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self evaluation report

*Program In Landscape Architecture
The University of Texas at Arlington
October 30- November 2, 1994*

*Accreditation Team Members:
Professor Dennis Law, Chair
Mr. Craig Campbell, Member
Dr. Brian Pitcher, Member*



MEMORANDUM

DT: September 1, 1994

TO: ASLA Accreditation Team Members;
Prof. Dennis Law, Chair
Mr. Craig Campbell, Member
Dr. Brian Pitcher, Member

FR: Pat D. Taylor, Director *PDT*
Program in Landscape Architecture

RE: First Accreditation Visit, October 31 - November 3, 1994

Gentlemen, welcome to The University of Texas at Arlington and to Dallas/Ft. Worth. Each of you have been highly recommended by colleagues and associates nationwide, and we could not be more pleased that you are to conduct our review.

Preparation for your visit has been of great benefit to us because it has given us the chance to clearly focus on our performance and on our plans for the future. You will find here a capable and dedicated faculty, a talented and articulate student body, and an association of colleagues who earnestly expect our program to be among the best.

There are several accomplishments of our students, faculty and alumni which I want to highlight prior to your perusal of this Self-Examination Report. Among these are:

*A dramatic increase in sponsored research. During the past eighteen months, seven sponsored projects, totaling \$80,000, have supported seventeen graduate students and five faculty members, including two from departments outside the School of Architecture.

*A demonstrated success in graduate level student research. Three students/graduates have won national ASLA research awards since 1990, including two commendation awards and one first-place award.

MEMORANDUM

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*A demonstrated success in design competitions. Twenty-five students have won local, state, regional or national competition awards since 1990, including first, second, third and fourth place awards at the 1993 regional ASLA competition between six schools from four states.

*A demonstrated success in practice. According to current records, all graduates of the program who want to work are employed, in both private and public positions.

*A demonstrated level of professional performance by faculty beyond their traditional teaching roles. Since 1990, faculty representatives have submitted papers or presentations at every CELA or ASLA conference, and in concert with the student body, hosted the 1992 student LABASH conference.

*A demonstrated increase in research by faculty. Cooperative roles on thesis committees since 1990 have taught faculty of each other's expectations and capabilities regarding methodology and rigor; in addition, in competition for research funds distributed within the School of Architecture in 1994, three of the five projects awarded went to landscape architecture faculty.

Other characteristics and accomplishments of our students and faculty will become evident as you review this SER. As you can tell, I am proud of what they have done and of what they are doing. I believe you will find here a program which is contributing much to the future of landscape architecture, and I welcome your presence on our campus.

/lm c94024

cc: Dr. Dalmas A. Taylor, Provost
Prof. Edward M. Baum, Dean
LARC Faculty
SASLA Officers

PROGRAM SELF-EVALUATION REPORT

For the Academic Year	1994-1995
Institution	University of Texas at Arlington
Program	Program in Landscape Architecture
Degree Title	Masters Degree in Landscape Architecture
Chief Administrative Official of the University	Dr. Ryan C. Amacher, President University of Texas at Arlington P. O. Box 19125 Arlington, Texas 76019 (817)273-2101
Chief Administrative Official of the College	Edward M. Baum, Dean School of Architecture University of Texas at Arlington P. O. Box 19108 Arlington, Texas 76019 (817)273-2801
Chief Administrative Official of the Program	Dr. Pat D. Taylor, Director Program in Landscape Architecture School of Architecture University of Texas at Arlington P. O. Box 19108 Arlington, Texas 76019 (817)273-2801
Report Submitted by	Dr. Pat D. Taylor September 15, 1994

Minimum Conditions for Applying for ASLA Accreditation

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

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

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

Signature of Program Administrator

Date

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

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INTRODUCTION

1. History of the Program

In chronological form provide a brief history of the program being reviewed.

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

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

Both faculty members had created successful and well-known practices in the Dallas/Fort Worth area, setting a standard for close ties with the professional community that continues today. While the current faculty demonstrates balanced experience in teaching and practice, four of the six permanent faculty members (which includes two part-time appointees) have over 55 years of full-time experience outside the classroom. This strong tie to the many facets of landscape architecture practice underscores the value of the program's location in a large urban setting. Not only is the faculty tightly connected to the field, but by way of adjuncts, studio critiques, practicums and field visits, so are the program's students.

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

After Prof. Myrick's retirement in 1986, Prof. Harry Garnham was hired as the program's director. Prof. Garnham, who became tenured while at UT Arlington, assumed a position at another university in 1987. However, Mr. Robert DeJean, a local practitioner who had taught extensively at UT Arlington, became interim director.

Mr. Gary O. Robinette was hired as director in 1988 and served in the position until 1991. Dr. Pat D. Taylor, who had been in practice in the area since 1985 and in higher education in the years prior to that, became director in 1992 and serves in that capacity today.

In 1989 and again in 1993 the Texas Board of Architectural Examiners re-stated the right of UT Arlington's graduates to sit for the registration exam. The current arrangement extends to August 31, 1995, and is based on the program's continued progress toward ASLA accreditation. To help the board monitor this progress the program maintains ongoing contact with the board's staff and members. In addition, the program and school conduct the state's only L.A.R.E. review session, which is held at UT Arlington each year in May for exam registrants.

In 1990 the decision was made to discontinue the program's undergraduate curriculum in order to concentrate on graduate education in landscape architecture. The move was one which matched the marketplace since potential students in the metropolitan area had previous degrees and professional experience not only in landscape architecture but in many other fields as well.

Today's typical landscape architecture student at UT Arlington is 38 years of age, is female, has a GRE of nearly 1100, and an undergraduate GPA of 3.0. Enrollment in the program is approximately sixty-five (including those conducting research or in the latter stages of their degree program) with forty-four having degrees from Texas universities, twenty-one having degrees from universities from other states, and eight having degrees from universities in other countries. Included in the foreign representation are students from Australia, Brazil, Canada, the People's Republic of China, India, Taiwan and Spain. Over ninety percent of the students in the program are seeking their first degree in landscape architecture.

The program unsuccessfully sought accreditation from ASLA in 1989 and 1990. While it is the consensus of the faculty and administration that those visits came before the program was fully operational under the current model, the program has used the visiting team's reports to guide its recent evolution and maturation. The result is a program with a solid level of academic rigor, with noticeably improved autonomy and support, with a demonstrated capacity to teach and conduct research, and with a high level of performance by both students and faculty at the graduate level.

2. Response to Previous LAAB Review

Describe the progress that has been made on the recommendations from the previous accreditation visit (not applicable to those seeking initial accreditation).

The program is seeking initial accreditation of its Master's of Landscape Architecture degree. (See History of the Program for reference to early accreditation visits.)

3. Describe Current Strengths

- A. An experienced (in academics and in practice) and active faculty with complimentary and only slightly overlapping areas of expertise.
- B. A spirit of commitment to program success by faculty, students and administration.
- C. A solid curriculum, well-coordinated through faculty advising and constantly reviewed for updating and fine-tuning.
- D. Outstanding performance by students and alumni.
- E. Excellent facilities--extraordinary compared to many schools--with individual student spaces and convenient faculty offices.
- F. Excellent and convenient library facilities with a dedicated, competent and supportive staff.
- G. Mature and accomplished students with wide-ranging backgrounds and experiences.
- H. Solid, long-established relationships with private practitioners in the region.
- I. Excellent and well-maintained slide library and photography studio, administered by an individual with full academic credentials.
- J. Increasingly supportive relationships within the School of Architecture and across the university campus.
- K. Excellent relationships with the Texas Board of Architectural Examiners.
- L. Solid demonstration of research principles by students and faculty and an expanding level of support for research by outside sponsors.
- M. Long-term association of individual faculty members with the program (over five years per person).
- N. Increasing levels of autonomy and support for the program with corresponding expectations of responsibility for choices and decisions.
- O. Excellent networks and relationships for offering students and faculty opportunities for beneficial international experiences.

- P. A commitment by faculty to constantly monitor critical areas and trends to prevent their development into weaknesses.
- Q. Excellent location in a large urban and suburban area, with unique local physiographic representations, providing an appropriate and replete laboratory for the study of landscape architecture.
- R. Excellent support and clerical staff dedicated to service for both students and faculty.

4. Describe Current Weaknesses

- A. Lack of a long-term record of performance at the current rate of academic quality.
- B. Lack of long-term maintenance of high enrollment levels (important for enrollment-based funding).
- C. Limited dollars and other incentives for faculty salaries and merit increases.
- D. The lack of balance between the numbers of tenured and non-tenured faculty.
- E. The need for increased relief time, exchanges, or sabbaticals for a heavily-worked faculty.
- F. Lack of adequate minority representation among both student body and faculty; lack of increased female representation on faculty.
- G. Lack of in-house duplication or depth by faculty in program specializations.

It is the consensus of the faculty that current program weaknesses primarily need only time to be resolved. Much work to stabilize the program through improved teaching, recruitment and retention, curriculum modification and better advising has been accomplished by the faculty. And, much of this work was done in an academic year (1991-92) when no full-time director was in-place.

Thus, the current faculty operates on the premise that much of the structure, along with the credentials required of students and faculty in a superior graduate program, is in-place. Needed now are more years of accomplishment similar to or better than the performance levels achieved during the last three to four years.

