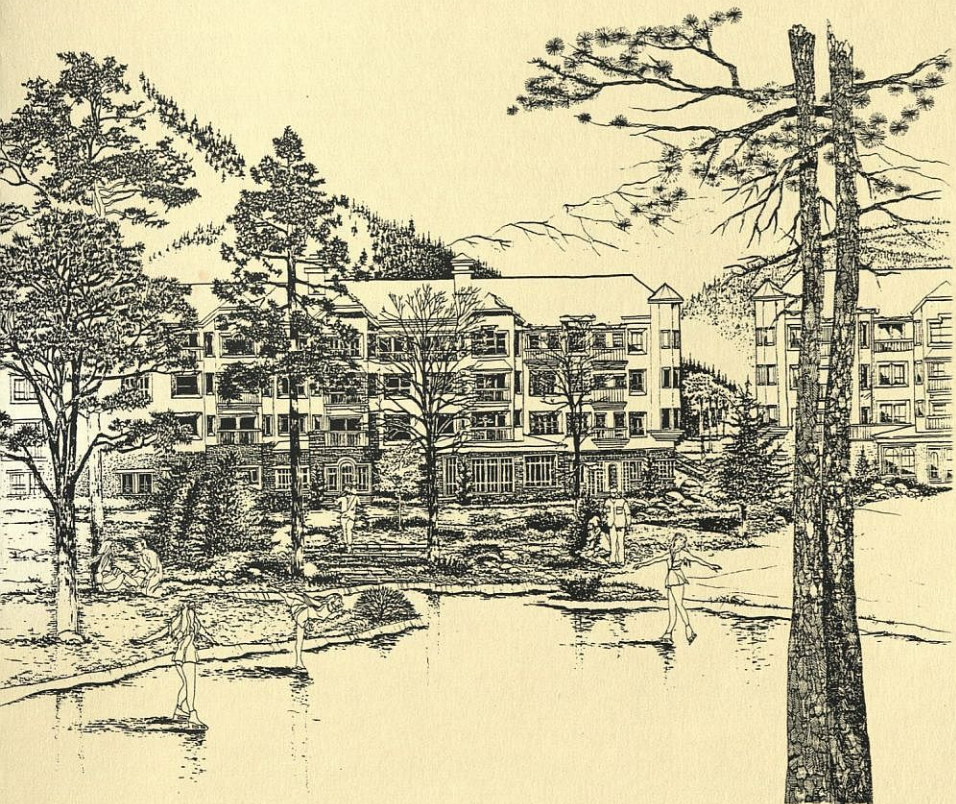


An in-depth Study of the

Landscape Architecture Program

at the University of Texas at Arlington



Prepared for the

School of Architecture

Dr. Pat Taylor, PhD.

February 13, 1990

TO: Mr. Gary Robinette, Director, LARC
FROM: Pat D. Taylor *PDT*
RE: Report on program quality

Gary, attached is a copy of the report for your (and the faculty's) review. The logical next step is for all of us to visit after everyone has read it. This document can become a guidepost to systematic progress if we chose to use it this way. In effect, it can be the program's Policy Paper, constantly modified and updated as we conceive of new policies and as we check-off specific accomplishments over the years. In any case, it should not be considered static.

The utility of this paper will be measured by how much it is altered from time-to-time, and how dog-eared its pages become. I believe the document's insight will be enhanced if we all make collective input as soon as possible. And, you'll see that input is necessary in order to complete the section on Policies and Actions.

A section on historical development (how we got where we are) needs to be added. I did not solicit data on this question, but if the paper has any long-term value for future users, a section on historical context will be useful.

Even though the accreditation team is arriving earlier than the time suggested in the data, the recommended schedule is based on a "perfect world" scenario. I don't think the long-range needs of the program as outlined are affected by the team's schedule, because the most important contribution of this report is as an internal working document.

I look forward to the team's visit, and am hopeful that I can make a contribution to its assessment of the program.

cc: LARC faculty

PERCEPTIONS OF PROGRAM QUALITY
IN LANDSCAPE ARCHITECTURE
AT THE
UNIVERSITY OF TEXAS AT ARLINGTON

INTRODUCTION

Purpose of Study

The purpose of this study is to identify and analyze the critical issues related to quality in the program of landscape architecture (LARC) at The University of Texas at Arlington (UTA). The results of this study are to be used as guideposts for establishing long-term policies and short-term actions for the program. In addition, these results will serve as points of departure for measuring progress toward these goals, both immediately and in the future.

While this study was commissioned by the program director, it is driven in part by recent efforts to achieve accreditation of landscape architecture by the American Society of Landscape Architects. Failure to achieve accreditation in 1989, and plans to submit again in 1990, are understandable reasons for activity in general, and for self-study in particular.

However, the addition of two new full-time faculty members, two new part-time faculty members, and an abnormally high turnover rate (four individuals in seven years) in the program director's position, have added their own impetus to self-study in the program. Thus, while accreditation is a force, other exigencies support this investigation into program quality.

Methodology

This study uses qualitative data collection techniques, which extract from affected constituents the critical themes, issues and ideas about the topic-at-hand. The constituent groups selected from the environment of LARC at UTA include landscape architecture faculty (full-time and part-time), landscape architecture students, faculty from architecture and interior design, practitioners, administrators and LARC alumni.

To generate data, the author conducted group and individual interviews with representatives of each constituent group, at various sites throughout the metropolitan area. During the semester-long study, the author assumed the role of participant observer, visiting studios and juries, attending faculty meetings, serving as guest lecturer, and gathering spontaneous data from one-on-one interviews, conversations, and document analyses.

Nearly five dozen individuals participated in seven formal group interviews. Each session averaged approximately one and one-half hours, and discussions were summarized through field notes, and in three instances were captured on audio tape. In all cases, confidentiality of sources and data was assured to participants.

Field notes were analyzed according to identifiable themes, topics or issues, which were summarized in the margins. These summaries were then subsumed under brief typologies, or easily identifiable and descriptive headings. These subsumed headings form the topics under which the data are reported in this paper.

To elicit responses appropriate to the issue of quality, these directives were asked of all participants:

Tell me about quality in design-related education.

Specifically, what are the issues of quality in landscape architecture at UTA?

What are the strengths (weaknesses) in the program of landscape architecture at UTA?

What impact on quality is played by the university (refers to location, traditions, scope and focus, function, relationships with other universities, and the like)?

How do architecture and landscape architecture affect one another at UTA?

From these broad questions, several specific follow-up questions were asked, depending upon the depth and exactness of initial responses.

This paper, then, freezes a moment in time in the history of landscape architecture at UTA. No organization is static, and it is understood that this same investigative procedure applied in the future likely will identify other issues of concern. Indeed, it is recommended that program personnel take periodic looks at the concerns of its constituents in order to maintain solid support from them, and to ground their own actions against the expertise of others.

