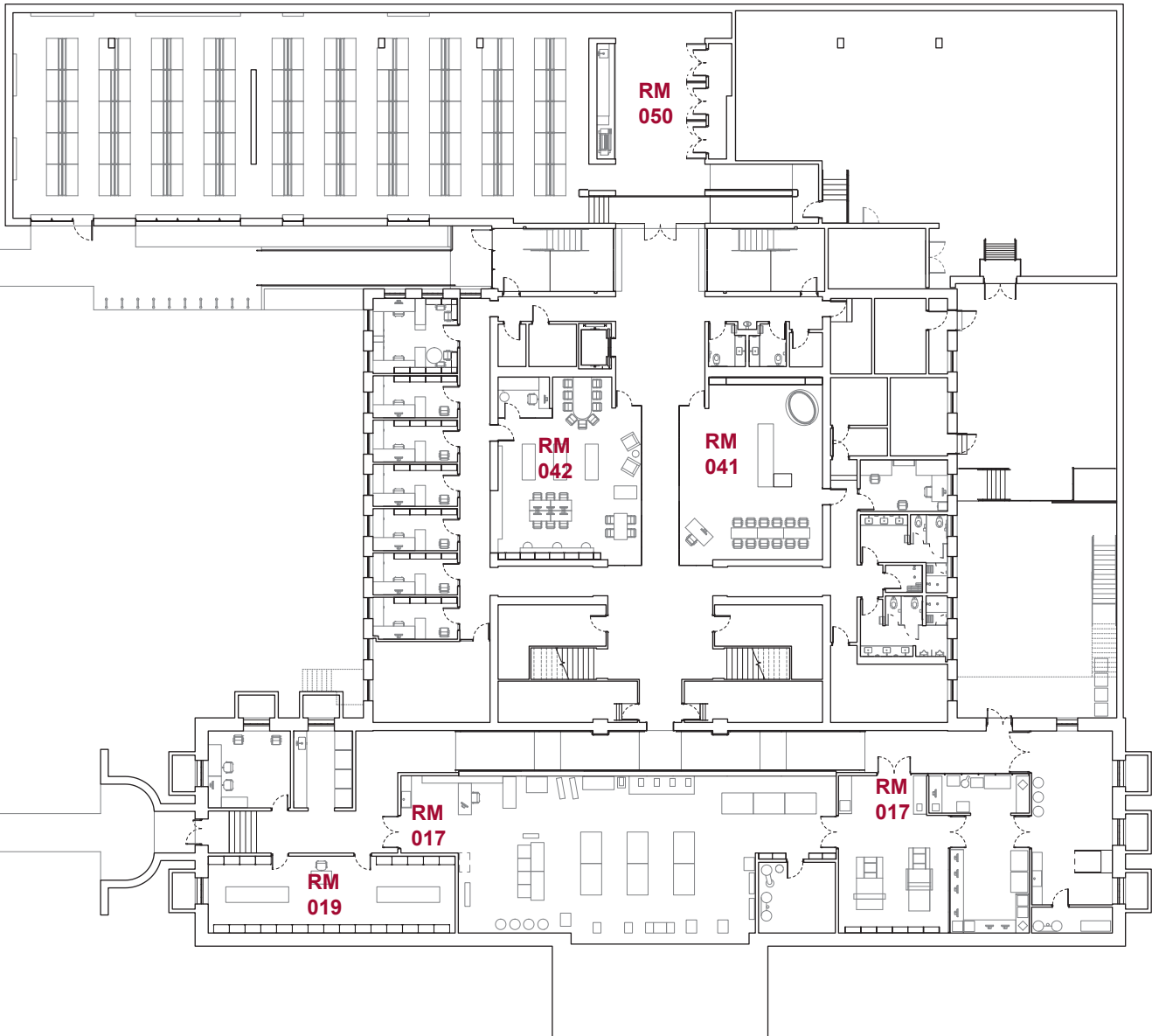
Instructions

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

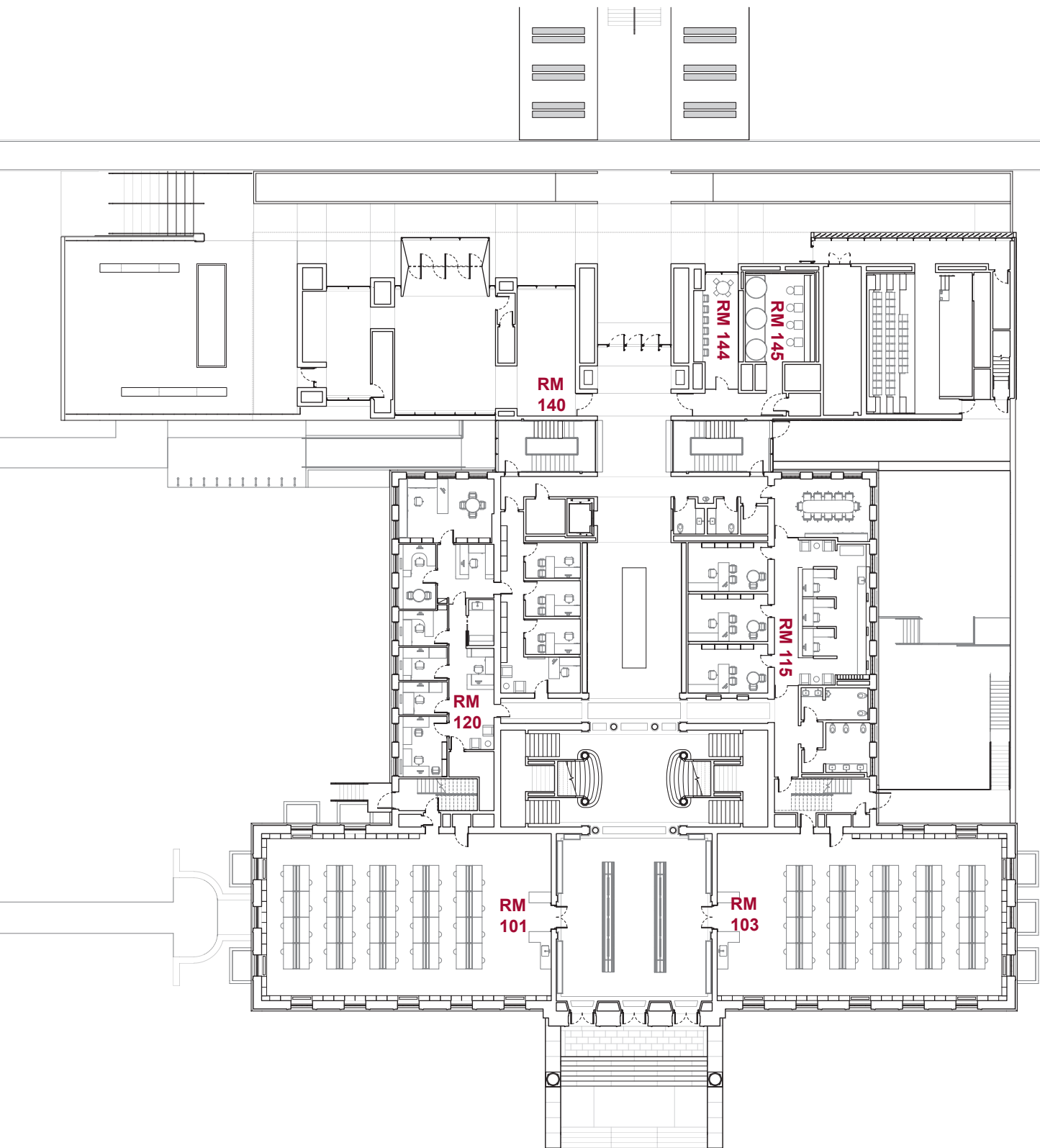
All facilities located in Vol Walker Hall/Steven L. Anderson Design Center