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

The primary responsibility for this study belonged to Dr. Pat D. Taylor, Program Director. Dr. Taylor also conducted a self-study for the program in 1990, and the document was submitted to a visiting accreditation team as part of the SER at that time. After discussion with the program's faculty, it was decided in 1992 that the earlier self-study conducted by Dr. Taylor would be a useful and fitting data base from which the current study could be produced. (A copy of the 1990 study is included in the appendix of this document.)

Both studies are based upon qualitative data collected from groups of students, faculty, administrators, alumni and practitioners in the Dallas/Fort Worth area. Input also was gathered from other key informants familiar with both the accreditation process and UT Arlington's program.

Constant review of this report was generously given by Prof. Edward M. Baum, Dean of the School of Architecture, and from individual faculty members with interest or knowledge in particular sections of the study. The entire faculty reviewed and corrected a draft of the report during the summer of 1994, as did other selected individuals. Informally and consistently, input was solicited from other faculty colleagues, alumni, students and from file data such as correspondence, student evaluations and previous reports.

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DESCRIPTION OF REQUIRED COURSES

APPENDIX A

1. Program Objectives

Standard: The program shall have clearly stated professional and educational objectives that are appropriate to the profession of landscape architecture.

1.1 Objectives of the Program

State objectives specific to the program being reviewed.

The mission of the program in landscape architecture at the University of Texas at Arlington is to provide its graduates with the capacity to fully perform as landscape architects in the public and private sectors, including higher education. To act on this mission the program provides three paths: Path A, for first degree aspirants with non-design bachelor's degrees; Path B, for first degree aspirants with design degrees in fields related to landscape architecture and landscape architecture graduates without professional experience; and Path C, for students with bachelor's degrees in landscape architecture and with professional experience.

The program's mission also is acted upon and is shaped by the university's location in a large metropolitan complex, within a physiographically unbounded regional setting. Dallas/Ft. Worth, unlike cities punctuated by mountain systems or large water/land edges, expands in a 360° circle, over three regional biomes. This location--seen by many as "buildable" and by others as environmentally overwhelmed--provides an at-hand laboratory in which to conduct research, to witness practice, and to apply behavioral and natural resource principles to the study of landscape architecture.

This mission is further defined by the program's exclusive provision of graduate studies. A level of self-imposed academic rigor, a commitment to meld intellectual development with the exigencies of private practice, and in particular an expanding focus on research and the generation of knowledge through graduate research services, provide the program with on-going opportunities for methodically implementing this attainable mission.

1.2 Program Disclosure

Indicate how program literature fully and accurately describes the program's philosophy, objectives, compliance with equal opportunity requirements and accreditation status.

The new university graduate catalog accurately reflects the curriculum requirements, the latest changes in course descriptions, the faculty, the faculty's commitment to proper sequencing of courses, and the program's objectives. A new program brochure promotes the program and its location. In addition, a standard letter of response from the director to applicants provides straight-forward information about the program and various sources of financial support available to qualified students. Included with this letter is a

listing of the teaching faculty (both from the program and the School of Architecture) along with the scholarly interests of each, and a profile of the program.

Because the program is not yet accredited, no reference is made to accreditation. In selected documents such as personal letters or general informational letters to adjuncts, advisors or alumni, notice is served that the program will seek accreditation before mid-1995.

All University literature reflects the University's commitment to equal opportunity and affirmative action.

Program literature is limited and select, reflecting an emphasis on deeds as the best evidence of quality and accomplishment. This approach is practiced particularly by the school's Dean, in a highly professional manner, and it helps sustain an emphasis on work and work products by the school's faculty and its students.

1.3 Plans for Improvement

These are to follow from your self-evaluation and review in the preceding sections as well as from consideration of your own stated objectives and the accreditation standards.

Section 1.4 includes long-range goals for the program and a number of specific actions aimed at implementing these goals. Therefore, the reader is invited to review Section 1.4 as the main source of the program's plans for improvement.

However, several specific needs for the immediate future are targeted for the next two to three academic years. These include:

- Addition of office/computer space for graduate research assistants. (Note: Discussions are underway with the Associate Dean about temporary and long-term space needs for the program. Interim space for research assistants is being provided for the 1994-95 academic year.)
- Interim strategy for expanding faculty base (if enrollments so justify) until tenured positions become available. (Note: University support for one to three non-tenure track appointments can help implement this strategy).
- Establishment of a twelve month appointment for the director's position. (Note: The Dean, in recognizing this need, has provided scarce monies, which have been supplemented with some LARC administrative research monies, to temporarily support this objective during the past two academic years. Permanent support is needed.)
- Expand frequency of communications with alumni.
- Increase dedicated computer equipment for instruction and research in landscape architecture. (Note: The Dean has provided a landscape architecture computer

research assistantship during the past two academic years to support this need. In addition, three pieces of computer equipment recently were dedicated to LARC by a corporate donor. Both steps are significant in the implementation of this plan for improvement.)

- Support for additional library purchases/subscriptions to strengthen the program's five specializations.
- University support for hosting a CELA conference. (Note: This item is to be proposed-on during the 1994-95 round of CELA submissions.)
- Travel support for 1994-95 academic year. (Note: School and University monies have been restricted during the 1993-95 biennial state budget, partially because of a decline in UT Arlington's 1993 fall enrollment. The program needs travel support for ASLA research committee work and CLARB grading and review work commenced by two LARC faculty members as of the 1993-94 academic year.)
- Support for graduate teaching assistants (GTAs.) (Note: Potential enrollment increases during the next two academic years portend the need for multiple sections of some courses. An interim means of addressing this need can be an increase in the number of GTAs.)

1.4 Long-Range Goals

Discuss long-range goals in terms of the next five to ten years, with an action plan. Consideration should be given to projected societal trends and to such factors as the need to adjust to changing institutional resources.

The following goals and recommended actions are derived from current program needs, faculty capabilities and other determinants explored during the preparation of this self-evaluation report. In some cases these goals reflect faculty consensus or agreement, and in other cases they reflect the thinking of current program, school and university administrators. In all cases they represent a model for continuance based on increasing "soft-monies" from a deepening research base, on a prolonged demonstration of academic quality, and on the idea that UT Arlington's program can be an internationally admired prototype for the teaching of landscape architecture.

It also must be noted that these long-range goals presume the continuance of the first professional degree as the program's primary mission. In addition, all plans and aspirations for the program's future--while affected by current conditions--presume future conditions which will foster their accomplishment.

- Establish a development base: The program will implement a plan of annual giving and major gifts in conjunction with University campaign strategies.
 - Target endowment: to be set (\$500,000 - \$1,000,000 is a preliminary goal).

- Implementation date: to coincide with UT Arlington's first capital campaign (upcoming).
- Note: discussions are underway on the program's second endowed gift.
- Expand the faculty base: The program will expand its faculty numerically, culturally and academically to strengthen and deepen its areas of specialization.
 - Primary areas of future expansion: the Technical Skills Sequence; the Research Sequence; computer-aided design.
 - Future recruitment needs: PhDs or other research degrees; considerable experience in practice; female and minority candidates; computer-aided design.
 - Minimum sustained enrollments needed for first expansion: 75 - 90.
 - Likely time for new FTE: 1995-96 academic year.
 - Targeted doctoral degrees among faculty: 4 likely by 1996-97 academic year.
- Achieve "sustainable" status: The program will attain a minimum enrollment and faculty base to qualify for status as a department. Gaining the title is not an exclusive goal, but achieving the base represents a threshold by which the faculty can measure its accomplishments.
 - Needed enrollment range: 75 - 120.
 - Needed faculty: 6.25 to 10 FTEs.
 - Needed tenured faculty (based on number of future positions): 3 - 5.
- Establish program as a research center: The program will establish and sustain itself as a center for the generation of new knowledge in landscape architecture.
 - Number and value of research contracts needed: 1 - 2 per faculty per year; \$100,000 yearly program minimum.
 - Additional degrees to be offered by the program: PhD in landscape architecture.
 - Target date to offer PhD: 1998 - 2000.
 - Note: The research emphasis of the program coupled with the likely number of faculty with research degrees makes this a goal which can be of low-cost to the state. Offering a doctoral degree also will strengthen the specialization in Advanced Landscape Architecture, and will address the overall national trend toward landscape architecture faculty having doctoral or research degrees.

- Implement program of faculty development: The program will achieve among its faculty the expectation of on-going training and education, travel and relief time, and other off-campus activities needed to keep current and to minimize provinciality in the faculty's professional careers.
 - Desired frequency of leaves-of-absence: every 4 - 5 years.
 - Begin faculty exchanges: 1995-96 academic year.
 - Begin Program of Foreign Educational offerings: begun in 1994.

- Initiate regional refereed journal: The program will contribute to knowledge distribution through existing and new outlets, aimed at celebrating the issues of landscape architecture of interest within the physical and social territory of the school and university.
 - Target date: coordinated with faculty expansion and the hiring of the next faculty member with a doctoral or other research degree.

- Establish a materials library: The program will collect and hold materials, models and other items needed to support the Technical Skills Sequence.
 - Prepare budget, scope and spatial needs: August 1995.
 - Develop acquisition strategy, including contributor's list: December 1995.
 - Bring library on-line: September 1996.

- Other long-range goals:
 - Host CELA Conference: after 1996.
 - Review Specializations: 1996-97.
 - Re-host LABASH Conference: after 1998.
 - Review course requirements for all three paths: for 1996-98 catalog.