A Statement on the Current
Environment of Landscape Architecture
at The University of Texas at Arlington

Landscape architecture at UTA is the youngest of three professional degree programs in Texas. The UTA program is one of two in the state housing a master's degree in landscape architecture (MLA), and it is the only program in Texas as yet unaccredited by the American Society of Landscape Architects.

The program is less than twenty years old, and is one which in the minds of many was prepared to pursue accreditation early in the 1980's. Circumstances such as personal accidents, retirements, and turnovers generated short-lived leadership at the director's level, and staggered what was thought to be a progressive pace toward the program's maturation.

Today's environment bears residuals of earlier events, primarily in the form of newness in the landscape architecture faculty. In addition, the program is in the midst of an educational shift, from one primarily with undergraduate students to one primarily with graduate students. As in any institution, such a shift carries with it a lag time in which adjustments in thinking about course content, academic rigor, and a mature student body are necessary. In addition, the program is responding to the pressure to increase enrollment, since graduate curricula require aggressive recruitment to replace the natural entry of enrollees from joint undergraduate programs. These items dominate discussion about program quality, and they fill the agendas of faculty meetings or ad hoc get-togethers about landscape architecture at UTA.

Recruitment has fallen primarily on the shoulder's of the program director, who expresses delight in the challenge. Both he and the faculty are cognizant of the adjustments needed in course content, academic rigor, and in servicing mature students. Their collective challenge is to successfully wrestle with these items as they also fulfill their normal obligations of the academic year.

Built into this challenge is the need to have a faculty large enough to offer teaching and non-teaching contributions to the program, while not yet having a student enrollment large enough to justify such size. Specifically, the program feels pressure to provide off-hour classes, particularly at night, while devoting day-time hours to the far reaching adjustments that face it now. And, of course, students and other constituents expect the program to comply with normal day-time hours and provide off-hour teaching services.

The program is not short on quality at the faculty level, as evidenced by the credentials of the part-time and full-time staff. Of the nine faculty associated with the program in the 1989-90 academic year, one part-time person has only a bachelor's degree. All others hold at least a terminal master's degree in landscape architecture or a related field, and two hold the Ph.D. Only one has a degree (the MLA) from UTA. The list of other universities represented in these credentials gives the faculty a breadth

similar to that of the architecture faculty at UTA--one that is non-regional in its geographic experiences, and one representing established and accomplished programs throughout North America.

The faculty also is young enough, and apparently willing enough, to undertake the extra burdens necessary to overcome its current challenges. While it is young, it is experienced, and shows few limits in its ability to articulate well-grounded goals for the program. It also is eager to participate systematically in the process of program development, and in fact, expects to.

Keeping a watchful eye on the way landscape architecture responds to its current environment, are its colleagues in architecture, and to a smaller degree, those in interior design. UTA's architecture faculty is skeptical of landscape architecture's ability to grapple with its challenges. This skepticism is based on architecture's perception that landscape architecture has yet to succeed (see Faculty characteristics, p. _____), and it is historically grounded. The perception, for the most part, is not based on experience with the current landscape architecture faculty since it is so new. Nevertheless, the criteria for judging landscape architecture remain in-place among architects, and their willingness to support the program is softened, at least temporarily, until it observes some successes that meet architectural criteria.

The external environment of landscape architecture is, to the author, surprisingly supportive. Alumni, while quick to point out the program's shortcomings when they were in school, are equally quick to report the program's strengths. While emphasizing strengths is a way of enhancing one's own degree in one's mind, alumni are reinforced about their UTA backgrounds, particularly when contrasted with their experiences with professional colleagues degreed at other universities.

Practitioners exude confidence in both the products of UTA and in the program's future. They demonstrate no broad based hesitancy to hire program graduates, and they find individual shortcomings to be typical of entry-level landscape architects in general. Practitioners also are confident that Texas can justify three accredited programs, and they believe that UTA's location in such a large metropolitan area adds uniqueness to the state's overall base of education for landscape architects.

Only among university administrators is there a "now or never" attitude about program achievements. Partly, this view is attributable to an administrators' role as a proponent for change, and partly it is attributable to a ticking clock which allows program graduates to take the state registration exam only through mid-1990. The clock is driven by the requirement that examinees come only from accredited programs.

These, then, are the tenets of landscape architecture's current environment at UTA. Even though there is a potentially life threatening issue (accreditation) within it, the environment is charged with genuine affection and with confidence in the future. In short, few who operate in this environment believe that the program will fail, and their optimism suggests the presence of an acceptable level of quality in landscape architecture at UTA, and a confidence in themselves as members of the landscape architecture profession.

Common and Predominant

Themes and Issues

This section identifies the themes and issues dominant in the data. It is presented as a report, with analysis and application of the data to follow.

While many topics-of-concern are found in the data from each constituent group, only those themes and issues generating prolonged discussion or reappearing in subsequent discussions are deemed predominant. In some cases, however, immediate consensus or agreement was reached on some topics, thus warranting little discussion. These, too, are considered common and predominant.

Among the predominant themes and issues are:

- Accreditation
- Apperceptions
- Design Theory
- Faculty characteristics
- Graphic skills
- Organizational structure
- Program focus
- Relationship with architecture
- Student characteristics
- The university (UTA) and the school (SA)

ACCREDITATION: Awareness of the program's recent experience with the accreditation process is universal. The perceived importance of the process, however, varies with each constituent group.

Administrators see accreditation as fundamental to the program's success, and to some degree, its continuance. (The idea of continuance is tied to the ability of LARC graduates to qualify as candidates for to the UNE registration exam upon graduation, and with no practice required. After 1990, graduates may not qualify for the exam unless accreditation of the program is achieved.) However, few other constituents give it such life saving or life threatening status. Rather, they see it as a watershed event which will mark another step toward maturation. One faculty member noted that (accreditation) "is not one of the major stumbling blocks" to achieving a truly fine program at UTA..."We're not far away, and that (accreditation) can be taken care of relatively easily." Administrators, however, stress the perceptual advantages of accreditation, citing it as a "deadly recruiting issue."

As much as anything accreditation is seen by some as an item of status. Among students, who generally have given the topic less thought than other groups, the fact that the program is not accredited is more important than whether it is accredited. In their minds the lack of accreditation raises the question of status with other landscape architecture programs, and it spurs doubts about the demand for their services in the job market.

Among practitioners (as well as students) there is an assumption that accreditation will be achieved. The urgency of the matter is less of an issue, however, and according to the rate of placement of UTA graduates among design firms and public jobs in the area, practitioners find LARC

graduates generally to be as worthy as those from other programs. Thus, accreditation to them will serve as an endorsement of a program already producing employable graduates.