Room #	Size (SF)	Max. Capacity Normal Max. Users	Type of Space (studio, office, storage, etc.)	Shared Use (S) Exclusive Use (E)
017	4,310	22	Design Shop, Office, Storage	S
019	1,630	6	Materials Library	S
041	400	18	Collaborative Lab	S
042	1,745	16	Media Center	S
050	4,000	92	Studio	S
101	1,800	40	Studio	S
103	1,800	40	Studio	S
115	1,180		Admin Suite of Offices	S
120	2,190		Dean's Suite of Offices	S
140	1,200	80	Exhibition Gallery	S
144	200	13	Student Organizations	S
145	600		Student Lounge	S
201	5,000	108	Studio	S
202	2,600	300	Gallery	S
203	600	40	Classroom	S
205	600	40	Classroom	S
210	1,000	60	Classroom	S
216	2,600	58	Studio	S
250	2,800	200	Auditorium	S
320	5,400	116	Studio	S
404	600	40	Classroom/Studio	S
405	600	40	Computer Lab	S



ROOM 017 DESIGN SHOP, OFFICE, STORAGE
 ROOM 019 MATERIALS LIBRARY
 ROOM 041 COLLABORATIVE LAB
 ROOM 042 MEDIA CENTER
 ROOM 050 STUDIO

🕒 LEVEL 0 PLAN



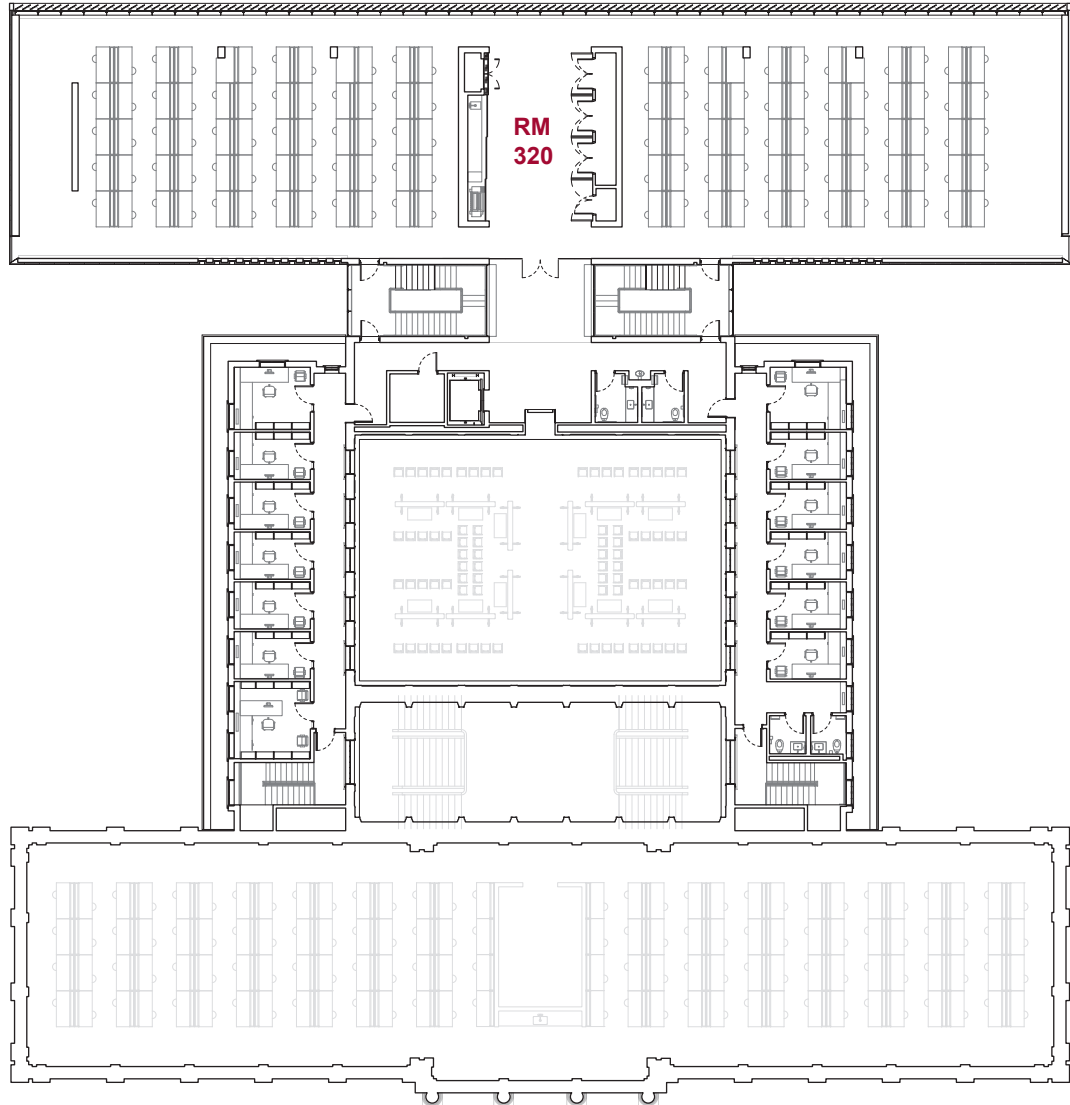
- ROOM 101 STUDIO
- ROOM 103 STUDIO
- ROOM 115 DEPARTMENTAL ADMIN SUITE
- ROOM 120 DEAN'S SUITE
- ROOM 140 EXHIBITION GALLERY
- ROOM 144 STUDENT ORGANIZATIONS
- ROOM 145 STUDENT LOUNGE

🕒 LEVEL 1 PLAN



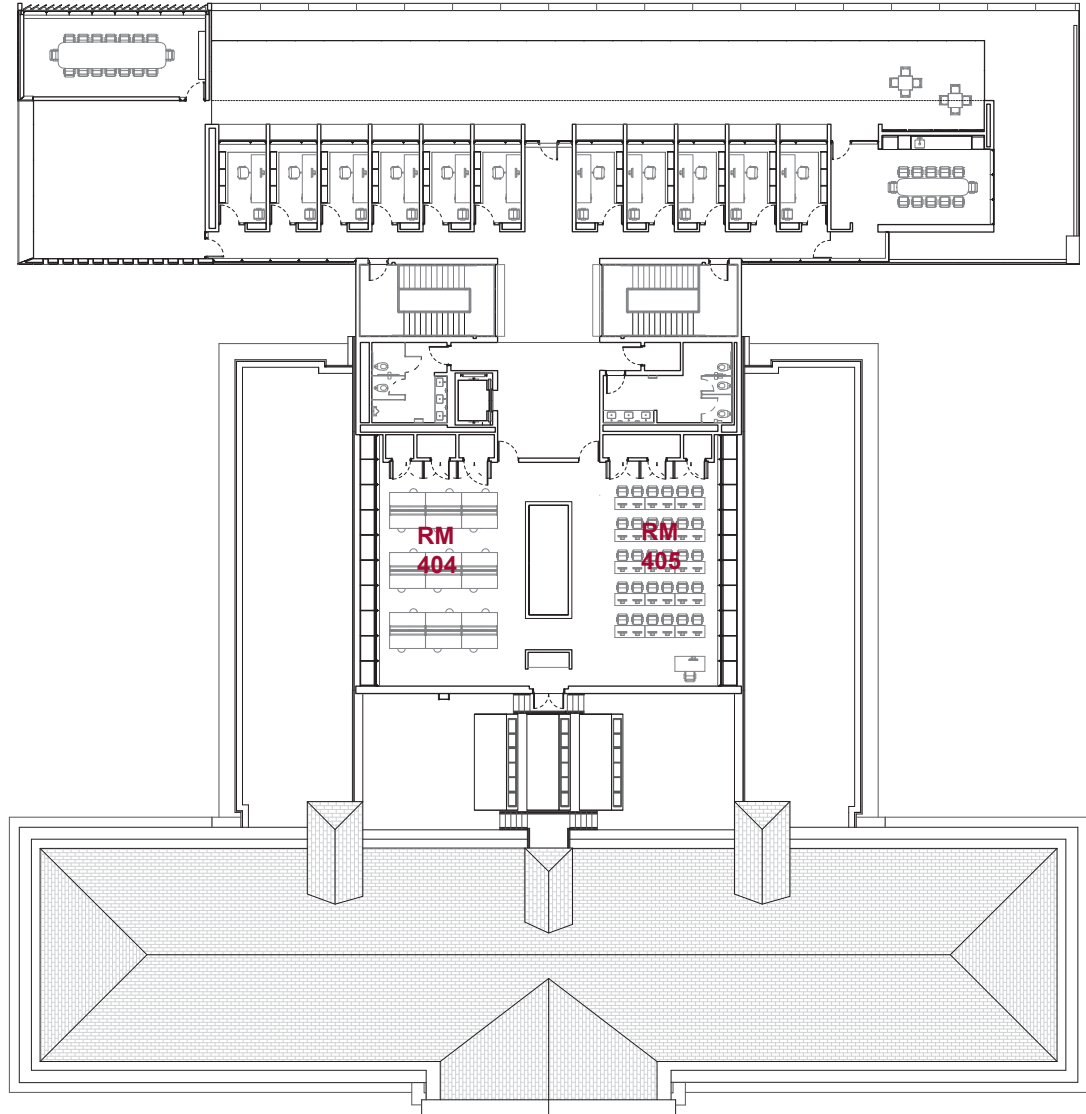
- ROOM 201 STUDIO
- ROOM 202 GALLERY
- ROOM 203 CLASSROOM
- ROOM 205 CLASSROOM
- ROOM 210 CLASSROOM
- ROOM 216 STUDIO
- ROOM 250 AUDITORIUM