2. Governance/Administration

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

2.1 Administrative Organization

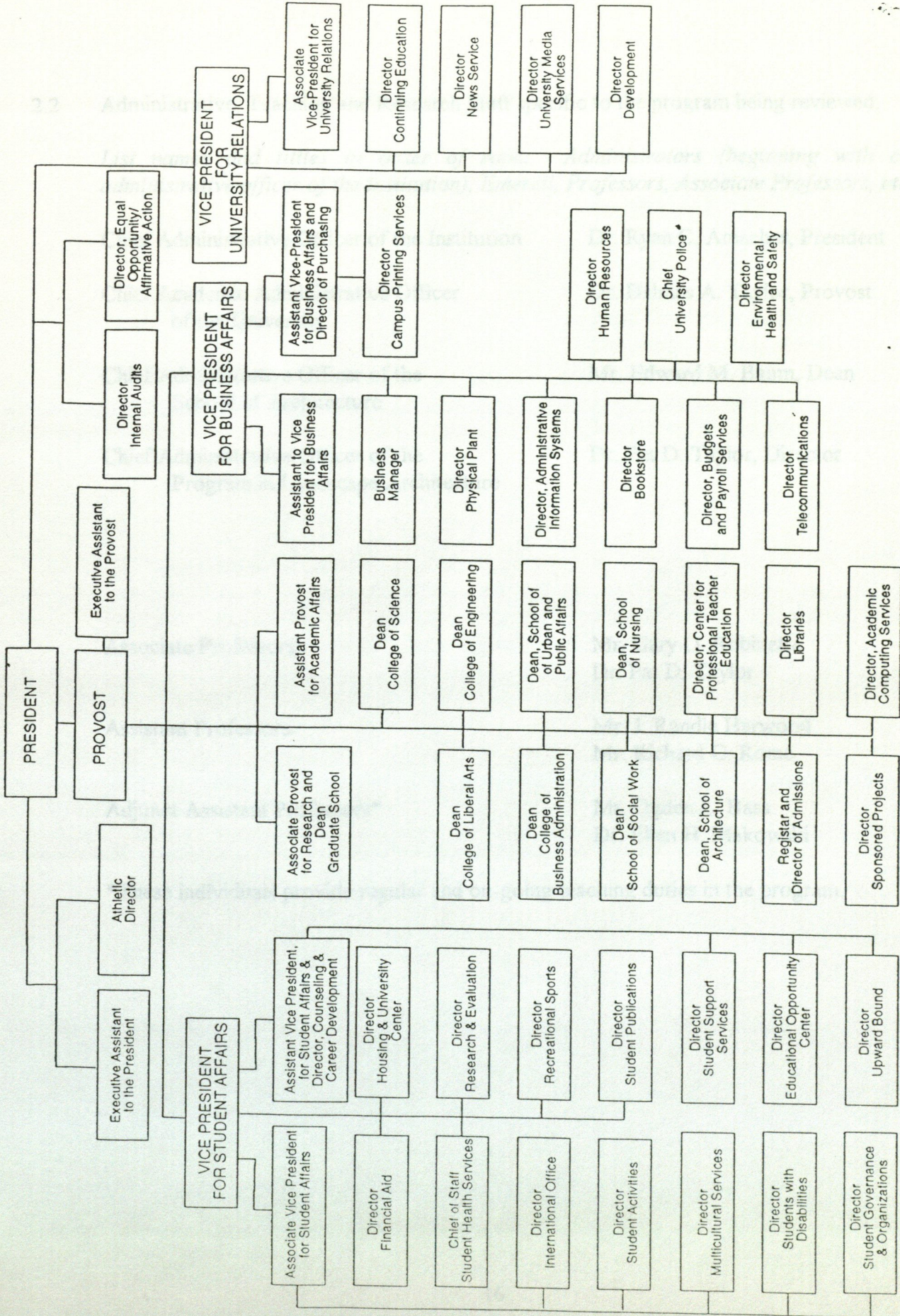
Indicate the chain of administrative responsibility within the institution. Describe and/or diagram how the program relates to other educational units.

The University's organization chart appears on the following page.

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

Supporting the Dean's role are an Associate Dean and two Assistant Deans. The Dean reports to the Provost (the chief academic officer of the institution) who in-turn reports to the President.

Program budgets are controlled by the Dean who receives allotments from the Provost via the University system. However, decisions about distribution of program monies for travel, scholarships, equipment purchases and other on-going operations are recommended by, finalized by, or initiated by the directors. Directors in the school are aware of the tightness of budgets for public institutions and have established a tradition of making well-developed and reasonable requests for monies. The current Dean in-turn has been able since his appointment to perform fair and timely distributions to most requests, and has a reputation for maximizing the impact of scarce monies.



2.2 Administrative, Teaching and Research Staff specific to the program being reviewed.

List names and titles in order of rank: Administrators (beginning with chief administrative officer of the institution), Emeriti, Professors, Associate Professors, etc.

Chief Administrative Officer of the Institution Dr. Ryan C. Amacher, President

Chief Academic Administrative Officer
of the University Dr. Dalmas A. Taylor, Provost

Chief Administrative Officer of the
School of Architecture Mr. Edward M. Baum, Dean

Chief Administrative Officer of the
Program in Landscape Architecture Dr. Pat D. Taylor, Director

Associate Professors Mr. Gary O. Robinette
Dr. Pat D. Taylor

Assistant Professors Mr. J. Randle Harwood
Mr. Richard C. Rome

Adjunct Assistant Professors* Mr. Ogden L. Bass
Dr. Ellen H. Makowski

*These individuals provide regular and on-going teaching duties in the program.

Adjuncts to the Teaching Faculty**

Mr. William "Tary" Arterburn
Ms. Nancy Begel
Mr. Stuart O. Dawson
Mr. Leonard Ehrler, Jr.
Mr. Everett L. Fly
Mr. Robert L. Frazer
Mr. Arthur N. Glick
Mr. G. Philip Huey
Prof. Dr. Klaas Kerkstra
Dr. Thomas J. Makowski
Mr. John Mason
Ms. Debra L. Mitchell
Dr. Robert A. Scarfo
Prof. Dr. Willy A. Schmidt
Ms. Linda Tycher
Mr. Karl von Bieberstein

**These individuals provide regular support to the program through subject matter lectures, service on juries or the conduct of workshops, field trips, and evaluation exercises for students and faculty. They are selected for their expertise in areas of program specialization and their appointments are for three years.

2.3 Policies and Procedures

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

The program's promotion and tenure policy as well as that of the School of Architecture appear in the appendix. These policies presently are under review, as is the University's policy. Other relevant University policies along with faculty evaluation forms and student evaluation forms also appear in the appendix.

2.4 Equal Opportunity

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

Note: All hiring at the University of Texas at Arlington is overseen by the Affirmative Action Office.

The following University policy appears in the 1992-94 Graduate Catalog:

"EQUAL OPPORTUNITY POLICY"

To the extent provided by applicable law, no person shall be excluded from participation in, denied the benefits of, or be subject to discrimination under, any program or activity sponsored or conducted by The University of Texas at Arlington on the basis of race, color, national origin, religion, sex, age, veteran status, or handicap.

It is the policy of The University of Texas at Arlington to maintain an educational environment free from sexual harassment and intimidation. Sexual harassment is expressly prohibited and offenders are subject to disciplinary action. Any inquiries concerning the application of this policy should be directed to the University's Affirmative Action Office."

2.5 Faculty number

Complete the following chart to indicate number of faculty assigned specifically to the program under review and faculty student ratio.

SUMMARY

- 6 1. Total Program Faculty (head count for program under review)
- 4.25 2. Equivalent full-time faculty (assigned to program under review, total of teaching % noted above)
- 4.25 3. Total of FTE Budget Faculty (if different from above)
- 15.29 4. Faculty-Student Ratio (FTE Students divided by the equivalent full-time faculty (line 2 or 3))
5. Earned FTE Faculty (Optional - include only if institution uses conversion formula to determine this figure)
- 65 6. Total enrollment LA majors (program under review)
- 3 7. Total of other students (non LA) enrolled in program courses
- 4.00 8. Total FTE faculty (program under review) with a degree in Landscape Architecture (for LAAB purposes count 9 credit hours per semester taught by a faculty member with a degree in landscape architecture as 1 FTE)
- 3.75 9. Total FTE male faculty (program under review) with degree in LA.
- .25 10. Total FTE female faculty (program under review) with degree in LA.

2.6 Previous and Present Faculty

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

Rank/Title	2 Years ago	1 Year ago	Present
Professor/LA	0	0	0
Assoc. Professor/LA	1	2	2
Asst. Professor/LA	2	2	2
Instructor	0	0	0
Adjunct Asst. Professor/LA	3	2	2
Totals	6	6	6

2.7 Student/Faculty Ratio

Describe student/faculty ratio in studios. Identify impact this ratio has on the effectiveness of instruction.

Maintaining reasonable studio ratios while meeting the on-going expectations of publishing, soliciting outside funding and serving on thesis committees in a rapidly growing program is one of the biggest challenges faced by the faculty. Program numbers quickly are making a case for hiring of additional faculty, but until monies become available and until enrollments expand to the next threshold, the faculty must adjust to having studio pressures. The Dean is providing an increasing amount of support in the form of teaching assistants and part-time faculty, and this along with the effective use of students enrolled in the teaching practicum helps temporarily to ease the burden.