Some of this ambivalence among practitioners is rooted in the fact that Texas uses a "title" statute rather than a "practice" statute to register landscape architects. Thus the type of state registration is a topic of discussion in itself. In addition, the continuance of registration as far as the state Legislature is concerned, will be an issue in the 1991 legislative session. To practitioners, then, there are other matters concerning registration and the profession that overshadow the picture of accreditation at UTA.

LA faculty support accreditation and the energy required to achieve it. Generally, they prefer that the reapplication process be delayed until adequate preparation is achieved. This adequacy centers around time: enough time to demonstrate certain achievements since the last review, and adequate time to prepare for a visiting team. In addition, there remains in the minds of faculty a need for collective review of program goals and focus, and a better sense of agreement on these items. Said one individual, "Our goals (as I understand them) may be valid, but they are borne independently of the current faculty. How these goals are implemented is a way of accomplishing quality" (in our program).

The high-energy style of the current program director is understood by constituent groups to be a significant reason for his selection. Indeed, his optimistic hopes for setting the date of the next review preceed the faculty's by several months. This approach is seen as typical of his enthusiasm for the challenges of the program.

On the other hand, the pressure to achieve accreditation preceeds the current director, style not withstanding. In fact, accreditation has been an issue within the school for several years. There remains, though, a sense that the present director has as his main purpose and his prime responsibility, the program's successful accreditation.

This burden to succeed raises in some constituents minds the question of "What if?" What if accreditation is again denied? Will the director remain? Will the program be terminated? If the program survives, will it continue to achieve support within the School of Architecture? (There is a belief among all groups that current dean of the school is strongly supportive of the landscape architecture program.) These questions, many believe, warrant attention as long-range goals for the program are identified. These questions also reflect a concern for continuity in the program, as well as a concern for individual and group goals that reach beyond the immediate future...issues which appear in the faculty data, woven into topics other than just accreditation.

Summary

The need to pursue accreditation is unquestioned. However, the significance of accreditation varies according to the groups interviewed, and the topic is most discussed among administrators and LA faculty. Questions of timing and preparation for the next accreditation effort remain, and accreditation is tied in the minds of some affected groups to other significant topics including faculty characteristics, organizational structure, program focus,

program characteristics, and relationships with the profession.

APPERCEPTIONS: Apperceptions relate new information to experience, and appear in the data as reasonings, justifications, and explanations for current thinking about former issues. In some ways, apperceptions indicate the achievement of a comfort level with former challenges, and, as expected, are prevalent in the data from alumni, students and faculty. Apperceptions also indicate the presence of creative thinking, or at least the presence of an educational environment which supports creative thinking.

Typical of apperceptions among alumni is the understanding of landscape architectures' educational limits. "After I started to work, I realized that school can't teach you everything," said one graduate who believed approvingly that his education at UTA armed him with the ability to learn more deeply as life progressed. Another stated it this way: "We (alumni) acknowledge that building a base for subsequent knowledge is a good foundation."

Both were typical of alumni who have experienced some success in the landscape architecture profession, and who have traded their worries about educational preparation for increasing self-confidence stemming from on-the-job achievements. One graduate worried while in school that "most of what I learned was stolen," only later coming to appreciate the talented environment of architecture and landscape architecture in which he had studied, and from which he had learned.

"Stealing" as a technique of learning in design education suggests that there is something to steal. While faculty can teach what they know, it is the practicing student who, when observing his or her colleagues as they process new data, adds to a program's educational strength. One graduate of another successful landscape architecture program summed up the phenomenon this way: "I learned as much from my classmates as I did from my professors, and I learned a lot from them."

In a creative environment, then, innovations in technique and product float liberally for others to observe and borrow. At UTA the presence of such an environment is acknowledged by students and alumni.

Other alumni, now competing or working with graduates of other LA program, have strengthened their professional self-confidence as expressed by the statement of one: "Hey, I can compete with all those other guys (referring to graduates of Texas A & M and Texas Tech). His pride was boosted with this observation that the knowledge base of graduates of the three universities represented in his office, including UTA, was not duplicated, but was complementary. "I learn from what they've learned, and they are learning from me," he added.

Because the faculty is young, relating their experiences at other universities to what they see at UTA, is expected. Indeed, several students stated their appreciation in hearing about faculty experiences at other landscape architecture programs, and so far, these experiences carry the faculty member's credibility and increase the student's pride in their program.

Time, however, mellows the excitement of what is immediately past, and fortunately for UTA, the substance of the current faculty is deep enough to provide rich teaching experiences for the near future. Apperceptions, however, depend upon an individual's ability to experience multiple environments on a regular basis. For landscape architecture faculty, this means staying current through private practice, travel, or other developmental means. There is a perception among alumni that a strength of the UTA program is its heavy involvement of part-time faculty who also practice (and, this strength is reinforced by the previous visiting team on accreditation). Experiencing multiple environments is normal for these individuals, but for full-time faculty, opportunities are limited. One graduate shared his perception that "Unlike architects, the landscape architecture faculty is also practicing. Bringing real projects to class was a strength," I thought.

Finally, apperceptions, and the environment that fosters them, are important because they serve as springboards for advancing knowledge. Since neither UTA nor LARC are deep in research tradition, there is a call for developing a program which consistently introduces new data to the existing base of knowledge. This call, of course, forms the basis for a program of life-long learning. One administrator suggested that the school can build on this basis by perpetuating an environment inviting to professional duality. In this instance, he refers to designers who add to the knowledge base of design by "keeping one foot in the university and one in practice...These are the people who add to design theory." The achievement of such a model involves strong ties with--and adequate distance between--the technical and theoretical sides of landscape architecture education. All groups agree that precedent for this balanced model exists at UTA.

Summary

Apperceptions, or the relating of new data to experience, are indicators of a successful learning environment. At UTA, apperceptions are cited among alumni and are used as teaching tools by landscape architecture faculty. Their presence, and their apparent endorsement by administrators, suggest the presence of an educational environment capable of advancing knowledge, and of encouraging the life-long pursuit of knowledge among graduates.

FACULTY CHARACTERISTICS: The landscape architecture faculty is in an adaptation mode, primarily because it is new. Two full-time and two part-time members joined in the fall of 1989, bringing perspectives borne independently of experiences in landscape architecture education at UTA. For this reason, interview data from these faculty members are not constrained, but rather contain persistent hints of enthusiasm and anticipation.

It is important to note, too, that those faculty with experience at UTA, while harboring information on events and conditions of the past, equally are unfettered where enthusiasm for the future is concerned. In the main, LA faculty demonstrate confidence about the program and their ability to contribute to it.

In fact, questions of program history are largely non-issues to the LA faculty, according to their current focus on program quality and on their future hopes for the program. In other words, their attention is forward

rather than backwards, and this perspective appears in the comments from old and new faculty alike.