🕒 LEVEL 2 PLAN



ROOM 320 STUDIO

🕒 LEVEL 3 PLAN



ROOM 404 CLASSROOM / STUDIO
ROOM 405 COMPUTER LAB

🕒 LEVEL 4 PLAN

G. PERSONNEL DOCUMENTS

MAR 15 1999

PERSONNEL DOCUMENT

on
Evaluative Criteria, Procedures, and General Standards for
Initial Appointment, Successive Appointments, Promotion, Tenure,
and Annual Review of Faculty
and for Appointment and Annual Review of Non-Classified Staff


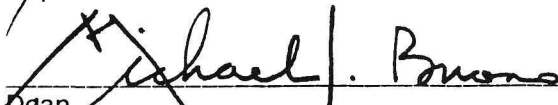
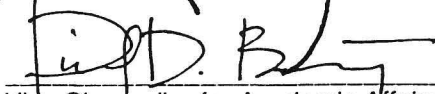
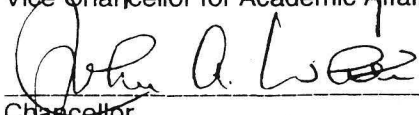
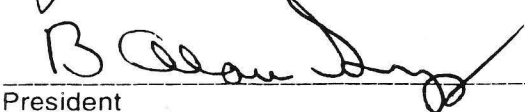
Department of Landscape Architecture
School of Architecture
University of Arkansas

This document governs the Department of Landscape Architecture in the selection, retention, promotion, granting of tenure to, and evaluation of faculty and in the selection and evaluation of non-classified staff, effective 1 July 1999. It has been approved by the Department of Landscape Architecture Faculty, the Dean of the School of Architecture, the Vice Chancellor for Academic Affairs, the Chancellor, and the President of the University of Arkansas as indicated by the signatures below.

These department policies are required to be consistent with Board of Trustee Policy 405.1 and the policies of the university as set forth in three campus policy statements, those on (1) University Professorships, (2) Distinguished Professorships, and (3) Evaluative Criteria, Procedures, and General Standards for Initial Appointment, Successive Appointments, Promotion and Tenure. In case of conflict, the board policy, the campus policy, and the department policy will have authority in that order. Copies of the campus and board policy documents are published annually in the *Faculty Handbook* and are maintained on line under UARK Info. Care should be taken to consult the current document. A copy of the current *Faculty Review Checklist* is also printed in the *Faculty Handbook*.

All decisions in selection, retention, promotion, and termination of faculty shall be made on the basis of professional merit, the quality of performance of assigned duties, and the quality of or potential for contribution to the university. Exceptions are documented in the *Faculty Handbook*, Section 6, "Retrenchment". The potential for contribution to the University shall include consideration of enhancement of campus racial or sexual diversity; otherwise, judgments based on attributes of the candidate that are not relevant to professional performance such as race, color, religion, gender, sexual preference, national origin, or disability or veteran's status are prohibited.

APPROVALS

 Department Chair	3 March 1999 Date
 Dean	4 March 1999 Date
 Vice Chancellor for Academic Affairs	3/8/99 Date
 Chancellor	3/5/99 Date
 President	3/15/99 Date

III. STANDARDS AND CRITERIA FOR INITIAL APPOINTMENTS

The Department of Landscape Architecture is composed of a faculty which supports the mission, pedagogy, skills, and interests of the department and its curriculum, and reflects the diversity of the larger community of landscape architectural educators, scholars, researchers, and practitioners.

Recommendations on initial appointments will be forwarded to the Dean of the School of Architecture by the Landscape Architecture Department Chair following the receipt of the recommendations of the appropriate search committee.

Each new faculty member must receive copies of this document in its entirety no later than 30 days after the effective date of the initial appointment. No later than thirty days after the beginning of each appointment year (either fiscal or academic) each faculty member must receive written notification of the review schedule, criteria, procedure, instruments, and assignments for the current year as outlined in this document and the current *Faculty Handbook*.

Active personal and professional development and achievement are considered essential for effective and inspired teaching. Each faculty member, on appointment, is expected to engage in a program of personal scholarship, research, and/or creative activity, and service within the discipline of landscape architecture.

Faculty are employees who hold academic rank of lecturer, assistant instructor, instructor, assistant professor, associate professor, professor, distinguished professor, university professor, or one of the above titles modified by clinical, research, adjunct, visiting, or emeritus, e.g., clinical professor, adjunct assistant professor.² Tenured and tenure-track faculty may be appointed as assistant professor, associate professor, professor, university professor, or distinguished professor; all other ranks are non-tenure track positions.³

The following are general descriptions of the faculty ranks and positions and the criteria for appointment at each rank. They are supplements to ranks and positions described in the faculty handbook under section 6, "Evaluative Criteria, Procedures and General Standards for Initial Appointment, Successive Appointments, Promotion and Tenure."

Lecturer

Appointments are temporary, usually for one semester or one year and may be full time or part time. Normally, appointees will offer an appropriate program of study that enhances the expertise and skills of the existing faculty and enriches the pedagogical goals of the school.

Instructor

Appointments are temporary, usually for one semester or one year, and may be full time or part time. Normally, appointees will fulfill a specific need or expectation in support of the pedagogical goals of the school.

Assistant Professor

Appointees must hold an appropriate terminal degree relative to the role for which they are appointed. Appointments will reflect the department's unique mission of providing professional education in landscape architecture.

Associate Professor

Appointees must meet the requirements for appointment at the assistant professor level; must hold professional certification in their professional discipline, if available; must have made an extraordinary contribution to a teaching program of a school in a recognized specialty; and must demonstrate experience

² *Faculty Handbook*, Sec. 6, "Appointments, Promotions, Tenure, Non-reappointment and Dismissal of Faculty," I.

³ *Ibid.*, IV.A.

Research Associate

Appointees as research associates are expected to conduct independent research or direct development in conjunction with faculty research projects. Normally terminal degrees in the discipline of the research projects are required in addition to significant experience in research and development.

Research Assistant

Appointees as research assistants are expected to assist faculty members in the conduct of research or to perform duties that directly support research projects. Normally, a bachelor's degree is required in addition to some experience in the duty areas of the appointment.

IV. PERFORMANCE REVIEWS, SUCCESSIVE APPOINTMENTS, AND SALARY INCREASES

Each faculty member must be provided a written review annually by the department chair. These reviews are to be the basis of recommendations on re-appointments, future appointments, salary increases, and work assignments. As required by Board Policy 405.1, all work assignments shall be documented in writing.⁴

A. Reappointments

Every faculty member must satisfy the following basic criteria for continued assignment:

1. Demonstrate a continuing interest in and dedication to landscape architectural education while performing consistently in teaching; in research, scholarship, and/or creative activity; and in service duties or administrative responsibilities as assigned or undertaken.
2. Possess a continuing willingness to work reasonably, completely, and cooperatively within the framework of the goals of the university, the school and the department as described in the current self evaluation report and operating procedures established by the faculty and administration of the department and school.
3. Maintain the special expertise necessary to fulfill the departmental responsibilities for which the faculty member is appointed or assigned.