The faculty sees this situation as a manageable problem so far--one that indicates a program growing in quality, in numbers and in accomplishments. Also, there is a confidence among faculty that the problem is somewhat temporary, and their response to it has been positive.

2.8 What opportunities do faculty have to make recommendations on the allocation of resources to the program?

The allocation of gross resources to the program is the prerogative of the University of Texas System and the state legislature, ultimately. Requests for operating monies from these gross amounts, such as travel and equipment, originate with the faculty with approval by the director. These requests are acted upon by the Dean, depending upon the

amounts available. To date under the present director and Dean, most requests are granted because the faculty makes reasonable requests and have proven themselves to be wise users of limited funds. In addition, the Dean has demonstrated acute willingness to support the program in ways necessary to make it a viable and productive unit within the school.

Salary increases are determined primarily by the Provost, the President and the legislature, and are based on overall university enrollments. No faculty received pay increases in the 1993-1994 school year because UT Arlington's total enrollment declined slightly. In addition, the legislature granted no across-the-board increases for salaries in higher education.

Merit increases, which are rare in years of tight budgets, are based largely on faculty performance and program evaluation procedures. In both cases, faculty have adequate opportunity through performance and performance review to influence decisions regarding salaries. (Merit increases averaging 2.5% were awarded for the 1994-95 academic year).

When discretionary monies become available for equipment or other operational needs, faculty are notified by the Dean or the director and faculty input is solicited as to disposition.

2.9 Budget

Describe how and when the budget is prepared and approved. Explain the current financial situation in terms of the budget. Use the various allotments shown in the following form as a guide. Indicate the extent to which the budget amounts shown are under the control of the program chairman and which are generally budgeted but under the actual control of others. In the case of several programs, estimate the prorated amounts utilized by the program being considered for accreditation. The last column represents the year of the accreditation review.

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

Salaries:

	<u>1989-90</u>	<u>1990-91</u>	<u>1991-92</u>	<u>1992-93</u>	<u>1993-94</u>
Teaching/Research	116,120	115,015	119,165	160,530	160,724
Adjuncts/Visiting Lecturers	39,000	12,000	20,000	10,180	8,340
*Clerical/Staff	13,176	13,548	13,860	13,860	18,408
Student Assistants (TAs)	4,000	9,000	2,295	5,450	9,000
Student Assistants (RAs)	--	--	--	7,750	21,150

*One staff person

Allotments:

	<u>1989-90</u>	<u>1990-91</u>	<u>1991-92</u>	<u>1992-93</u>	<u>1993-94</u>
Equipment	400	400	400	400	10,700*
Maintenance & Operations	13,145	16,008	9,548	15,604	12,644
Travel	1,900	1,900	1,900	1,900	2,400
Library	N/A	N/A	N/A	N/A	N/A
Telephone	2,400	2,400	2,400	2,400	2,400
Other					

*Includes \$7,500 in donated computer equipment.

Budgets for UT Arlington programs, as opposed to departments, are allocated as single sums to the parent school or college. Thus, distributions technically are administered by the Dean with input from program directors and faculty. As the UT Arlington program in landscape architecture achieves the size, structure and function of a department, more control over its own budgets can be expected. However, the present system has worked in recent years to the program's advantage because it allows the program director and faculty to concentrate on establishing the academic quality, the enrollment base and the proper vision of a future for a quality MLA curriculum. This approach thereby has allowed the Dean the discretion to seek adequate financial support for the program as his part in the establishment of a high quality educational unit. Thus, autonomy for landscape architecture is found primarily in its own articulation of that future, the initiation of its own tenure and promotion procedures, and other initiatives achievable only by faculty qualified in landscape architecture education.

3. Professional Curriculum

Standard: The minimum professional program content shall include:

- Landscape Architecture History
- Professional Practice
- Landscape Design, Planning and Management
- Design Implementation

3.1 Curriculum

List courses (instructional units) using the format given below. Course numbers are to correspond with those used in other sections of this report.

Total Units/Credit Hours (specify which) required for graduation: 92 (for Path A)

Required Courses	Credit Hours
Landscape Architecture	83
Group or Controlled Elective Choices	9
Total Credit Hours	92

3.2 Typical Program of Study

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

	Fall	Spring
First Year	LARC 5661 Design Studio I LARC 5320 Communications for Landscape Architects LARC 5341 Land Technology I LARC 5330 Plant Identification and Ecology Total Credit Hours: 15	LARC 5662 Design Studio II LARC 5342 Landscape Technology II LARC 5312 History and Theory of Landscape Architecture I LARC 5331 Planting Design Total Credit Hours: 15
Second Year	Fall LARC 5663 Design Studio III: Site Planning LARC 5343 Landscape Technology III LARC 5313 History and Theory of Landscape Architecture II LARC 5380 Research Methods in Landscape Architecture Total Credit Hours: 15	Spring LARC 5664 Design Studio IV: Environmental Planning LARC 5340 Professional Practice LARC 5321 Advanced Communications LARC 5302 Land Development Planning Total Credit Hours: 15
	Summer	
	LARC 5681 Professional Practicum or LARC 5695 Independent Study Abroad or LARC 5683 Independent Study Area of Specialization or Controlled Electives LARC 5660 Enrichment Design Studio Enrichment (if necessary) Total Credit Hours: 6	
Third Year	Fall LARC 5665 Design Studio V: The Urban Landscape Total Credit Hours: 9	Spring LARC 5698 Thesis LARC 5294 Master's Comprehensive Examination Advanced or Independent Study in Landscape Architecture Total Credit Hours: 11

3.3 Educational Sequences

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

Treat and label each sequence separately (e.g., The Design Sequence, The Technical Sequence, The Natural Science Sequence, The Research Sequence).

The first professional degree program in landscape architecture at UT Arlington is a 92 credit curriculum requiring 3 to 3½ years to complete, depending upon the student's own research timetable. This curriculum provides complete leveling work for students with degrees in fields other than landscape architecture, and it includes opportunities for course work in areas supporting the student's choice of specialization.

Graphic Skills Sequence

This sequence of courses arms the MLA student with the delineating craftsmanship necessary to articulate his/her design concepts visually or graphically. The sequence taps the expertise of the landscape architecture faculty as well as selected members of the architecture faculty who team-teach certain courses with LARC.

Primary courses in this sequence include:

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

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

Design Skills Sequence

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

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

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

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

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

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

Technical Skills Sequence

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

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

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

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

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

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

LARC 5343 Landscape Technology III. Students prepare a set of construction drawings for a design project from a previous studio. Layout, grading, irrigation, utilities, planting, construction, detailing, specifications and cost estimating. Prerequisite: LARC 5342 or permission of the instructor.

History and Theory Sequence

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

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

ARCH 5304 History of Architecture. History of architecture from the Renaissance to the present.

LARC 5312 History and Theory of Landscape Architecture I. Traces landscape planning and design from pre-history through Egyptian, Roman, Islamic, and Medieval gardens to Renaissance, Italian, French, and English landscape approaches, culminating in the mid-19th Century. Relates landscape design to the social, cultural, technological and belief systems of each period.

LARC 5313 History and Theory of Landscape Architecture II. The contemporary history of the profession from Andrew Jackson Downing to present day. The growth and development of the ASLA, professional education, the environmental movement, large scale regional planning and significant 20th Century landscape architectural projects.

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

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

LARC 5383 Seminar in Landscape Aesthetics. Advanced presentation and discussion of issues related to contemporary and historic aspects of landscape aesthetics. Students present and lead informed discussions and debates on topics such as landscape beauty, values, and perception in exterior space, aesthetics versus function and philosophic interpretations of beauty applied to the landscape. Prerequisite: LARC 5663 or permission of instructor.

Research Sequence

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

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

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

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

4. Bachelor's Level

Not applicable.

5. Master's Level

Standard: A first-professional program at the master's level shall provide, in addition to the Professional Curriculum (Standard 3), study in one or more areas advancing the knowledge or capability of the profession.

5.1 Philosophy

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

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

Specifically, the move created opportunities for collegial relationships to develop between students and faculty, partly by invigorating the school's Center for Environmental Design Research (CEDR) as a mechanism for conducting sponsored research. The result has been an expansion of projects on which students and faculty can jointly work outside the traditional classroom or studio. By example, then, students and faculty have learned more about the talents of each, and both are more constantly exposed to processes dually required to work in academics and in practice. As one internationally-known practitioner commented during a visit in 1993, "You are doing an outstanding job of blending the ethereal with the practical here. I am impressed."

The faculty's awareness of this capability has been uniformly noted by agreement or consensus via the successful performance by MLA candidates on theses produced during the 1990's. Students--even those who entered the program under catalogs which allowed design theses--have responded with methodological approaches comparable to quality research anywhere. Many were challenged to attain this quality, but were rewarded by patient faculty support and review until each had produced work acceptable to even the harshest of critics.

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

5.2 Concentration

Describe area(s) of concentration.

The program's areas of specialization are determined by an assessment of professional needs, faculty expertise and student interest. The program's view of these specializations is that they must be broad enough to have a reasonable shelf-life, but flexible enough to be fine-tuned as societal and field conditions change. Thus, these specializations represent the deeper roots of UT Arlington's landscape architecture program, and they form the corpus from which long-term service by the university's graduates will come:

Advanced landscape architecture: To allow students (particularly in Paths B and C) to capitalize on their design backgrounds in order to achieve a richer understanding of landscape architecture, and to increase students' confidence in the value of their first degree beyond traditional expectations.