Specifically, LA faculty find little fault with the academic ability of current students. Said one, "I'm giving them some fairly rigorous stuff, and they're keeping up." While individual students show weaknesses in one area or another, faculty satisfaction with student performance is noticeable when overall talent is discussed.

Specific problems in academic quality are attributed more to structure than to preparation. The dominant issues are sequencing of course, and solidification of course content ("Tight advising is needed here; prerequisites are non-existent,") improved cohesiveness among LA faculty (including coming to an agreement or at least a consensus about program goals), and freeing-up the director from non-administrative functions to better foster his director's role.

Regarding this last topic, there is data from both faculties as well as from students and alumni that the director is "spread thin". The issue appears in the call to develop the program's focus with deeper and on-going involvement of the faculty, in the form of concern for the director's physical well-being, and in the call to give support to young faculty who know they need it. "There's no telling what _____ could do if he knew he could do it," said one colleague of another. "The director has got to take advantage of someone like that."

The issue is balanced with acknowledgements of the director's abilities at recruiting, in developing relationships with professionals, and in teaching. It is recognized that a reduction of his time in the classroom will result in a tutorial loss to students, but a loss necessary to capitalize on his other talents.

There is a sense of urgency in the faculty's plea to modify the director's role. The plea is from faculty who believe they are "qualified, but not cohesive." Said one individual, "There is pressure to 'establish' the program, but that pressure is preventing the program from establishing itself internally." This faculty member added that sharing time with faculty is essential to the administrator's role, but the director's availability is limited, partly because of his heavy involvement in teaching.

While recognizing that they have something to contribute to program goals, landscape architecture faculty see the need for dependable, scheduled moments to make input. Teaching schedules are cited as obstacles to regular faculty meetings. Hope is placed by faculty and administrators alike in retreats or other uninterrupted sessions as a one-shot means of making-up for inconsistent contact during the semester. Yet, each group acknowledges that shorter, dependable and regular meetings are essential.

One faculty member affirmed that the "LA faculty know what's going on..." meaning that they have something to say. He added:

"Even though we may all want to be a chief, the administrator should be the one to deal with budget issues, for example, because there are too many of us to make input. The director (therefore,) should devote more time at the policy level, and then mediate with the faculty."

His model seconds the idea that program quality can be enhanced by using the director's position to support, to encourage, and to develop faculty talents. "Talents will rise" (under this model,) said another faculty member, "because of the variety of backgrounds" (we have). "The ability to mesh our backgrounds and present them effectively to our students may become a measure of how quickly we achieve program maturity," he added.

Finally, faculty, administrators, and students are acutely aware of inconsistency in course content and of the virtual void in effective course sequencing. One faculty emphasized the point: "What the students need is knowing how to mesh plant identification with design in order to take planting design!" Another cited frustration in finding students enrolled in the second semester of a course when they had not taken the first. Faculty respond to these situations by forcing the students to adjust schedules or by imposing other actions on students, and the word spreads. Affected groups acknowledge, however, that the problem has a dual solution, and the remaining effort is structural. In other words, the program must express its intent about courses early, thoroughly, and consistently. Said one architecture faculty member, who was aware of the problem, "Sequencing is a tool here" where improving the quality of landscape architecture is concerned at UTA.

The architecture faculty is cautious about the future of landscape architecture, primarily because of dissatisfaction with past accomplishments in the program, and because weaknesses perceived in the landscape architecture program are perceived as strengths in architecture. Specifically, architecture faculty are critical that after several years of existence, landscape architecture has not achieved a level of stature and success that the architecture faculty can measure. While there are few specific examples of failures in the data, (lack of accreditation is cited, however,) the architecture faculty's criticism focuses on the capabilities and styles of individual program directors, the process of their selection, the lack of understanding of design theory by landscape architecture students and faculty, and the perception that the school's appropriations to landscape architecture deplete appropriations that otherwise would go to architecture.

One architecture faculty member noted, without specifics, that "We never saw the program take-off..." under former directors. Another noted that the two programs have always been "...at-odds...because the LA program has always been subsidized...It has too many faculty, too many dollars, and no students," paraphrased another.

Philosophical differences among architecture faculty regarding landscape architecture focus on proprietorship of design. "Who teaches the basics of landscape architecture?" asked one faculty member rhetorically, who then suggested that no one does. Another noted that while there is an abundance of theory in architecture, there is an absence of it in landscape architecture, "...because there are too many technical issues in (landscape architecture).

More specific concerns center on standards--graphic standards, faculty standards (an historical reference), academic admission and retention standards, and the standards of performance or the role of landscape architecture in the physical world. "The art in landscape architecture has been lost," said one. "Maybe ASLA should elevate its own standards...and make the first professional degree the master's," added another. "ASLA

looks minimally at research," he noted, adding that knowledge in landscape architecture is seldom advanced at the master's level.

Finally, one individual criticized landscape architecture education at UTA for building too much of "...a reliance on the desires of the client." Such a reliance comes at the cost of quality design, he added, and renders the landscape architecture program more "vocational or technical" than academic.

The articulate response and the energy with which it is charged, indicate that landscape architecture receives considerable attention from the school's architecture faculty. While the issues raised by architects are matched with few suggestions for improvements, they appear with little solicitation. And, their data contain numerous ideas for elevating the quality of landscape architecture at UTA, and for improving relationships between the two program.

Among the suggestions are calls to build landscape architecture "without consideration of architecture." This call takes an hard form in which landscape architecture is projected into another division of the university, and a soft form in which sympathetic architects accept landscape architecture as an independent field of study capable of making good decisions on its own. The soft form has a parental tone to it, with architects offering the benefit of their observations, if needed, and voicing support and confidence if it is not.

Another architecture faculty member cautioned against providing too much help to landscape architecture as it took steps toward improving its quality. His point came during a discussion about standards for each profession: "If landscape architecture has got to be compatible (with architecture), then we may be getting landscape architects that are really architects," he noted. "But," he added in an acknowledgement of the profession's shared backgrounds, "landscape architecture should have the compatible strengths of architecture here at UTA...rather than having to teach everything by itself."

Summary

Landscape architecture faculty are saddled with little historical baggage about the program. Their focus, therefore, is forward. The issues which press them the most are resolvable under the attention of the director, and they collectively exude little apology for the program now or as they envision it. Architecture faculty report on historical issues which have retarded quality in the landscape architecture program. Their criticisms are tempered with a wait-and-see approach to improvement, and with cautious offers of assistance if landscape architecture demonstrates success in building its own program. Architects also assert that both programs have "driven wedges" historically, and that both can contribute to conflict resolution by an inter-disciplinary approach to identifying and solving problems.