The Landscape Architecture Department Chair is responsible for initiating and conducting the evaluation of each faculty member. The department chair also initiates the process of deciding whether to recommend reappointment of each non-tenured faculty member. A recommendation for non-reappointment can be made only after consultation with the tenured faculty.

When non-reappointment of a tenure-track faculty member is recommended, the procedures and deadlines prescribed in Board Policy 405.1 Section IV.B must be followed. The department chair who decides not to recommend such a faculty member for reappointment shall notify him or her in writing in accordance with policies specified in the current *Faculty Handbook*.⁵

All appointed, non-tenured faculty should be notified of reappointment recommendations on a schedule that conforms to Board Policy 405.1. However, for temporary faculty members who are appointed for terms of a year or less, the letters of appointment will serve as notification by specifying the terms and responsibilities of the appointments.

⁴ For university policies concerning annual reviews and successive re-appointments see *Faculty Handbook*, Sec. 6, "Evaluative Criteria, Procedures, and General Standards for Initial Appointment, Successive Appointment, Promotion, and Tenure."

⁵ *Ibid.*, IV.B.

2. Department of Landscape Architecture Mentoring Project

Mentoring is defined as "a dynamic, reciprocal relationship in a work environment between an advanced career incumbent (mentor) and a beginner (protégé) aimed at promoting the career development of both."⁷ It is assumed that the mentoring pair will meet with some frequency throughout the academic year. Activities that promote partnerships between the mentoring pairs, e.g., team teaching, joint authorship of articles, papers and/or projects, will be encouraged. The mentoring process should continue until the protégé has attained tenure.

In keeping with recent emphasis on institutional participation in faculty development, the Department of Landscape Architecture has adopted a formal mentoring program. The Landscape Architecture Department Chair, in consultation with the protégé faculty member and approval of the dean, will designate a mentor for each faculty member appointed to a tenure-track position. In most cases, the mentor will be a tenured member of the Department of Landscape Architecture faculty.

No later than the last day of each academic year, the mentor shall prepare an Annual Report to the Landscape Architecture Department Chair, copied to the protégé's personnel file. These reports will be included in the three-year review package and the tenure package.

C. Annual Review of Faculty and Salary Increases

1. Time Distribution

Most faculty appointments in the school are nine-month appointments. The Landscape Architecture Department Chair shall consult annually with each faculty member to discuss teaching and development options. As mandated by Board of Trustees' Policy 405.1.V.A.2, all work-assignment time distributions are determined by the department chair to meet the needs of the department, school, and university. In most cases the work-assignment time distribution will be 65% teaching; 25% research, scholarship, and/or creative activity; and 10% service.

2. General Considerations

- a. When state funds are available, salary increases shall be considered annually for each faculty member. Such increases are to be based on written evaluations and recommendations by the department chair. The annual review of each faculty member shall provide the primary basis for the chair's recommendations relating to salary, promotion, granting of tenure, successive appointment, non-reappointment, and dismissal. Each faculty member shall be evaluated on the basis of achievement in the areas of teaching; research, scholarship and/or creative activity; and service. Willingness to work reasonably, completely and cooperatively within the framework of the goals of the university, school and department will also be considered. Evaluations of above standard, standard, or below standard in the different assignment areas will be weighted relative to the work-assignment time distributions previously agreed upon by the department chair and the faculty member. The annual review of each faculty member shall also include evaluation by students and summative peer evaluation as described in Sections C.2.e and C.2.f below.
- b. Standards and criteria for annual review of faculty performance, promotion, and tenure decisions should also be consulted on a regular basis to help determine the need for equity salary increases to reduce the effects of compression and variations in annual funds available for salaries over a period of time. In years when equity and exceptional merit moneys are available, compensations of exemplary accomplishment shall be recognized with salary supplements.

⁷ C.C. Healy & A.J. Welchert, "Mentoring Relations: A Definition to Advance Research and Practice," *Educational Researcher* 19 (1990): 17.

- Receipt of awards or grants that foster and/or recognize excellence in teaching.
- Development of innovative teaching methods and materials, (e.g. textbooks, software, new curricula, videos), particularly those that have broad impact on the field.
- Invitations to lecture, teach, or participate on reviews at peer institutions or learned societies.
- Development of new courses that enhance the teaching mission of the department.
- Assumption of extra teaching loads while maintaining established expectations in research, scholarship and/or creative activity, and service.
- Development of interdisciplinary teaching efforts which seek to enhance the university's mission of collaboration.

STANDARD

Examples of STANDARD teaching include, but are not limited to, the following:

- Cultivating a pertinent and current body of knowledge in an area of specialization and maintaining artistic and/or intellectual currency in the larger discipline of landscape architecture.
- Demonstrating abilities to integrate and synthesize pertinent and current knowledge, skills, techniques and/or methods in the development and delivery of instruction, (e.g. effectiveness in organization and presentation of material).
- Undertaking efforts to improve teaching performance (e.g. participating in workshops, taking courses, attending conferences).
- Maintaining and fostering collegial attitudes in team endeavors.
- Participating in unit examination activities, (e.g. design juries).
- Engaging with and maintaining professional relationships with students, including providing guidance and direction for career planning and professional development in the discipline.
- Maintaining fair and judicious standards in the grading and measuring of student competence while valuating student results against both course and curriculum objectives.
- Informing students in writing of their progress during the semester.

BELOW-STANDARD

Examples of BELOW-STANDARD teaching include, but are not limited to, the following:

- Failure to attend class.
- Failure to be accessible to students, including failure to keep office hours.
- Failure to engage in pedagogical discussions concerning the mission of the department.
- Failure to keep abreast of and integrate current knowledge into teaching.

BELOW-STANDARD

This rating will be given if none of the above-cited standard expectations and requirements are met by faculty members whose declared area of professional concentration and teaching responsibilities engages research and/or scholarly activity. Activities will be construed as standard performance only if work presented to the peer review committee is evaluated by them as of acceptable quality.

GUIDELINES FOR EVALUATING CREATIVE ACTIVITY

The creative work of landscape architecture faculty is a valid contribution toward tenure and promotion. Commitment to creative work is regarded as equal to research and/or scholarship. The following are representative examples of above-standard, standard, and below-standard creative activity.

ABOVE-STANDARD

Examples of ABOVE-STANDARD creative activity include, but are not limited to, the following:

- Peer recognition at the national or regional level for distinguished creative work and/or landscape architectural practice.
- Juried, or otherwise selected or invited presentation, exhibition, or publication of creative work at the regional or national level.
- Authorship of a landscape architectural project that contributes substantially to the progress of applied knowledge in the field.
- Development of creative activity efforts which seek to enhance the university's national reputation and mission of collaboration.

STANDARD

Examples of STANDARD creative activity include, but are not limited to, the following:

- Participating in professional practice by means of commissions, contracts, competitions, and proposals that contribute to the personal development of the faculty member.
- Producing creative work that contributes to personal development and increased competence.
- Presenting papers or lectures about creative work or practice at a state-wide level.
- Exploring and developing connections between the landscape architecture discipline and the professional practice of landscape architecture.

BELOW-STANDARD

This rating will be given if none of the above-cited standard expectations and requirements are met by faculty members whose declared area of professional concentration and teaching responsibilities engages creative activity or practice. Activities will be construed as standard performance only if work presented to the peer review committee is evaluated by them as of acceptable quality.

- Demonstrating initiative and perseverance in carrying out responsibilities.
- Participating in professional organizations and programs that support the faculty member's discipline.
- Providing expertise that assists the work of other institutional units.

BELOW-STANDARD

This rating will be given if none of the above-cited standard expectations and requirements in service are met. Activities will be construed as standard performance only if work presented to the peer review committee is evaluated by them as of acceptable quality.

d. Collegiality

It is in the best interests of the university, the school, the department, and the larger community that each member of the faculty and administration demonstrate a pattern of professional conduct which contributes to positive morale among the faculty, staff, and the student body. Maintaining professional relationships, giving or providing constructive feedback, taking the initiative to make things better, and leading by example all contribute substantially to furthering the mission of the department.