Computer-aided design and planning: To foster in all students a confidence in the computer as a working tool in design and practice; to stimulate those with special interests and talents to develop new applications and understanding of electronic resources.

Environmental art and aesthetics: To promote richer understanding of the theory of beauty to society in general and landscape architecture in particular; to accommodate in the thinking of landscape architects the roles and contributions of art in the physical environment.

Park planning and resource management: To blend the behavioral and natural resource sciences in a way that makes recreation spaces satisfactory to users, developers and managers.

Urban, suburban and regional planning and design: To assure that graduates appreciate the connectedness between spaces and people throughout populated areas; to foster the recognition that human communities and the physical environments which support them share problems and opportunities.

5.3 Faculty

Describe the extent of faculty involvement in advancing the knowledge or capability of the profession.

The aforementioned specializations reflect principal interests or expertise of faculty responsible for course work or research in each area. These specializations and their associated faculty include:

<u>Specialization</u>	<u>Primary Faculty Expertise</u>
Advanced landscape architecture	Rome, Taylor, Makowski
Computer-aided design and planning	Harwood
Environmental art and aesthetics	Robinette, Rome
Park planning and resource management	Taylor, Makowski, Bass
Urban, suburban and regional planning and design	Rome, Harwood, Robinette, Taylor, Bass

Specific course assignments for the spring and fall of 1994 are:

<u>Faculty</u>	<u>Rank</u>	<u>Course Number</u>	<u>Course Title</u>	<u>Credit Hours</u>	<u>Contact Hours</u>	<u>Enrollment Sp/Fall</u>
Bass, Ogden L.	Asst.Adj.	LARC 5302	Land Development	3	3	--/0
Harwood, J. Randle	Asst.	LARC 5301	Site Planning & Dev			5/--
		LARC 5341	Land Tech I	3	6	--/14
		LARC 5342	Land Tech II	3	6	13/--
		LARC 5343	Land Tech III	3	6	--/0
		LARC 5350	Computer Appl	3	6	8(SS)
		LARC 5662	Studio II	6	12	10/--
		LARC 5663	Studio III	6	12	--/7
		LARC 5664	Studio IV	6	12	8/--
		LARC 5351	Advanced CAD	3	6	6(SS)
		LARC 5352	Appl Envr Planning	3	6	--/0
Makowski, Ellen H.	Asst.Adj.	LARC 5344	Parks and Rec	3	4	--/11

<u>Faculty</u>	<u>Rank</u>	<u>Course Number</u>	<u>Course Title</u>	<u>Credit Hours</u>	<u>Contact Hours</u>	<u>Enrollment Sp/Fall</u>
Robinette, Gary O.	Assoc.	LARC 5313	Hist/Theory II	3	3	6/12
		LARC 5324	Environmental Art	3	4	6/--
		LARC 5330	Plant Identification	3	6	--/10
		LARC 5331	Plant Design	3	6	6/--
		LARC 5340	Professional Practice	3	3	--/11

Rome, Richard C.	Asst.	LARC 5312	Hist/Theory I	3	3	--/10
		LARC 5320	Communications	3	6	--/9
		LARC 5321	Advanced Comm	3	6	5/--
		LARC 5383	Aesthetics	3	3	6(SS)
		LARC 5660	Enrichment Studio	6	12	11(SS)
		LARC 5661	Studio I	6	12	--/8
		LARC 5663	Studio III	6	12	--/7
		LARC 5668	Practicum	6		4/--
		LARC 5698	Thesis	6		9/10

Taylor, Pat D.	Assoc.	LARC 5382	Urban Design	3	3	7/--
		LARC 5380	Research Methods	3	3	--/5
		LARC 5668	Practicum	6		3(SS)
		LARC 5698	Thesis	6		--/3
		LARC 5294	Masters Comp Exam	2		--/2

The program operates under a principal of low-proprietorship where course work is concerned. Specifically, faculty are aware that it can be in the best interest of themselves, of students and of the program if others occasionally teach a course normally taught by a particular individual. This occasional rotation, or at least the possibility of it, helps create a mutual interest in courses often seen as outside an individual's purview. In addition, it fosters dialogue about issues or topics in which all faculty have an interest but which normally fall under the auspices of a particular course.

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

or projects in studios and classes. Recent studio projects and faculty activities which demonstrate this approach include:

<u>Faculty</u>	<u>Type of Activity</u>	<u>Outlet</u>
Harwood	Cyberspace and Landscape Architecture	Publication
Harwood	San Antonio to Monterrey: Mexico Corridor Study (with faculty and students from Texas A&M and Texas Tech)	Studio IV CATT-ASLA San Antonio
Harwood	Urban Design Civic Center District	Studio III
Makowski	Landscape and Place Research	Book (in progress)
Makowski	Scenic Parks and Landscape Values	Book
Robinette	Graphics Seminar	Regional Conference
Robinette	Community Development Research: Local Landscape Ordinances; Parking Lot Landscape Development	Books
Robinette	An Illustrated Guide to Texas' Ecological Communities	Publication
Rome	Suburban Value Systems	Publication
Rome	Paradeisos/Garden Design; Ft. Worth Botanic Garden	Studio
Taylor	Park Planning Techniques for Azle, Texas	Research Project
Taylor/ Harwood	Blackland Prairie Restoration	Research Project
Taylor	New Developments and Concepts in Planning for Recreation and Tourism	Book (co-editor)

5.4 Students

Describe student involvement in advancing the knowledge or capability of the profession (assistantships, etc.).

Students help in knowledge advancement primarily through research assistantships, thesis research, teaching assistantships and practicums. For example, during the past eighteen months, seventeen students have been selected for research assistantships from sponsored research projects totaling over \$80,000. Project results are reported in documents for the sponsoring entity, through research competition submissions or in submissions to scholarly publications. (No research products from this time period have yet been submitted for scholarly publications.)

Students are encouraged to submit publishable papers in the Urban Design Seminar, certain courses in the History Sequence, and on occasion in the Research Methods class. In addition, recent graduates now are strongly encouraged to submit thesis results to scholarly outlets with faculty serving as co-authors or as editors.

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

- City of Irving, Parks and Recreation
- City of Richardson, Parks and Recreation
- Newman, Jackson, Bieberstein--Dallas
- James McRee and Associates--Dallas
- E.E.G. Engineers & Planners--Dallas
- City of Dallas--Marsalis Park Zoo
- Heard Museum and Nature Center--McKinney
- Dallas Arboretum and Botanical Garden
- City of Euless, Parks and Recreation
- City of Hurst, Parks and Recreation
- Mesa Design Group--Dallas
- SMR and Associates--Dallas
- City of Fort Worth, Parks and Recreation
- Boyd & Heidrich--Dallas
- David Rolston & Associates--Dallas
- Dallas Parks Foundation

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

5.5 Thesis/Terminal Project

List thesis/terminal projects, along with major advisor, since the last SER.

<u>YEAR</u>	<u>STUDENT</u>	<u>THESIS TITLE</u>	<u>SUPERVISING PROFESSOR</u>
1989	LuAnne Malnory	The Development of Guidelines for the Planning of Playgrounds for Children Ages Three to Ten with Orthopedic Impairments and the Integration of These Guidelines onto a Site	DeJean
	Richard C. Rome	Landscape Aesthetics as the Foundation of Landscape Architecture Education	DeJean
*1990	Rosanna Brown	Humor in the Landscape	Robinette
*1991	Beth Ann Pinney	A Study of Geographic Information Systems: Applications for Land Planning and Natural Resource Management in Sub-Saharan West Africa--A Rational for a Community-Based Approach	Harwood
1992	Jimmie L. King	Integrating Cultural Districts into the Fabric of the Urban Landscape	Rome
	James M. McRee	Reciprocal Influences Between Designer and Designed: The Career of Richard B. Myrick	Harwood
1993	Kathleen Cook	Do Urban Ecosystems Have Standing?: Attitudes of Landscape Architects Toward Urban Ecosystems	Rome
	Brian G. Colter	A Qualitative Search for the Spirit of Place of Arlington, Texas	Rome
	Cheryl Graham	Context and Connection in Urban Parks	Rome
	Joel M. Hamilton	Post Occupancy Evaluation of an Innovative Zoo Exhibit: Caldwell Zoo Case Study	Rome

<u>YEAR</u>	<u>STUDENT</u>	<u>THESIS TITLE</u>	<u>SUPERVISING PROFESSOR</u>
	Claire C. McQuitty	User Characteristics of Selected Open Spaces in the Fort Worth Central Business District	Makowski/Taylor
	Alison Schroeder	A Study of the Licensure and Professional Practice of Landscape Architects: A Comparison of the Attitudes of Architects, Landscape Architects and Landscape Designers in Three States Having Differing Licensure Laws	Rome
1994	Ian J. Barwick	Establishing that the Spatial Characteristics of Preindustrial Pedestrian Precincts Coincide with the Important Components of Effective Urban Spaces	Rome
*	Katherine K. Gilson	Design Criteria for Outdoor Space and Human Behavior: A Better Fit for Alzheimer's Disease Patients	Rome

*National Award Winner in Research Category

5.6 Distinctive Instructional Procedures

Describe any unique instructional procedures such as computer-assisted instruction or application of learning modules which seek to improve on classical models.