GRAPHIC SKILLS: All constituent groups were asked to comment on the quality of graphic skills in landscape architecture, as well as on the relationship between graphics and design. With few exceptions, constituents see little connection between graphic skills and quality design, and at the same time, they acknowledge that landscape architecture at UTA has been weak in fostering graphic skills among its students.

In general, constituents believe that graphic skills help convey design messages. In fact, some believe design is not conveyed unless accompanied by quality graphics. Others are convinced that while graphic skills are related to design, some designers succeed without such skills. One practitioner noted that "There are few top designers...(no matter what their skills). He added emphatically, "There is not much correlation between good design and graphic skills."

Others expressed personal knowledge of quality designers with poor graphic skills, but few cited examples. One practitioner offered an explanation of why design can stand along without strong graphics: "Design is a thought process, an approach," he said. According to alumni, it is this thought process which has been successfully transmitted at UTA. "It is my perception," said one, "that UTA LA's are taught to think like architects and we take pride in that!" He added:

"It is a fair criticism that UTA graduates generally have poor graphic skills. But, its just a tool...It is not essential to design. In the old days we were taught that our graphic skills 'will come'. But...only in graphics (and sometimes grading) have I ever felt intimidated by people from other schools."

His view is given little backing by administrators, who see a strong symbiosis between graphics and design. According to one, landscape architects have little excuse for not encouraging graphic skills because "their subject matter (is so) susceptible to beautiful drawings." More importantly, he noted, "there's a feeling that accompanies skill proficiency...and, this proficiency allows young graduates to survive," he added with a practical note.

The counter view is reinforced, however, by a practitioner: "There's a place for the underskilled people. I don't know whether its in the public sector or private sector," he said searchingly. "Maybe its in marketing." As he collected his thoughts he added a reinforcing note to the administrator's observation: "But they start out (in the job market) with a disadvantage."

Architecture faculty are vocal about the lack of design skills among landscape architects. "Their graphics are not pretty," said one. "They have no quality of permanence." The solution in architecture apparently has been to introduce graphics early in the educational process, and to create an atmosphere of expectation within the curriculum. "We expect students to acquire graphic skills without having to teach them," he added.

Arguing that landscape architects can be good designers and not be good graphic artists, one recent graduate summarized the issue this way:

"I wasn't able to communicate my design ideas to the professors because I couldn't express myself graphically. Yet, some of the best graphics we've had here (at UTA) are ill-conceived designs."

In discussions with alumni and practitioners (as well as in one-to-one conversations with selected faculty), the topic of graphic skills widens to include communications. Poor graphics are tolerated, according to these discussions, when students with poor skills also demonstrate strengths in speaking and writing. However, according to the feedback, few believe that landscape architects at UTA or elsewhere have adequate command over the

non-graphic skills. "Landscape architects can't communicate," said one practitioner, adding: "I will hire a UTA graduate if he can write, just as much as I'd hire one if he's good at drawing. Finding someone who can do that (write) is real unusual," he added.

The importance of broader communication skills was reinforced by one alumnus who was surprised at the requirements of his job. "All I do is write," he said. "I didn't get enough writing" (at UTA).

Summary

The correlation between graphic skills and design is as much an issue among UTA constituents as it is profession-wide. There is a strong belief that UTA products can improve their graphic skills, but that broader communication skills need equal attention. While the data contain little information about how good designers also can be poor at graphics, the greatest tolerance for individuals portraying this imbalance is among practitioners.

ORGANIZATIONAL STRUCTURE: This section looks at formal and informal structure at UTA. No clear picture emerges about a perfect structural model because few attribute either past short-comings or future improvements to structural causes, with the exception being in sequencing of courses and the unification of course content.

In fact, there is evidence that formal structure is something to be tolerated but not necessarily worried about. Administrators acknowledge that the school's success within the UTA system is personality-specific, and not structural. "Support from the dean and for the dean is due to personal relationships. It's not structural," paraphrased one administrator.

Structure received some comment from architecture faculty, who at one point suggested that landscape architecture might be located in some other division of the university. This suggestion was countered, however, by the idea that commonality of subject matter made it not only logical for architecture and landscape architecture to be together structurally, but that structural proximity is an advantage in competing with other programs around the country. "We share a common basis (professionally speaking)...the designed environment," said one architect, who thought UTA is capable of graduating students who hold a deep appreciation for each other's talents. Another added, "There's an efficiency of distributing learning here...in this school," suggesting that the system should encourage architects and landscape architects to leave holding "good" information about each other. The implication was clear that being together, structurally and otherwise, is a way to accomplish this goal.

One landscape architecture faculty member recalled that structural changes had been reviewed before. "We had a core curriculum before, at the sophomore level," he noted. It is unclear why the model did not survive. "But", he added, "economic and structural infringements" were at the core of any architectural resentment to landscape architecture (then and now). "If landscape architecture was alone," he said, "the architect's resentment might be gone...but, without landscape architecture, the school suffers a loss. Most architecture faculty perceive it that way."

One alumnus suggested that issues of structure may be important, but that they are internal issues. "Nothing will change as long as the program reports to the same dean (as architecture does). "But, the attitude (about structure) stops outside academia. It's not important outside the school because landscape architects (from UTA) get jobs, while architects wait tables and sell liquor," he added as proof that the educational goals in landscape architecture are being achieved.

Summary

Structure is not perceived as a major issue among constituent groups although it is a topic on which individuals hold strong views. There is a belief that the present structure works, although recent successes in the program are personality-dependent. There is an additional concern that the structure will not ensure continued support if there is a change in personalities. However, this fear is offset by the belief that constituent groups understand and endorse some form of structural continuance among design-based programs.

PROGRAM FOCUS: Focus is defined as direction for the development of excellence in certain areas. It is a topic common to all constituent groups, appearing as a consensus objective. While there is agreement that focus is needed, the form it will take and the justification for it vary among the external and internal groups. Simply stated, the questions on focus are, "Have we done it?" and, "What is it?"

Discussions on focus are peppered with the term "urban." Specifically, administrators, students and alumni assume that the focus will be urban design, primarily because of the school's location. Faculty and practitioners have few problems with an urban focus, but are oriented toward other facets of design as well, recognizing that the practice of landscape architecture, even in a metropolitan area, is deeply rooted in non-urban phenomena.

The problem with an overfocused program, according to one faculty member, is that in a non-vocational, university-sponsored curriculum, "program philosophy should not be consistent." Technicians can get training without philosophy--university students (e.g., those at UTA), should not," he added. "(Inconsistency in philosophy) makes a school of design unique. How far is UTA from that model?" he asked. "Not far," was the answer to his own question. "The only thing missing is faculty agreement...along with consistency in determining what our focus should be."