GUIDELINES FOR EVALUATING COLLEGIALITY

The following are representative examples of standard collegial activity. These parameters are not to be construed as a "check list" nor are they self-limiting categories.

STANDARD

Examples of STANDARD conduct of collegial academic relations include, but are not limited to, the following:

- Conducting all efforts in teaching; research, scholarly and/or creative activities; and service in an ethical manner that fosters trust among faculty colleagues, staff, and students.
- Demonstrating a continuing willingness to work reasonably, dependably, and cooperatively within the framework of the mission established by the faculty and administration of the department, school, and university.
- Pursuing efforts in teaching; research, scholarly and/or creative activity; and service in a manner that recognizes the primacy of the mission of the department, school, and university.
- Representing the department, the school, and the university in a professional manner.
- Demonstrating respect for colleagues' rights to freedom of expression and inquiry.
- Meeting faculty responsibilities associated with faculty rights.
- Adhering to the university's policies concerning non-discrimination and sexual harassment.

Department of Landscape Architecture tenured faculty shall comprise the review committee; the position of "recorder," who shall be responsible for documenting the decisions and recommendations of the committee, will rotate among the tenured faculty. In cases of promotion, the Department of Landscape Architecture tenured faculty at, or above, the rank to which the candidate aspires shall constitute the review committee.

The award of tenure and/or promotion assumes satisfaction of university criteria as explicated in the *Faculty Handbook*. It also assumes satisfaction of the university's criteria for continued employment. Additional overarching questions must be answered affirmatively if tenure and/or promotion is to be awarded. These questions include the following:

- Does the individual possess the specialized expertise needed to carry out the goals and objectives of the school and department?
- Has the individual fulfilled the responsibilities of the roles for which the individual was hired and/or the roles as revised in annual review documents?
- Does the individual add a valuable ingredient to the faculty community?
- Has the individual's record illustrated significant achievement of quality in teaching?
- Does the individual relate well to both students and faculty colleagues?
- Is the individual demonstrating a commitment to achieving and maintaining high standards of excellence in all academic endeavors?
- Has the individual demonstrated competence in research, scholarship, and/or creative activity?
- Does the individual represent the school and university in a creditable manner?

In all cases, the overriding issue in consideration of the granting of tenure shall be:

- Is the award of tenure in the best interest of the department, the school, and the university?

When the department chair is being considered for promotion and/or tenure, the dean shall appoint a member of the university community with commensurate experience outside the department to chair the proceedings and serve all roles designated for the Landscape Architecture Department Chair in those procedures that follow. Otherwise, the procedures will be the same as for any faculty member.

B. Promotion and Tenure Deadlines

These deadlines parallel as closely as possible the deadlines outlined in the *Faculty Handbook*⁹ deviating only to facilitate specific department procedures as outlined in Section C below.

No later than 15 September, the Landscape Architecture Department Chair shall inform in writing each eligible faculty member of the criteria and procedures for consideration for promotion and/or tenure and of the specific departmental deadlines set for that year.

⁹ Ibid., III.B.

seven calendar days of notification. The candidate may withdraw from further consideration by notifying the dean in writing prior to the deadline for the dean's recommendation to be in the Office of Academic Affairs on 22 December.

D. Extra-Mural Evaluation Procedures

All applications for tenure and/or promotion must be accompanied by three extra-mural evaluations. These evaluations must come from faculty members of peer institutions who, by virtue of their expertise in landscape architectural teaching; research, scholarship, and/or creative activity; and service, have the capacity to properly evaluate the candidate's performance as documented in the tenure and/or promotion materials submitted. The peers should also be able to assess the candidate's potential for continued contributions to the school and to the field. Two of these reviewers shall be selected by the Landscape Architecture Department Chair, in consultation with the Dean of the School of Architecture, from a list submitted by the candidate. The third reviewer shall be selected by the department chair, in consultation with the dean, from a list submitted by the department review committee.

At the discretion of the candidate, in consultation with the department chair and the dean, additional letters may also be included from:

- An individual who was in a supervisory position over the candidate at a peer institution at which the candidate had substantial experience.
- The candidate's thesis or dissertation advisor.
- A landscape architect with whom the candidate has worked.
- A client with whom the candidate has worked.
- Any other individual with similar firsthand knowledge of the candidate's abilities.

Nomination for Promotion

Campus _____ Date _____

Name of Nominee _____

Department _____

Present Academic Rank _____

Hold Tenure ☐ Yes☐ No

Nomination for promotion to rank of _____

Recommendations:

A:	<input type="checkbox"/> Recommended <input type="checkbox"/> Not Recommended	_____ Chair of the Department Committee (for the committee)	_____ Date
B:	<input type="checkbox"/> Recommended <input type="checkbox"/> Not Recommended	_____ Department Chair	_____ Date
C:	<input type="checkbox"/> Recommended <input type="checkbox"/> Not Recommended	_____ Dean of the School	_____ Date
D:	<input type="checkbox"/> Recommended <input type="checkbox"/> Not Recommended	_____ Vice Chancellor for Academic Affairs	_____ Date
E:	<input type="checkbox"/> Recommended <input type="checkbox"/> Not Recommended	_____ Chancellor	_____ Date
F:	<input type="checkbox"/> Recommended <input type="checkbox"/> Not Recommended	_____ President	_____ Date

PERSONNEL DOCUMENT
on
**Evaluative Criteria, Procedures and General Standards for
Initial Appointment, Successive Appointments, Promotion, Tenure,
Annual Review, and Post-Tenure Review of Faculty
and for Appointment and Annual Review of Non-Classified Staff**

**Department of Landscape Architecture
Fay Jones School of Architecture
University of Arkansas**

This document governs the Department of Landscape Architecture in the selection, retention, promotion, granting of tenure to, and evaluation of faculty and in the selection and evaluation of non-classified staff, effective _____. It has been approved by the Department of Landscape Architecture Faculty, the Dean of the School of Architecture, the Vice Chancellor for Academic Affairs, the Chancellor, and the President of the University of Arkansas, as indicated by the signatures below.

These Department policies are required to be consistent with the policies of the university as set forth in Board of Trustees Policy 405.1 and in three campus policy statements: (1) *University Professorships*, (2) *Distinguished Professorships*, and (3) *Evaluative Criteria, Procedures, and General Standards for Initial Appointment, Successive Appointments, Promotion and Tenure*. In case of conflict, the board policy, the campus policy, the school policy, and the department policy will have authority in that order. Copies of the campus and board policy documents are available and maintained on line, and specifically in the *Faculty Handbook*: <http://uark.edu/admin/vcacsey/>. A copy of the current *Faculty Review Checklist* is contained and available on line at the Academic Affairs website.

All decisions in selection, retention, promotion, and termination of faculty shall be made on the basis of professional merit, the quality of performance of assigned duties, and the quality of or potential for contribution to the university. It is the policy of the University of Arkansas, Fayetteville to provide equal employment opportunity to all qualified persons; to prohibit discrimination against any employee or applicant for employment because of race, color, religion, sex, age, national origin, sexual orientation, marital or parental status, veteran's status, or disability, and to promote the full realization of equal employment opportunity through a positive, continuing program of affirmative action.

APPROVALS

Department Head	Date
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Dean	Date
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Vice Chancellor for Academic Affairs	Date
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Chancellor	Date
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President	Date
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**Department of Landscape Architecture
Fay Jones School of Architecture
University of Arkansas**

PERSONNEL DOCUMENT

on

**Evaluative Criteria, Procedures, and General Standards for
Initial Appointment, Successive Appointments, Promotion, Tenure,
Annual Review, and Post-Tenure Review of Faculty
and for Appointment and Annual Review of Non-Classified Staff**

I. INTRODUCTION

The University of Arkansas School of Architecture seeks excellence in its faculty and staff appointments and programs in accordance with the accepted standards of the larger scholarly community of which it is a part. The school accepts an obligation to provide benchmarks for quality in education and scholarship in the university and in the state, and it seeks to enhance the national and international reputation of the university through its programs of teaching, scholarship, research, and/or creative activities, and service.

Department faculty members value and encourage a collaborative relationship for faculty development in teaching, research, service, and professional development.