The School of Architecture funds a landscape architecture student assistantship in the school's computer laboratory. The job description for this position allows the assistant to provide tutorial aid to all students in the program beyond their normal computer-related class work. In addition, this position serves all sponsored research projects with GIS-related services and tutorial help for other research assistants.

The program also places an emphasis on writing skills as an essential part of education in landscape architecture. Students--including those on research assistantships--are taught to prepare papers and reports in classic thesis style and are guided in writing in ways which meet academic and field requirements.

During the last two years, the program has stressed model building and three-dimensional thinking through instructional assistance from members of the architecture faculty. The precision and attention to detail which come from this approach are uniquely suited to the program's close association with architecture.

5.7 Cooperation and Interaction with Allied Fields

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

Throughout this document the reader can find references to the program's association with architecture. Historically, this association has been viewed as an asset and as a liability (see data on student and alumni input.) It is a current program focus to take advantage of the program's structural association--such as service through team-teaching and cooperative interactions on committees--with our colleagues in architecture. Feedback from students indicates that this increased interaction is mutually beneficial to both programs.

Special relationships have been developed with colleagues in computer sciences through instructional use by landscape architecture faculty of the facilities at the Automation and Robotics Research Institute (ARRI). Associated with the instructional use of computers is the strengthening of ties with the School of Urban and Public Affairs. Faculty from the School and from landscape architecture frequently perform guest lectures for one another, or formally provide instructional assistance for classes and individual students in each other's curricula. Typical of these joint efforts is the teaching during the summer of a computer course in the School by Prof. Harwood of landscape architecture. In addition, the School of Urban and Public Affairs provides instructional assistance to landscape architecture students enrolled in research methods in the collection and analysis of quantitative data.

Faculty from the Center for Greater Southwestern Studies and the History of Cartography serve frequently on thesis committees in landscape architecture and on sponsored research projects in the program. Reciprocally, the program director in landscape architecture serves on the Center's faculty.

The program also has developed close ties with colleagues in biosciences through sponsored research projects. Both faculty and students from biosciences recently have served on such projects, funded by the program in landscape architecture.

In addition, cooperative service on thesis committees in landscape architecture has been conducted with faculty from the School of Nursing at UT Arlington and from the Department of Landscape Architecture at Texas Tech University.

5.8 Methods of Ongoing Program Evaluation

Describe methods used to evaluate courses, student performances, and how findings are used to seek improvement.

Course evaluation forms contain questions about course content and relevance, which are discussed with individual faculty during annual reviews. In addition, beginning with the summer of 1994, content of courses has become a topic of discussion during faculty meetings. Critical topics--such as ethics, functional diagramming, or the preparation of construction documents--are presented by faculty members for review regarding their place in the curriculum. Adjustments to course content can be made by individual faculty members according to the emphasis which each topic receives during the faculty's analysis.

Student performance is evaluated not only by individual faculty during class time, but also through an annual review by the faculty on a student-by-student basis. This evaluation is supplemented by occasional review of portfolios or studio work as warranted. Students are advised verbally by faculty and/or the director on recommendations for actions or improvement, and they are advised with correspondence when it is warranted.

6. Faculty and Other Instructional Personnel

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

6.1 Instructional Assignments (full and part time to program under review).

Name	Education	Program Under Review	Other Programs	Research, Admin. or Other	Total
P. Taylor	BS/MS/PhD	100%			100%
G. Robinette	BSLA/MLA	100%			100%
R. Rome	BLA/MLA (PhD in progress)	100%			100%
R. Harwood	BLA/MLA	95%	5%		100%
E. Makowski	BS/MLA/PhD	25%			25%
O. Bass	BS/MUP/MS	25%			25%
R. Hamilton*	BArch/MArch	10%			10%
S. Quevedo*	BArch/	10%			10%
G. Gintole*	BArch/MArch	10%			10%

*Salaries came from architecture budget.

6.2 Program Policy on Teaching and Other Assignments

Indicate how administrative and other duties are allocated relative to assignments in the teaching program. Describe the policy of the program with respect to teaching loads. Define a normal teaching load in contact hours. Explain variations, if any, in allowances for lectures and for laboratory work.

Section 6.1 defines the teaching duties of each faculty member in terms of enrollments and units of work. It may not express the entire teaching work load when consideration is given for consultative teaching, informal teaching as for public meetings or reviews, individual study students, or other duties. Use this section to explain.*

**Note: The graphs explaining course assignments appear on pages 33-34.*

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

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

To date, these factors have not created debilitating pressure on faculty who have willingly responded to these loads when they arise. They are seen as "pleasant problems" and faculty know that sustained enrollment increases can lead to expansion of the faculty-base. However, a concern of the program director is acceleration of fatigue or even "burn-out" if these pressures continue. This concern is elevated since more students are filling summer courses and faculty members therefore perform more like they are on 12 month appointments.

Increasing numbers of students in the research or thesis stage of their work also have raised the level of discussion about loads. Again, faculty have responded to heavier thesis committee loads because they are excited about the consistent high performance of students and by what this performance says about the program's accomplishments. Part-time faculty generally are required to serve on three committees during semesters they also are teaching. If part-time faculty are not teaching a class or studio, their thesis committee work can expand to six, assuming he or she is co-chairing no more than two committees.

Full-time faculty are considered to be teaching an additional course if they are chairing three committees. Six committee assignments are considered the equivalent of one course, and to date no faculty have had to choose between service on thesis committees and teaching their normal courses. However, such choices could be forthcoming, by the 1995-96 academic years depending on the number of students planning to graduate during that period.

Curriculum advising primarily is the responsibility of the graduate advisor who receives no reduced teaching load for his service. Thesis advisement is carried out by all faculty members via the thesis committee structure.

Service on school and university committees also is shared by all faculty, and in most cases the entire program faculty serves as a committee of the whole for many routine matters, including promotion and tenure recommendations and scholarship recommendations. Ad hoc committees are formed or special assignments are given to individuals as needed during the academic year, such as the revision of the program's class schedules conducted by Prof. Rome during the spring of 1994.

6.3 Faculty Development

Describe the means used by the program and the university to encourage continuing faculty improvement. Comment on criteria established and means used to ensure quality enhancement (e.g., evaluate review) of teaching.

Also, describe programs available through the university to assist and encourage development of faculty and how the faculty have taken advantage of this.

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

The Dean has been extremely supportive of faculty travel requests to attend conferences, to participate in ASLA (or other) professional activities and other creative endeavors including foreign travel for scholarly projects.

Opportunities for faculty development, however, must be acted-upon by individual faculty in order to be implemented. Therefore, evaluation procedures have been expanded not only to encourage but to spell-out specific actions which will broaden a faculty member's contribution to his/her own growth. Faculty are advised to seek additional degrees, to complete professional registrations, to maintain professional memberships, to pursue grants and other supportive undertakings and to practice outside the university.

One faculty member has been granted relief time from classes during the past academic year in order to up-grade his interests. Three were awarded research grants from the School of Architecture in school-wide competition. At least three have maintained consulting contracts during the same period. One conducted a student class in Italy, another conducted a graphics seminar on campus, and all who have requested support have been granted some assistance to pursue a variety of approved activities.

With mechanisms in-place to support faculty development what is needed in the future is continued participation by faculty--in concert with input from the director--in aggressive and creative pursuits which will stimulate and refresh faculty thinking.

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

Faculty evaluations are made following each academic year using:

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

Student evaluation forms for each faculty member and teaching assistant are administered each semester. Results are returned to each faculty member with general comments from the director.

Faculty self-evaluation forms are administered after the spring semester. Afterwards, the director uses the same form to comment and recommend for each faculty member. Faculty are given opportunities to respond to the director's comments and recommendations.

Annual plans-of-work are requested at the beginning of the fall semester, and after review by the director, individual meetings are held between the director and each faculty member regarding achievement of the previous year's plans, student evaluations and upcoming plans-of-work.

Recommendations for continuance, promotion or tenure (along with portfolios and other materials needed by the School's Advisory Committee on Promotion and Tenure) are then forwarded by the director to the Dean. The Dean submits all materials to the School's ACPT committee during the fall semester for final recommendations. These recommendations then are submitted to the Provost.

There currently is a need to streamline these procedures so that to the faculty they function as a singular process. Achieving this streamlining is expected to be enabled when both the University and the School complete respective studies on the entire evaluation and promotion process, sometime in the 1994-95 academic year.

Since 1990 the following appointments have been modified:

Promotions in rank: Taylor to Associate Professor

Tenure Awards: Robinette

6.5 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 specifically brought in by the program for direct service to major students. Indicate by an asterisk those sponsored jointly with other cooperating departments. Use the format below to list this information for the present and two preceding academic years.