This individual believes that the process of determining focus is just as, if not more, important than the outcome. Frequent and regular interactions to determine focus, and having the director assume the leadership to implement it once it is determined, will result in the necessary faculty support to sustain it, he added.

Practitioners display mixed views on focus, saying on one hand that it is important to "decide what you want to be," then adding that while "schools can't be all things...UTA should be more generalized." One practitioner stated flatly, "The program at UTA should be site-specific landscape architecture." Another retorted, "No...the landscape architecture world is now the guardian of the environment and how to handle it. Other schools are site-specific."

The point here is that practitioners believe that the "faces of schools change," according to the society as a whole, and that any school should "look at how you fit" in that broad picture. Mixed into this picture, according to faculty, are the natural resource tenets of landscape architecture--easily forgotten or overlooked in urban design. Landscape architecture, which is practiced in the urban setting and which fails to be sensitive to the natural setting, is incomplete. "Perhaps, then," suggested one, "that is our focus--rediscovering and demonstrating how urban design is rooted in the conditions that preceded the built environment."

"Maybe that's the missing link," echoed one practitioner, "How natural resource planning is related to urban life" (is a proper focus for UTA). A recent graduate agreed, "Natural resource theory is important to the product of UTA...and, (so far) it has been neglected."

Location frequently is cited as the factor in determining focus. It is easy to understand ("We're in the middle of four million people"), and, it is natural that it should be a factor. Although "location plays a role...it doesn't have to limit the program," said one alumnus suggesting that there are deeper reasons behind the focus a program should take.

Those constituents who see trends in the profession cite them as the course of focus. "There's no large scale land planning going-on anymore," (therefore UTA should not deal much with it), said one individual. Others, particularly faculty and practitioners, believe that forewarned is forearmed, and that universities cannot be so whimsical as to use trends to determine focus. (The author once heard an administrator at another university describe it this way: "I don't want this program being taught out of the newspapers!"). Therefore, they say, "Don't tell a student to go to another university for landscape architecture. Bring him here for the advantages of our program, knowing that this practice will offer focus and choices in his or her career. A faculty member added this note: "If a person wants to do large scale stuff, then they should be able to do it, and they should get it here."

Summary

Focus is a concern of all groups, with some seeing it in simple terms, and as a means of adding quick identity to the UTA program. Others see it as evolutionary, building from what has occurred at UTA, and balancing it against the needs of the larger society. The school's location (which has positive and negative value according to the data) is a vital part of the equation, no matter what the focus of the program is determined to be. The process of determining focus is seen as just as important as the final determination, because it not only will yield a well-grounded product, it will build support for maintaining focus in the future.

STUDENT CHARACTERISTICS: The student body in landscape architecture recently has shifted from undergraduates to graduates, with the onset of the MLA program. Some undergraduate students remain (the bachelor's program is still "on the books,") and they attend classes with graduates. Clearly, however, the programs effort is on attracting and serving graduate students.

Students come to the program from an array of schools and a variety of backgrounds. In response, the program tracks them through one of three core

curricula or "plans". Each plan exists to accommodate the level of design/landscape architecture background each student possesses. For example, students from unallied fields will progress along Plan A for two to three years, while those from five-year programs in landscape architecture conceivably can finish with an MLA in nine months via Path C. Students with four-year undergraduate degrees in landscape architecture pursue Path B.

Architecture faculty describe landscape architecture students as "job oriented". Architecture students, by contrast, "are education oriented," they add, meaning that the process of learning is better practiced by architects. Some architecture faculty believe that the desire of LA students to seek a professional degree gives them a vocational orientation, which in turn contributes to a "lack of sophistication in LARC" as a whole.

Across the board there is agreement that today's landscape architecture student is more mature than in the recent past, primarily because of the presence of the MLA. "The maturity of the kids (there) makes mature people out of them more easily," said one practitioner. "Many of them have jobs and work," said an administrator with mixed views on this characteristic. They are older and have made some money before, "but sometimes I wish they would just quit work, borrow money and finish-up their degree more quickly," he added.

"The beauty of landscape architecture at UTA is that it attracts multiple backgrounds...and, that's not a weakness," said one faculty member. This individual's belief is matched by the practitioner who said, "These UTA students were not forced to go to UTA...they chose to...because the school is here and they work here. It is not practical for them to quit work and move to another city", he said, adding that second career students bring strengths to any profession. "Landscape architects talk to themselves as a profession; we're inward looking. Those from other backgrounds come to landscape architecture with knowledge of other areas and places. They help us all this way."

LA faculty find few faults with the academic ability of UTA students. While most faculty have little experience at UTA with which to ground their observations, they find the committed students as productive as others they have encountered. Uncommitted students tend to be those with full-time jobs, who find it difficult to devote adequate time to their studies. The heavy requirement of students for night classes and career updates is expected to add to this dilemma, and some constituents believe that the program has yet to know how to fairly deal with individuals who also are deeply involved professionally.

This characteristic is related to the grading of students--a process which is viewed differently for graduates and undergraduates. In general, higher grades are expected of graduate students--a double bind of sorts, which can put pressure on faculty to give higher grades. Undergraduates, more accustomed to receiving grades from high to low, are quick to point out that equal work on their part may not always yield grades equal to those of graduate students. A recent MLA graduate phrased it another way, "They're judging graduate students like they would if they were undergraduates."

LA faculty believe that better student performance is dependent upon the fine tuning of the program by faculty and administrators. "Advising is poor...Demonstrating the connection between courses is something we must do and are not doing now," said one. Sequencing is a partial answer to the

problem, he added, but (quality and consistency) "in course content are more important."

This individual, in a response typical of those from the landscape architecture faculty noted that:

"A good group of students has already come through here...The majority of our students now are as qualified as in any I've seen. They can deal with issues. The exams indicate this. Their confidence is low because of peripheral issues (faculty turnover, accreditation denial, etc.) but, in class they're getting quality instruction."

Students themselves take pride in their academic abilities as well as in the program. They are particularly praiseworthy of the non-local backgrounds of the faculty. Their sense of concern over the lack of accreditation virtually is non-existent, replaced by a confidence that accreditation will be achieved.

The motivation of the director is seen as key to the program's success, and so is continuation of the night program. "I wouldn't be here if it were not for the night program, and (the director's) convincing me that I had a place here," said one student, employed in the profession. "Yes," was the unanimous response to the question, "Is the night program beneficial to you?" "We need a child care center to go along with it," added one working parent.

Summary

Students tend to be older, and are perceived to be more mature, than those in LA programs at Texas' other universities. The implications of these characteristics are not fully understood by faculty and administrators, but there is a consensus among them that UTA's landscape architecture students possess the academic abilities needed to achieve quality in the classroom. Practitioners believe that MLA students at UTA can bring, because of their diverse backgrounds, an added level of sophistication to the profession. Architecture faculty, on the other hand, believe the professional training sought by LA students makes them less appreciative of the process of learning than they should be. Landscape architecture students are appreciative of the current faculty's credentials, and they strongly support the night program. Finally, they are confident of program continuance, of program improvement, and of accreditation.