II. RESPONSIBILITIES

The principal responsibility for implementing these guidelines and formulating department recommendations rests with the department head and the dean of the Fay Jones School of Architecture.

The tenured faculty of the Department of Landscape Architecture will advise the dean and the department head on personnel decisions concerning tenured and tenured track faculty at the department level, including recommendations for promotion or tenure. Such recommendations shall be made in writing.

III. STANDARDS AND CRITERIA FOR INITIAL APPOINTMENTS

The Department of Landscape Architecture is composed of a faculty which supports the mission, pedagogy, skills, and interests of the department and its curriculum, and reflects the diversity of the larger community of landscape architectural educators, scholars, researchers, and practitioners.

Recommendations on initial appointments will be forwarded to the dean of the Fay Jones School of Architecture by the department head following the receipt of the recommendations of the appropriate search committee.

Each new faculty member must receive copies of this document in its entirety no later than 30 days after the effective date of the initial appointment. No later than thirty days after the beginning of each appointment year (either fiscal or academic) each faculty member must receive written notification of the review schedule, criteria, procedure, instruments, and assignments for the current

year as outlined in this document and the *Evaluative Criteria, Procedures and General Standards for Initial Appointment, Successive Appointments, Annual and Post-tenure Review, Promotion and Tenure*.

Active personal and professional development and achievement are considered essential for effective and inspired teaching. Each faculty member, on appointment, is expected to engage in a program of personal scholarship, research, and/or creative activity, and service within the discipline of landscape architecture.

Faculty are employees who hold academic rank of lecturer, assistant instructor, instructor, assistant professor, associate professor, professor, distinguished professor, university professor, or one of the above titles modified by clinical, research, adjunct, visiting, or emeritus, e.g., clinical professor, adjunct assistant professor. Tenured and tenure-track faculty may be appointed as assistant professor, associate professor, professor, university professor, or distinguished professor; all other ranks are non-tenure track positions.

IV. PERFORMANCE REVIEWS, SUCCESSIVE APPOINTMENTS, AND SALARY INCREASES

The university assumes that the faculty is a "community of scholars" where teaching; research, scholarly and/or creative activity; and service are life-long pursuits, and where freedom of expression and inquiry are supported and protected. With a view toward supporting a strong ethic of faculty development, evaluations shall recognize consistent performance, recent accomplishments, degree of involvement, and accuracy of the contents of the self-evaluation statement.

A. Reappointments

The department head is responsible for initiating and conducting the evaluation of each faculty member. The department head also initiates the process of deciding whether to recommend reappointment of each non-tenured faculty member. A recommendation for non-reappointment can be made only after consultation with the tenured faculty.

When non-reappointment of a tenure-track faculty member is recommended, the procedures and deadlines prescribed in *Appointments, Promotion, Tenure, Non-Reappointment and Dismissal of Faculty* apply. The department head who decides not to recommend such a faculty member for reappointment shall notify him or her in writing in accordance with university policies.

All appointed, non-tenured faculty should be notified of reappointment recommendations on a schedule found in *Appointments, Promotion, Tenure, Non-Reappointment and Dismissal of Faculty*. However, for temporary faculty members who are appointed for terms of a year or less, the letters of appointment will serve as notification by specifying the terms and responsibilities of the appointments.

B. Annual Review of Faculty and Salary Increases

Annual Review evaluations of faculty shall be conducted by a School Peer Review Committee and the department head. The School Peer Review Committee formulates recommendations for faculty evaluations and forwards them to the department head. The recommendations of the committee should be incorporated into the recommendations from the department head unless there is a serious, unresolved difference of opinion between the department head and the committee. In those cases where the department head and the committee may have reached two very different conclusions concerning a particular faculty member's performance, two reports may be submitted to the dean.

1. Time Distribution

All work-assignment time distributions are determined by the department head to meet the needs of the department, school, and university (see *Appointments, Promotion, Tenure, Non-Reappointment and Dismissal of Faculty*). In most cases the work assignment time distribution will be 65% teaching; 25% research, scholarship, and/or creative activity; and 10% service.

2. General Considerations

- a. When state funds are available, salary increases shall be considered annually for each faculty member. The department head has the responsibility of making salary adjustment recommendations to the dean for approval. Such increases are to be based on written evaluations and recommendations by the department head. The annual review of each faculty member shall provide the primary basis for the head's recommendations relating to salary, promotion, granting of tenure, successive appointment, non-reappointment, and dismissal.
- b. Standards and criteria for annual review of faculty performance, promotion, and tenure decisions should also be consulted on a regular basis to help determine the need for equity salary increases to reduce the effects of compression and variations in annual funds available for salaries over a period of time. In years when equity and exceptional merit moneys are available, compensations of exemplary accomplishment shall be recognized with salary supplements.
- c. Annually, at the request of the department head, each faculty member will submit a self-evaluation statement, prepared in accordance with requirements stipulated by the department head and approved by the faculty summarizing his/her achievements in teaching; research, scholarship and/or creative activity, and service as described in this document. Failure to submit may preclude consideration for a salary and/or increment increase.
- d. The peer review will be a holistic review conducted by a Peer Review Committee comprised of school faculty members (tenured, no adjunct or visiting faculty members). Service on this committee shall rotate among the tenured faculty. Members of the peer review committee shall decline to participate in discussions concerning review of their submission by the remaining members of the committee.
- f. The university requires that students be afforded the opportunity to evaluate each class and that a numerical summary of student perceptions be incorporated into the evaluation of faculty performances. Only the composite scores shall be made available to the department head; individual evaluation forms are for the faculty members use only.

3. Evaluation Categories and Criteria

Each faculty member shall be evaluated on the basis of achievement in the areas of teaching; research, scholarship and/or creative activity; and service. Collegiality, including personal conduct that establishes professional relationships, fosters mutual exchange of perceptions and expertise, and exhibits willingness to work reasonably, completely and cooperatively within the framework of the goals of the university, school and department will also be considered as it relates to each area. It is in the best interests of the university, the school, the department, and the larger community that each member of the faculty and administration demonstrate a pattern of professional conduct which contributes to an overall positive morale.

a. Teaching

Demonstrated effectiveness and quality in teaching are the primary criteria for merit evaluations in this category. Teaching involves that combination of content, intellectual processes, approaches, and preparations that facilitate learning and associated services for students. Efforts to improve performance in teaching, preparing and teaching a course for the first time, to improve the quality of course content, and to willingly teach an overload in special situations should be considered. Willingness to mentor students toward the achievement of diverse professional goals will also be recognized.

b. Research, Scholarship and Creative Activity

Research and scholarship may include work in the classical sense of the humanities, sciences and engineering as well as professional projects and creative works. The quality of the faculty member's work is most important. Only work that advances the profession will be considered as a contribution to landscape architecture. The important aspect of evaluating research, scholarship, and creative activity is the quality and quantity of the activity and not the nature of that activity.

In all evaluations of creative activities for the purposes of promotion or tenure, excellence and dissemination of knowledge are the primary considerations. The creative work of landscape architecture faculty is a valid contribution toward tenure and promotion. Commitment to creative work is regarded as equal to research and/or scholarship. To meet the criteria of excellence any professional or creative work should contribute to the intellectual advancement of the art, science, or profession.

The department recognizes that faculty may emphasize one primary area of inquiry to the exclusion of others. Faculty are encouraged to be explicit in identifying their area of emphasis in discussions with the department head regarding work-assignment. Inasmuch as research, scholarship and/or creative activity are undertaken as part of the work-assignment, the identification of goals and objectives as well as the area of emphasis is of considerable importance in the work-assignment and the annual review of accomplishment regarding that assignment. For projects that require a long period of time to complete, consideration will be given to the importance of the research and to the demonstration of reasonable progress, which has been documented and reported at the time of annual reviews.

c. Service

Service involves the utilization of academic or professional expertise to support, assist and advance the institution; to advance the discipline of landscape architecture beyond the institution; and to contribute to the community. Evaluations of service will consider activities performed in the university, the school, the department, the community, and the profession. Service activities should reinforce the faculty member's area of teaching, research, scholarship and/or creative activity or employ that knowledge and expertise in a manner that enhances or brings recognition to the reputation of the department, the school, or the university.