<u>1993-1994</u>			
<u>Name</u>	<u>Field</u>	<u>Date(s)</u>	<u>Contribution</u>
James van Sweden	LA	F/94	Lecture
Cornelia Oberlander	LA	F/94	Lecture
G. Philip Huey	Parks/Urban Design	4/94	Lecture/Tour
Linda Tycher	LA	3/94	Lecture
John Mason	LA/Arch	2/94	Lecture/Tour
Robert Scarfo	LA	1/94	Lecture/Critic
Rosa Finley	Horticulture	2/24/94	Lecture
*Morgan Wheelock	LA	12/93	Lecture/Presentation
Robert P. Riley	LA	12/1/93	Lecture
*Topher Delaney	LA	11/93	Lecture/Presentation
Roland Jackson	LA	11/93	Presentation
E. Brian Bristow	LA	11/24/93	Lecture
Catherine Whitman-Ingham	LA	11/17/93	Lecture
Charles McDaniel	LA	11/17/93	Lecture
Steven M. Rahn	LA	11/10/93	Lecture
Traci Jones	LA	11/3/93	Lecture
Karl von Bieberstein	LA	11/3/93	Lecture
Richard Yates	LA	10/29/93	Lecture
William "Tary" Arterburn	LA	10/29/93	Lecture
Paul Weathers	LA	10/20/93	Lecture
Marjorie Kim Slover	LA	10/13/93	Lecture
Suzanne Sweek	LA	10/13/93	Lecture
J. T. Dunkin	LA	10/6/93	Lecture
Shawn W. Cooper	LA	9/29/93	Presentation
Philip Neely	LA	9/29/93	Lecture
Richard G. Wiebe	LA	9/22/93	Lecture
James McRee	LA	S/93	Critic
Oliver Windham	LA	S/93	Critic
John Hunt	LA	SS/93	Critic
Rosanna Brown	LA	SS/93	Critic
George Gintole	Architecture	SS/93	Critic
Doug Kelbough	Planning	F/93	Lecture

1992-93

<u>Name</u>	<u>Field</u>	<u>Date(s)</u>	<u>Contribution</u>
J. Leonard Ehrler	LA	4/93	Lecture
*Martha Schwartz	LA	4/93	Lecture/Presentation
G. Philip Huey	Horticulture	3/93	Lecture
Dennis Law	LA	1/93	Critic
Judy Rohrer	Planning	S93	Lecture
Patricia Bass	Planning	S93	Lecture
Bruce McNeal	Planning	S93	Lecture
Dan Taffen	Planning	S93	Lecture
Joe Bradley	Planning	S93	Lecture
Hershel Lindly	Planning	S93	Lecture
H. N. Van Lier	Planning	12/92	Critic
Sir Peter Shepherd	LA	F/92	Lecture
Debra Mitchell	LA	10/92	Lecture

1991-92

<u>Name</u>	<u>Field</u>	<u>Date(s)</u>	<u>Contribution</u>
John Mason	LA/Arch	3/92	Lecture/Tour
Judy Rohrer	Planning	S/92	Lecture
Patricia Bass	Planning	S/92	Lecture
Joe Bradley	Planning	S/92	Lecture
Hershel Lindly	Planning	S/92	Lecture
Luis Santana	LA	S/92	Critic
Richard Zauala	Parks and Recreation	S/92	Critic
George Gintole	Architecture	S/92	Critic
Edward M. Baum	Architecture	S/92	Critic
Bob Riley	Parks and Recreation	F/92	Critic
Kimberly Kohlhouse	Architecture	F/92	Critic

1990-91

<u>Name</u>	<u>Field</u>	<u>Date(s)</u>	<u>Contribution</u>
Philip Neely	LA	S/91	Critic
Walter Dahberg	LA	S/91	Critic
Kevin Nelin	LA	S/91	Critic
Oliver Windham	LA	F/91	Critic
Dale Sass	LA	S/90	Critic
Jim Richards	LA	S/90	Critic
Chris Crawford	LA	S/90	Critic
Oliver Windham	LA	F/90	Critic
Bob Riley	Parks and Recreation	F/90	Critic
Gene Cravens	Planning	F/90	Critic
Judy Day	Planning	F/90	Critic

firstname	lastname	title	company	street	citystate	zip	sal	phone	fax
Mr. William "Tary"	Arterburn	Principal	Mesa Design Group Inc.	2612 Thomas Ave.	Dallas TX	75204	Tary	214-871-0568	214-871-1507
Ms. Nancy	Begel, P.E.	Dept. Engineer	Parks & Recreation Dept.	1500 Marilla St., 6-F North	Dallas TX	75243	Nancy	214-670-4090(w) 214-357-6545(h)	214-670-4098
Mr. Stuart O.	Dawson	Principal	Sasaki Associates, Inc.	64 Pleasant St.	Watertown MA	02172	Stuart	617-926-3300	617-924-2748
Mr. J. Leonard	Ehrler, Jr.	President	Ehrler & Associates	6503 Fair Valley Trail	Austin TX	78749	Leonard	512-892-4377	
Mr. Everett L.	Fly		E.L. Fly & Associates, Inc.	Box 6491	San Antonio TX	78209	Everett	210-826-4440	210-826-2726
Mr. Robert L.	Frazer	Vice President	Fernandez Frazer White & Associates	11824 Radium Dr.	San Antonio TX	78216	Bob	210-377-0774	210-
Mr. Arthur N.	Glick	Campus Landscape Architect	Office of the Landscape Architect	104 Physical Plant, Texas Tech University	Lubbock TX	79409	Art	806-742-3803(w) 806-795-9078(h)	806-
Mr. G. Philip	Huey	Asst. Director	Asst. Director, Dallas PARD (retired)	6630 E. University	Dallas TX	75214	Phil		
Prof. ir. Klaas	Kerkstra	Chair	Landscape Architecture, Dept. of Physical Planning & Rural Development	Gen. Foulkesweg 13	6703 BJ Wageningen, THE NETHERLANDS		Klaas	31-83-708-2050	31-83-708-2166
Dr. Thomas J.	Makowski	Environmental Sociologist	USDA Soil Conservation Service	501 Felix, P.O. Box 6567	Ft. Worth TX	76115	Tom	817-334-5456, ext. 3404	817-334-5290
Mr. John	Mason	ASLA/AICP		3824 Ashford St	Ft. Worth TX	76133	John	817-292-4177	
Ms. Debra L.	Mitchell		Johnson Johnson & Roy	601 13th St NW, Suite 250N	Washington DC	20005	Deb	202-628-7900	
Dr. Robert A.	Scarfo	Director	UM-Landscape Arch	1122 Holzapfel Hall	College Park, MD	20742	Bob	301-405-4356	301-314-9308
Prof. Dr. Willy A.	Schmidt	Chairman	Larchenstrasse 9	CH5422 Oberehrendingen	SWITZERLAND		Willy	41-1-377-2957	41-1-372-0486
Ms. Linda	Tycher	Principal & CEO	Linda Tycher & Assoc.	11411A N. Central Expwy	Dallas TX	75243	Ms. Tycher	214-750-1210	214-361-8727
Mr. Karl	von Bieberstein	Vice President	Newman Jackson Bieberstein	13154H Coit Rd., #105	Dallas TX	75240	Karl	214-907-0500	214-907-0550

Landscape Architecture Advisory Council

Landscape Architecture Adjunct Faculty

firstname	lastname	company	street	citystate	zip	phone	fax	sal
Ms. Rosanna S.	Brown	Landscape Architect US Army Corps of Engineers Southern California Edison	PO Box 17300	Ft Worth TX	76102	817-334-3424	817-885-7539	Rosanna
Mr. Charles E.	Cooke	Division Manager - Regulatory Southwestern Bell	1001 Pennsylvania Ave NW, 450N	Washington DC	20004	202-393-3075		Charley
Mr. Bob	Digneo	Division Manager - Regulatory Southwestern Bell	1616 Guadalupe Room 310	Austin TX	78701	512-870-2103	512-870-1142	Bob
Mr. Bill	Fraser	Carter & Burgess	1701 Barclay Dr	Richardson TX	75081	214-231-0229		Bill
Mr. John	Hunt	Senior Vice President Newman Jackson Bieberstein	3880 Hulen St	Ft Worth TX	76107	817-735-6182	817-735-6186	John
Mr. H. Rowland	Jackson	Executive Director, National Wildflower Research Ctr	13154 Coit Rd, Suite 105	Dallas TX	75240	214-907-0500	214-907-0550	Rowland
Ms. LuAnne M.	Malnory	Roy Mann Associates, Inc.	626 Finch	McKinney TX	75069	214-547-6136		LuAnn
Mr. Roy B.	Mann	Asst Director of Research, Facility Ping	522 Congress Ave, Ste 310	Austin TX	78701	512-495-9550	512-345-6836	Roy
Dr. David	Northington	Howard Hughes Medical Institute	2600 FM 973 North	Austin TX	78725	512-929-3600		David
Mr. Alton Z.	Parks, AIA	Director of the Garden Dallas Arboretum & Botanical Garden	2401 Wroxton	Houston TX	77005	713-527-0800	713-527-8316	Alton
Ms. L. Landon	Scarlett	President, Voluntary Purchasing Group	8617 Garland Rd	Dallas TX	75218	214-327-8263	214-324-9801	Landon
Mr. Michael D.	Smith	Director, Landscape Design Sec Design Div, Texas DOT	Box 460	Bonham TX	75418	903-583-5501		Mike
Mr. Craig A.	Steffens	Schrickel, Rollins & Associates	125 E 11th Street	Austin TX	78701	512-416-3082	512-416-3098	Craig
Ms. Suzanne	Sweek	Kay Tiller Public Relations Morgan Wheelock Inc	1161 Corporate Dr West, Ste 200	Arlington TX	76006	817-640-8212	817-649-7645	Suzanne
Ms. Kay	Tiller, APR		625 Kirby Lane	Richardson TX	75080	214-235-0660	214-235-4445	Kay
Mr. Morgan	Wheelock		334 Bolyston St	Boston MA	02116	617-536-9600 505-989-6009 (Santa Fe)	617-536-8934	Morgan

Landscape Architecture Advisory Council

6.6 *Describe how teaching assistants (if any) are used to assist faculty members.*

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

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

Support from the School of Architecture for GTAs has increased from \$2,295 in 1991 to \$9,000 in 1993-94.