THE UNIVERSITY (UTA) AND THE SCHOOL: This section deals with perceptions about the university environment, including structure, stature, location, support and traditions. These perceptions are important because the environments of the other two landscape architecture programs in Texas (as well as the environment of most programs in the U.S.) contrast with that of UTA. These perceptions also are important because comparisons illuminate advantages and disadvantages between the established programs and UTA's, which is in relative early development.

It is important to note that the interviewer's previous academic experience has been at large, research-based universities, on the main campuses of schools some of which have multiple branches. Certain biases about the scope and depth of universities accompanied the interviewer into his new

exposure to UTA. Therefore, his expectations of differences between UTA and other schools led to questions about the limits imposed by the university upon the school of architecture, and upon the program of landscape architecture.

While objectivity in these questions was maintained, the lack of negative responses about the university's limited scope, in comparison to other schools with research traditions, invited specific questioning about the school's limits. Only through prejudicial inquiry did negatives appear, confirming early indications that among the constituent groups interviewed there were few significant perceived shortcomings to UTA in comparison to other universities with landscape architecture programs. In other words, UTA as a university is not thought to be a liability toward achievements in landscape architecture education.

This is not to say that UTA has no limitations, as one practitioner noted. The smaller number of departments and programs compared to, say, UT Austin, "keeps (UTA) from developing a generalist program in landscape architecture," said this individual, schooled in a prestigious eastern university. "But," he paraphrased, "There is a tendency away from research nation-wide (anyway), and landscape architecture as a profession is just not encouraging original research." Thus, he concluded, UTA is unaffected because of the larger societal trend.

Another practitioner suggested that all this (research issue) does is add focus to landscape architecture at UTA by providing "realistic, hands-on exercises in problem solving that gets lots of local visibility."

Some constituents are convinced that limits to UTA are found more in the minds of university officials than in the school of architecture, or in the university itself. "There is a UTA mind-set," noted one individual. "It's a second class attitude, sort of a we-know-we're-going-to-lose-before-we-start attitude." While the data contain no information from university officials confirming this attitude, the perception exists about university officials. Otherwise, data about UTA's place in the UT-System, or its role in the state's education future, are limited. One reference to UT-Dallas was noted: "They're the new golden haired kid on the block around here," said the speaker, adding that, "anything UTA looses will go to UTD."

As with the issue of focus, location is a significant topic where UTA is concerned. To some it is an advantage ("UTA benefits from all the locational advantages that Dallas-Ft. Worth does as a whole.") To others it is a disadvantage ("I don't know of any other landscape architecture program that is in as non-descript a location as Arlington, Texas. First of all you have to find Arlington, then you have to find UTA. Both of them float somewhere between I-20 and I-30.")

While there are solid cautions about letting location over-direct the program's focus, there are articulate, even romantic, theories about the university's locational advantages. One individual stressed the area as a place to experience thorough exposure to the landscape architecture profession. "This is a great place to study twentieth century design," said another as if to verify the point.

"What make UTA unique is that a student here will understand the practice of landscape architecture, because of our location" (in a metropolitan area with so much practice going-on), said a faculty member. "Here, they're

exposed to design, to built works, to process, to the whole (gamut).
"Therefore", he added, "let's use the resource of Dallas-Fort Worth to develop a background in landscape architecture. Don't make Dallas-Fort Worth be the limits to landscape architecture," adding a reference to program focus.

An architecture faculty member noted that while UTA "is not a research school and not a global issues school, it has had the (persistent) objective of developing a reasonable design school" (which happens to be located in a specific region. "Now," he added, by keeping to that focus, "we're breaking out of the region." His observation suggested that steady pursuit of an achievable, well-justified focus can lead to horizons not envisioned in the present.

Not all alumni experienced short-comings in the overall curricula at UTA. "One of my greatest strengths," said one, "is knowing how architecture, engineering, horticulture, and other professions work. I got that at UTA. The profession is good at bringing things together, but so is the UTA experience," he added.

In a sense there is a philosophic tendency in the school of architecture to press-on with or without the advantages of UTA. "We're like a lot of design schools that don't belong to the university," said one individual. "We ignore the limits of UTA," he added acknowledging that, "As a university, UTA is unknown." His observations of self-assurance and focus on the design programs were echoed by more than one student who acknowledged that they didn't know where any building was on campus except for the design school. The point was reinforced in a different way by one administrator: "To the rest of the university (the design) faculty and staff are outsiders."

ANALYSIS, WITH RECOMMENDED POLICIES AND ACTIONS

This section draws brief conclusions about each of the major topics teased from the data. It includes a recommended statement(s) of policy regarding each topic, which is followed by suggested actions and target dates for implementing each. Each policy and its associated actions are presented as points of departure. While they are logical outgrowths of the data uncovered in this report, they are not absolute. Each policy and action warrant review and modification as a result of full faculty participation, but with adequate reference to the data which support them.

The reader should note that policies are unattainable targets, and are thus stated in broad terms. They provide the impetus for organizational direction, and they represent the highest ideals which a body of individuals can collectively articulate.

Actions, on the other hand, are attainable, measurable steps toward achieving the ideals of policy. Actions can be added, deleted, or modified, and they beg constant review. Their accompanying target dates provide organizational members with easy-to-read benchmarks of progress. Therefore, if a policy paper is effective, it is used consistently as a means of drawing-up agendas, of contrasting present issues with those of the past, and as a point of on-going reference in group interactions and informal discussions.

REGARDING ACCREDITATION: Confidence among constituents that the program will be accredited suggests that administrators can relax their timetable for reapplication. This confidence is grounded in the credentials of the current faculty, in the perception that the program director is focused on the procedure, and in the perception that the school and the university are supportive of the effort.

What is needed is systematic involvement of the faculty and other constituents in modifying program short-comings and in preparing for reapplication. In addition, these procedures for establishing process need to stay in-place once accreditation is achieved, because, if properly established, they will contain the mechanism for constant review and monitoring of program quality.

The time table for reapplying is affected by on-going pressures of the academic year, as well as by external forces including those from the State Board of Architectural Examiners. External forces cannot affect faculty readiness, however, and must be held in-check as an absolute influence on the accreditation calendar.

Recommended Policy

Landscape architecture at UTA will excel in all matters of professional preparation for its students.

Recommended Action

Conduct weekly one-hour faculty meetings at which accreditation appears on each agenda for 1990.

Target Date

Beginning January, 1990

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Recommended Action

Establish a schedule and agenda for achieving accreditation in 1990

Target Date

February, 1990

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Recommended Action

Prepare outline of proposed accreditation package to be reviewed by faculty.