4. Evaluation Ratings

Evaluations of above standard, standard, or below standard in the different assignment areas will be weighted relative to the work-assignment time distributions previously agreed upon by the department head and the faculty member. Intermediate evaluations are also possible. The parameters outlined below are not to be construed as a "check-list" nor are they self-limiting categories.

a. Above-Standard

Effort shall be defined as "Above Standard" when the instructor achieves exceptional performance, which is demonstrated by receiving several means of recognition and/or developing successful innovations. Examples of ABOVE-STANDARD work include, but are not limited to the following:

Peer and/or student recognition, receipt of awards, receipt of grants, ongoing work on grants, development of new courses, development of innovative methods and/or materials, development of interdisciplinary collaboration, juried or invited presentations at regional/national level or peer institutions, assumption of above-normal loads while maintaining established expectations, successful completion of professional licensing exam sections, presentations at professional conferences at international or national levels, book publication, refereed articles and papers, technical research reports, editorship of refereed journals, leadership at the regional or national level, local leadership/service that requires an extraordinary effort, fostering external support for the school/department, organization of professional/scholarly events, participation on national accreditation teams, and participation in work that contributes substantially to the progress of applied knowledge in the field.

b. Standard

Effort shall be defined as "standard" when the instructor demonstrates acceptable performance, which is exhibited by accomplishing a majority of the below-listed examples, and other similar activities. Examples of STANDARD work include, but are not limited to the following:

Cultivating a pertinent and current body of knowledge in area of specialization, maintaining artistic and/or intellectual currency, demonstrating abilities to integrate and synthesize pertinent and current knowledge/ skills/techniques in the development and delivery of instruction, attending workshops/courses/conferences, participating in design juries/workshops/charrettes, maintaining and fostering collegial attitudes, advising and guiding students, maintaining fair and judicious standards, presentations at professional conferences at a local level, integrating research/creative work and teaching, participating in professional practice by means of commissions/contracts/competitions/proposals, producing creative work, producing unpublished/unpresented/unbuilt work/work in progress, service on university, school, and/or department committees, providing professional service to communities and/or organizations, conducting all efforts in an ethical and professional manner, demonstrating a continuing willingness to work within the framework of the mission established by the faculty and administration, and demonstrating respect for colleagues' rights.

c. Below-Standard

Effort shall be defined as "Below Standard" when the instructor exhibits unacceptable performance, which includes failure in several areas. Activities will be construed as standard performance only if work presented to the peer review committee is evaluated

by them as of acceptable quality. Examples of BELOW-STANDARD work include, but are not limited to the following:

Failure to implement consensus direction of courses resulting from pedagogical discussions concerning the mission of the department, failure to attend class, failure to be reasonably accessible to students, failure to regularly attend school and department faculty meetings and functions, and non-performance in assigned duties on committees and task force.

5. Post-Tenure Review

When the annual review of a tenured faculty member results in a rating of “below standard” (or “unsatisfactory”) in one or more categories of evaluation (teaching, research/scholarship/creative activity, or service) in two consecutive annual reviews, or three of five collective annual reviews, action to improve his/her performance to the satisfactory level will be taken. Such recommendation shall originate with the faculty member's department head in consultation with the unit committee, in accordance with annual review criteria, procedures, and standards of satisfactory performance as determined at the department level. Within a reasonable period of time (including time for the faculty member to file grievances for the unsatisfactory ratings if desired), the department head shall notify the faculty member in writing that a “professional development plan” must be activated.

The professional development plan is a process for improving the faculty member's performance of his/her academic responsibilities in teaching, and/or research and creative activities, and/or service in a period of three years, or less if the faculty member requests it. In the case of extenuating circumstances as defined in Section IV, A. 4 of Board Policy 405.1, the faculty member may request extension of the faculty development plan period by one year. The professional development plan is prepared by the faculty member, the department head, and the unit committee, with the consultation and approval of the dean. Among options for the professional development plan are 1) change in assignment more appropriate to existing skills; 2) establishment of expertise in an area through scholarly activity; 3) taking a leave of absence to obtain new skills or update existing skills; and 4) a plan of improvement in teaching, research, and/or creative activities, and service.

The faculty member must demonstrate satisfactory progress in the professional development plan to the unit committee, the department head and the dean of the school as part of the annual review process. In the event that the faculty member fails to demonstrate the required improvement as indicated in the professional development plan by the completion of the development plan period, the dean may recommend a one-year terminal contract and dismissal for cause, after which the dismissal process outlined in Board Policy 405.1 will be followed (as defined in Section IV.C of the policy).

V. PROMOTION AND TENURE

Department policies on faculty performance are designed to recognize and reward meritorious accomplishments by salary raises, promotion, and the granting of tenure. Faculty members may request consideration for tenure and/or promotion through the department head, who may also recommend deliberation of such actions. Requests for tenure and/or promotion are reviewed by the department's tenured faculty, or tenured faculty at or above the rank to which the applicant aspires who advise the department head regarding the merits of the application. Attainment of tenure and/or promotion requires a high standard of achievement in teaching; research, scholarship and/or creative activity; and service, as well as demonstrated collegiality and a clear indication that such a performance level will be maintained over a career as a faculty member at this university.

A. Pre-Tenure Review

1. Pre-Tenure Review

A formal review of each non-tenured, tenure-track faculty member will be conducted after his/her third year of the probationary period toward tenure. The purpose of the review will be to assess the candidate's progress toward a positive recommendation for tenure and to provide the candidate with critical advice and analysis concerning his/her personal professional development in research, scholarship, and/or creative activity and his/her contributions to the teaching and service missions of the department. The pre-tenure review is conceived as an intrinsic facet of the mentoring of junior faculty, and shall be conducted in a proactive and supportive manner. The results of the pre-tenure review will figure significantly in the candidate's progress toward attaining tenure; therefore, this process shall emulate, to the greatest extent possible, the procedures and schedule of review for tenure.

The pre-tenure review is the responsibility of the Department of Landscape Architecture tenured faculty who shall constitute the Pre-Tenure Review Committee. The position of "recorder" who shall be responsible for documenting the decisions and recommendations of the committee will rotate among the tenured faculty.

No later than 15 August at the beginning of his/her fourth academic year in a tenure-track position, each faculty member shall submit an application for pre-tenure review. The application "package" shall consist of:

- A complete Faculty Review Checklist, as found on the website of the Provost and Vice-Chancellor of Academic Affairs.
- A current curriculum vitae.
- Primary documents, which evidence the faculty member's achievements in teaching; research, scholarship and/or creative activity; and service. Such evidence may include, but is not limited to: copies of scholarly papers, refereed articles, or professional journals documenting built work or exhibition of works; portfolio of built works and speculative projects; course materials; and materials demonstrating integration and effectiveness of research and service endeavors in teaching.

The recorder of the Pre-Tenure Review Committee shall forward to the department head written assessment and recommendations concerning the candidate's progress toward tenure. This review will be made a part of the faculty member's personnel file; a copy will be forwarded to the dean.

The department head will meet with the faculty member to discuss the recommendations of the tenured faculty, and provide any additional advice and counsel concerning his/her progress toward attainment of tenure. The department head will also provide a written assessment which will be made a part of the faculty member's personnel file; a copy will be forwarded to the dean.

At his/her discretion, the dean may meet with the faculty member to discuss the recommendations of the tenured faculty and the department head. The dean will provide a written assessment which will be made a part of the faculty member's personnel file.

2. Mentorship

Mentoring is defined as "a dynamic, reciprocal relationship in a work environment between an advanced career incumbent (mentor) and a beginner (protégé) aimed at promoting the

career development of both."¹ The protégé is encouraged to choose to obtain a mentor(s) from within the department, college or from the university at large.

B. Evaluation Criteria and Procedures

Each faculty member wishing to be considered for promotion and/or tenure should submit materials which rigorously adhere to criteria, procedures, and schedule specified in Board Policy 405.1, Academic Policy 1405.11, Academic Policy 1405.101 and the *Faculty Review Checklist*.

The criteria followed in making tenure and promotion decisions is identical to the performance criteria followed in annual review and pre-tenure review, except that, for tenure and promotion considerations, the evaluation package must contain documentation for all accomplishments since the applicant's last appointment and as stated in the dean's letter for initial appointment. In applications for tenure, the Department of Landscape Architecture tenured faculty shall comprise the review committee; the position of "recorder," who shall be responsible for documenting the decisions and recommendations of the committee, will rotate among the tenured faculty. In cases of promotion, the Department of Landscape Architecture tenured faculty at, or above, the rank to which the candidate aspires shall constitute the review committee.

The award of tenure and/or promotion assumes satisfaction of university criteria as explicated in the Academic Policy 1405.11 *Evaluative Criteria, Procedures and General Standards for Initial Appointment, Successive Appointments, Annual and Post-tenure Review, Promotion and Tenure*. It also assumes satisfaction of the university's criteria for continued employment. Additional overarching questions must be answered affirmatively if tenure and/or promotion are to be awarded. These questions include the following:

- Does the individual possess the specialized expertise needed to carry out the goals and objectives of the school and department?
- Has the individual fulfilled the responsibilities of the roles for which the individual was hired and/or the roles as revised in annual review documents?
- Does the individual add a valuable ingredient to the faculty community?
- Has the individual's record illustrated significant achievement of quality in teaching?
- Does the individual relate well to both students and faculty colleagues?
- Is the individual demonstrating a commitment to achieving and maintaining high standard of excellence in all academic endeavors?
- Has the individual demonstrated competence in research, scholarship, and/or creative activity?
- Does the individual represent the school and university in a creditable manner?

¹ C.C. Healy & A.J. Welchert, "Mentoring Relations: A Definition to Advance Research and Practice," *Educational Researcher* 19 (1990): 17.

In all cases, the overriding issue in consideration of the granting of tenure shall be:

- Is the award of tenure in the best interest of the department, the school, and the university?

When the department head is being considered for promotion and/or tenure, the dean shall appoint a member of the university community with commensurate experience outside the department to chair the proceedings and serve all roles designated for the department head in those procedures that follow. Otherwise, the procedures will be the same as for any faculty member.

C. Promotion and Tenure Deadlines

These deadlines follow those outlined in Academic Policy 1200.00. The application package shall conform to the requirements of the *Faculty Review Checklist*, which can be found on the university website for Academic Affairs.

It is highly recommended that the candidate compile the requisite material for the tenure and promotion application in the summer months and submit a proposed list of external reviewers prior to the fall semester deadline. The candidate is responsible for being familiar with the contents of the applicable Board and Academic policies.

D. Extra-Mural Evaluation Procedures

All applications for tenure and/or promotion must be accompanied by three extra-mural (or external) evaluations. These evaluations must come from faculty members of peer institutions who, by virtue of their expertise in landscape architectural teaching; research, scholarship, and/or creative activity; and service, have the capacity to properly evaluate the candidate's performance as documented in the tenure and/or promotion materials submitted. The peers should also be able to assess the candidate's potential for continued contributions to the school and to the field. Two of these reviewers shall be selected by the department head, in consultation with the dean, from a list submitted by the candidate. The third reviewer shall be selected by the department head, in consultation with the dean, from a list submitted by the department review committee. **The candidate shall not directly contact or solicit potential extra-mural evaluators.**

Before the fall semester, the candidate shall have a tenure application for distribution to the external peer reviewers. Before the beginning of the fall semester, the extra-mural evaluators shall be selected.

E. Tenure and Promotion Procedures

The Landscape Architecture Department will implement the procedures specified in this document and as outlined in the Academic Policy 1405.11 *Evaluative Criteria, Procedures and General Standards for Initial Appointment, Successive Appointments, Annual and Post-tenure Review, Promotion and Tenure*.

The dean's office will serve as the initial repository for the candidate's materials. After receiving the candidate's materials, the dean will submit the candidate's materials to the department review committee. After receiving the candidate's materials from the dean's office, the department review committee will evaluate the case for the candidate and prepare a report that contains a recommendation that is based on an evaluation of the candidate's record (as documented in the candidate's materials) in relation to the expected norms of the discipline and a statement of rationale for that recommendation. This report, unique to the candidate, will be submitted to the department head by 22 October.

The department head will independently review the candidate's materials and prepare a report, unique to the candidate, which contains a recommendation based on an evaluation of the candidate's record (as documented in the candidate's materials) in relation to the expected norms of the discipline and a statement of rationale for that recommendation. If the reports put forth the same recommendation, the candidate will be notified in writing by the department head of the recommendations and the rationale for the recommendations.

If the reports put forth opposing recommendations, the department review committee and the department head will meet to reconsider both recommendations. After reconsideration, the candidate will be notified in writing by the department head of the recommendations and the rationale for the recommendations. At this point, if one or both of the recommendations is negative, the candidate has ten calendar days to withdraw from further consideration by providing written notification to the department head. If the candidate does not withdraw, the candidate's materials will be forwarded to the dean.

The dean, upon receiving both recommendations, will formulate a recommendation and inform the candidate in writing of that recommendation prior to forwarding any materials to the Vice Chancellor for Academic Affairs. If not satisfied with the recommendation of the dean, the candidate may appeal the recommendation within seven calendar days of notification. The candidate may withdraw from further consideration by notifying the dean in writing prior to the deadline for the dean's recommendation to be in the Office of Academic Affairs.

End

H. WEBSITES

For an overview of the Fay Jones School of Architecture and Design, follow the following sources on the Fay Jones School website:

- Fay Jones School of Architecture and Design Home Page
<http://fayjones.uark.edu>
- About the Fay Jones School: Mission, History, and Leadership
<http://fayjones.uark.edu/about/index.php>
- Fay Jones School *ReView* Magazine
<http://fayjones.uark.edu/news-and-events/publications/re-view.php>

For information about the BLA program, follow the following sources listed as links on the Fay Jones School website:

- BLA Requirements, Sample Curriculum, and Courses
<http://fayjones.uark.edu/academics/landscape-architecture/degrees.php> and
<http://fayjones.uark.edu/academics/landscape-architecture/courses.php>
- Landscape Architecture Fact Sheet
<http://fayjones.uark.edu/resources/PDFs/LandscapeArchitectureFactSheet2015.pdf>
- University of Arkansas Catalog of Studies
<http://catalog.uark.edu/undergraduatecatalog/academicregulations/universitycore>
- Admission, including tuition & fees, deadlines, scholarships
<http://fayjones.uark.edu/admissions/index.php>

Student Scholarships:

- Scholarships available through the state of Arkansas:
<http://scholarships.uark.edu/Arkansas-state-programs.php>
- Scholarships available through the University Honors College:
<http://honorscollege.uark.edu/prospective-students/fellowships/>

To develop an understanding of the larger context for professional education in landscape architecture education and the career paths available to graduates of accredited degree programs, the following sources are listed as links on the Fay Jones School website:

- Accreditation
Under “Academics/Landscape Architecture/Accreditation” are links to the Landscape Architectural Accreditation Board and the American Society of Landscape Architects
<http://fayjones.uark.edu/academics/landscape-architecture/accreditation.php>
For the last (2010) LAAB Visiting Team Report
<http://fayjones.uark.edu/resources/PDFs/LAABReport2010.pdf>

Fay Jones School and Department of Landscape Architecture Social Media:

- Fay Jones School Facebook Page
<https://www.facebook.com/Fay-Jones-School-of-Architecture-and-Design-50218162614/?fref=ts>
- Department of Landscape Architecture Facebook Page
<https://www.facebook.com/University-of-Arkansas-Landscape-Architecture-636388496415678/>

- Fay Jones School Twitter
<https://twitter.com/fayjonesschool>

For Information about the University of Arkansas:

- University of Arkansas Home Page
<http://www.uark.edu>
- University of Arkansas Academic Policies
<http://provost.uark.edu/policies>
- University of Arkansas Faculty Handbook
<https://provost.uark.edu/faculty-handbook>

For Information about Student Life:

- Code of Student Life
handbook.uark.edu
- Pat Walker Health Center
<http://health.uark.edu>
- Counseling and Psychological Services
<http://health.uark.edu/caps.php>
- Center for Educational Access
<http://cea.uark.edu>
- Enhanced Learning Center
http://elc.uark.edu/?page_id=2
- Career Development Center
<http://career.uark.edu/new>