Target Date

_____, 1990

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Recommended Action

Incorporate all implicit and explicit recommendations of study on program quality into accreditation agenda.

Target Date

March, 1990

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Recommended Action

Mutually determine, then assign, faculty responsibilities for accreditation process.

Target Date

February, 1990

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REGARDING APPERCEPTIONS: LARC at UTA possesses an atmosphere for learning, described in the data as statements of insight and persuasion. The program's challenge is to maintain this atmosphere while elevating academic rigor to graduate quality. By so doing, it will attract students and faculty (both full-time and part-time) capable of advancing knowledge in landscape architecture even where there is not a tradition of academic research. This atmosphere also affords opportunities for life-long learning, in the traditional and non-traditional sense.

Recommended Policy

LARC at UTA will foster a rich academic environment, aimed at broadening the base of knowledge of landscape architecture.

Recommended Action

Establish criteria for graduate research.

Target Date

February, 1990

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Recommended Action

Establish goals of life-long learning program (implementation date to be determined).

Target Date

Summer, 1990

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Recommended Action

Establish program of practitioner/faculty exchange (implementation date to be determined).

Target Date

Summer, 1990

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Recommended Action

Establish program(s) of reciprocity with domestic and foreign universities (implementation date to be determined).

Target Date

Fall, 1990

REGARDING FACULTY CHARACTERISTICS: The current faculty displays a ratio of full-time to part-time members, admired by alumni and student groups. In general, minimum academic qualifications are met or are exceeded by the current faculty. Lacking in the program is a dependable structure which fosters faculty interaction and co-development of program focus and goals. Proven ability to retain quality faculty also is lacking, and a program to systematically provide professional self-improvement is needed. There also is a need to clearly define the roles of the program director to

better utilize his talents, and to contribute to faculty development. Finally, the program is in need of immediate unification of course content and sequencing criteria, and in drawing together the strengths and purposes of the architecture and landscape architecture faculties.

Recommended Policy

LARC at UTA will nurture a faculty of outstanding quality.

Recommended Action

Establish a ratio of full-time to part-time faculty.

Target Date

1990

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Recommended Action

Establish a program of faculty improvement, including expectations and levels (sources) of support for implementing program.

Target Date

1990-91

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Recommended Action

Establish ideal student faculty ratios, and set time table for implementation.

Target Date

Summer, 1990

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Recommended Action

Develop teaching/research/public service ratios for faculty, including director, and include teaching, advising and committee responsibilities.

Target Date

1990

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Recommended Action

Unify course content and properly sequence all courses.

Target Date

Summer, 1991 (for complete implementation)

REGARDING GRAPHIC SKILLS: There is a consensus that LARC at UTA has been weak in fostering quality graphic skills among its graduates. Although moves are underway to strengthen this weakness, assurance is needed that the effort will endure beyond present personalities. There is additional support for broadening skill development to include all areas of communication practiced by landscape architects.

Recommended Policy

LARC at UTA will foster the highest standards in communication skills for landscape architects.

Recommended Action

To be determined

REGARDING ORGANIZATIONAL STRUCTURE: Structural autonomy (not necessarily independence) of landscape architecture is a recommendation of the report from the last accreditation team. While structural linkage between landscape architecture and architecture remains, the linkage is neither expressed in the school's name, nor is it incorporated as a classroom benefit (the main exception being in design history) for students in the architecture and landscape architecture programs. In particular, the shared bases of the two programs (for example, design theory and graphics) receive little attention in formal or informal teaching, and co-development of and between faculties is not a priority. While there is little data on whether or not the present structure works, the lack of data suggesting otherwise indicates satisfaction with the current arrangement.

Recommended Policy

LARC at UTA will align itself with units of the university most beneficial to achieving excellence in landscape architecture education.

Recommended Action

Develop statement of mutual commitment and intent among programs in the school of architecture, and other related University programs.

Target Date

1990

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Recommended Action

Review opportunities for sharing educational resources (not physical resources) including joint teaching, core courses, faculty exchanges, and student team projects.

Target Date

1990 or 1991

Recommended Action

Establish collaborative lecture series among programs in the school of architecture.

Target Date

Fall, 1990

Comment

This action can follow the European model in which faculty are tapped to present well-developed papers on issues of joint interest. Frequency can be spaced to create interest, perhaps one or two per year or per semester. Expectations and criteria can be shared with the individual tapped, and adequate time for preparation can be given. Pursuit of publication can be encouraged.

REGARDING STUDENT CHARACTERISTICS: While emphasis on graduate education increases the number of older, working students, there remains a faculty preference for enrollees who participate in the program like full-time students. Faculty believe that current students are academically solid. Yet, knowing how to evaluate graduate students at the proper high standard, and how to matriculate part-time students thoroughly, are current challenges to the faculty. Loss of students in the undergraduate curriculum short-circuits a built-in system for attracting entry level students into the MLA program, and contributes to the need for increased recruitment of graduate students.

Recommended Policy

To be determined.

Recommended Action

To be determined.

Target Date

To be determined.

REGARDING PROGRAM FOCUS: The focus (or foci) of landscape architecture at UTA may be known, but it is not yet agreed upon. All constituents recognize it as the missing ingredient in the current academic formula, and most refer to location as a significant variable in the equation. Other specific references include natural resources and urban design, and argument exists over whether UTA graduates can or should receive a generalist background, thus enabling them to undertake a variety of landscape architecture practices. Constituents also agree that the process (and its residual) of determining focus is needed in the current program.

Recommended Policy

LARC at UTA will maintain a focus of academic pursuit that stretches the highest ideals of its faculty, students and alumni, and that serves the broad needs of a deserving society.

Recommended Action

Establish "focus" as a recurring item at all LARC faculty meetings until agreement is achieved.

Target Date

Beginning January, 1990

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Recommended Criteria

Create and activate a program advisory committee; establish its parameters.

Target Date

Fall, 1990

Recommended Action

Prepare faculty paper on focus for review by affected constituents.

Target Date

June, 1990

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Recommended Action

Receive statement on program focus, as reviewed and modified, including lists of actions needed for implementation.

Target Date

Prior to visit of accreditation team (team input can be solicited).

REGARDING THE UNIVERSITY AND THE SCHOOL: Constituents of LARC at UTA express no sense of apology for the perceived reputation and stature of the university. Data suggest that the school of architecture behaves like law schools at other universities; that is, the limits of the university are ignored, and the school aims at a reputation independent of the university and the system which houses it.

Recommended Policy

LARC at UTA will conduct an educational program of the first class, thereby enhancing the stature of the institution in which it is housed.

Comment

No actions recommended, other than pursuit of agree upon policies and associated actions.