6.7 Individual Teacher's Record

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

Records follow for teachers of the following ranks:

Associate Professor in Landscape Architecture

Gary O. Robinette
Pat D. Taylor

Assistant Professor in Landscape Architecture

J. Randle Harwood
Richard C. Rome

Adjunct Assistant Professor in Landscape Architecture

Ogden L. "Bo" Bass
Ellen H. Makowski

INDIVIDUAL TEACHER'S RECORD

NAME: Gary O. Robinette

Rank: Associate Professor

EDUCATION: (College and higher)

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

TEACHING EXPERIENCE: (College level)

<u>Institution</u>	<u>No. of Years</u>	<u>Subjects</u>
University of Wisconsin	3	Professional Practice Planting Design
University of Texas at Arlington	7	Plant Identification Planting Design Professional Practice Design Communications Design Studio History/Theory II Environmental Art

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

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

INDIVIDUAL TEACHER'S RECORD

(Sheet 2 of 3)

NAME: Gary O. Robinette

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

Member, Advisory Committee - Environmental Institute for Technology Transfer, University of Texas at Arlington

Member - Dallas Parks Foundation, Board of Directors, 1993 - present

Member - National CARE Awards Program, Sponsored by Rain-Bird Sprinkler Co., Inc.

Honor Award - Research - Texas Chapter ASLA for Local Landscape Ordinances - 1993

Merit Award - Planning and Analysis, Wills Point Master Plan 1993 ASLA

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

LOCAL LANDSCAPE ORDINANCES, Agora Communications, Plano, Texas, 354 pages (summary report of research by the same title). Winner - Honor Award, Texas Chapter ASLA, Research 1993.

PARKING LOT LANDSCAPE DEVELOPMENT, Agora Communications, Plano, Texas, 214 pages, Second Edition of 1977 publication.

*Fulfilling Fred's Vision - paper presented at the 1992 CELA Annual Meeting, East Lansing, Michigan, October 1992.

*An Index to Graduate Work in Landscape Architecture - paper presented at the 1992 CELA Annual Meeting, East Lansing, Michigan, October 1992

*This is a Pencil ..., - paper presented to the 1993 Annual Meeting of the Design Communication Association, Birmingham, Alabama, April 1993.

"Vegetational Functions as a Basis for Green Legislation" - paper presented at the 8th Annual Texas Urban Forestry Conference, San Antonio, Texas, May 1994.

INDIVIDUAL TEACHER'S RECORD

(Sheet 3 of 3)

NAME: Gary O. Robinette

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

New research has been undertaken on community landscape development dealing with landscape ordinances, tree preservation ordinances, street tree programs, parking lot landscape development and landscape economics at the local level.

Additional research has also been undertaken to update the book PLANTS, PEOPLE AND ENVIRONMENTAL QUALITY which was first published in 1972. Additional support has also been made available to publish the study dealing with THE ENVIRONMENTAL IMPACT OF TREES AND FORESTS which was an amplification of the research dealt with in the earlier book. Additional updating of the energy conservation and solar energy utilization research of the 1970's was undertaken with anticipation of funding in the next year or so.

PROFESSIONAL REGISTRATION: Give profession and state.

Landscape Architecture - Texas - 1201

- *Previously registered in: Florida
- Michigan
- Ohio
- Pennsylvania
- Virginia

*None of these are current at the present time.

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

Date of Agency	No. of Years	Responsibilities
Landscape (Taylor and Associates)	8	Principal

INDIVIDUAL TEACHER'S RECORD

(Sheet 2 of 3)

NAME: Pat D. Taylor

Rank: Associate Professor

EDUCATION: (College and higher)

Institution	No. of Years	Degree/Date Granted
Texas Tech University	7	BS/1967
Michigan State University	3	MS/1969 PhD coursework only
University of Texas at Austin	3	PhD/1983

TEACHING EXPERIENCE: (College level)

Institution	No. of Years	Subjects
Texas Tech University	4	Horticulture Freshman/Sophomore Design Park Administration
Michigan State University	4	Park Planning and Design Thesis (graduates) Environmental Design
Texas A&M University	7	Park Planning and Design
University of Texas at Arlington	4	Studio II Research Methods Urban Design Seminar Parks and Recreation Planning/Design Thesis Practicum Master's Comprehensive Exam

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

Firm or Agency	No. of Years	Responsibilities
LandCorp (Taylor and Associates)	9	Principal

INDIVIDUAL TEACHER'S RECORD

(Sheet 2 of 3)

NAME: Pat D. Taylor

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

Member, University Research Committee, 1993-94; 1994-95.

Chair, School of Architecture Research Committee, 1993-94.

Keynote Speaker, Council of Educators in Landscape Architecture, 1990.

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

- 1994. Park Design with Teenagers in Mind: Lessons From the Past. TRAPS Magazine.
- 1993. New Developments and Concepts in Planning for Tourism and Recreation. Amsterdam: Elsevier (Co-editor with H. N. Van Lier).
- 1994. Eagle Mountain State Park, Resource Management Plan, Texas Parks and Wildlife.
- 1994. Bonham State Park, Resource Management Plan, Texas Parks and Wildlife.
- 1994. Blackland Prairie Restoration Project, Department of Energy; Texas National Research Laboratory Commission.
- 1993. White Rock Lake Design (with Newman, Jackson, Bieberstein), City of Dallas.
- 1992. Recreation and Park Master Plan, City of Roswell, New Mexico.
- 1992. Meadowpark Conceptual Plan, City of Bedford, Texas.
- 1991. Recreation and Park Master Plan, City of Bedford, Texas.
- 1991. Streetscape Conceptual Designs, City of Bedford, Texas.
- 1990. CBD Land-Use Plan, City of Bedford, Texas.
- 1993. Park/Recreation Master Planning Techniques for Azle, Texas, UT Arlington Sponsored Research (Principal Investigator).
- 1992. Dallas First. Report on opinion leader data regarding regionalism, public priorities and socio/economic conditions (contributing analyst).

INDIVIDUAL TEACHER'S RECORD

NAME: J. Randle Harwood

(Sheet 3 of 3)

Assistant Professor

EDUCATION: (College and higher)

NAME: Pat D. Taylor

Institution

No. of Years

Duties/Responsibilities

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

University of Massachusetts

2

MLA/MSA

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

TEACHING EXPERIENCE: (College level)

PROFESSIONAL REGISTRATION: Give profession and state.

University of Massachusetts

2

Land Forms

Landscape Architecture: Texas, since 1970.

Graduate Design Studio

Computers

University of Texas at Arlington

5

Design Studio

Landscape Technology I, II, III

Computers

Thesis in Landscape Architecture

Computer Mapping (for Planning)

Site Development (integrative)

(for Architecture)

Site Planning & Development

Applied Environmental Planning

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

Firm or Agency

No. of Years

Responsibilities

Metland Research Group

2

GIS Technician

(University of Massachusetts)

Publications Assistant

University of Massachusetts

2

CAD Research and Lab

Coordinator, Research

CAD Lab

INDIVIDUAL TEACHER'S RECORD

NAME: J. Randle Harwood

Rank: Assistant Professor

EDUCATION: *(College and higher)*

<u>Institution</u>	<u>No. of Years</u>	<u>Degree/Date Granted</u>
University of Guelph	5	BLA (with honors)/1987
University of Massachusetts	2	MLA/1989
University of Texas at Dallas	1/2	Post graduate studies

TEACHING EXPERIENCE: *(College level)*

<u>Institution</u>	<u>No. of Years</u>	<u>Subjects</u>
University of Massachusetts Teaching Assistant	2	Land Forms Graduate Design Studio Computers
University of Texas at Arlington	5	Design Studios Landscape Technology I, II, III Computers Thesis (in Landscape Architecture) Computer Mapping (for Planning) Site Development Undergraduate (for Architecture) Site Planning & Development Applied Environmental Planning

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

<u>Firm or Agency</u>	<u>No. of Years</u>	<u>Responsibilities</u>
Metland Research Group (University of Massachusetts)	2	GIS Technician Publications Assistant
University of Massachusetts	2	CAD Research and Lab Coordinator, Research CAD Lab

INDIVIDUAL TEACHER'S RECORD

(Sheet 2 of 4)

NAME: J. Randle Harwood

NAME: J. Randle Harwood

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

- University Academic Computing Committee, 1994
- University Accreditation Committees, 1994
- Juror, ASLA National Student Competition, 1994
- Chair, University Academic Computing Committee, 1993/94
- School of Architecture Organized Research Committee, 1993/94
- Editor, DFW ALGA Section Newsletter, 1993/94
- Faculty Senate, Graduate School's AD HOC Committee on Landscape Architecture, 1992/93
- Chair, School of Architecture, O.R.C., 1992/93
- Chair, Landscape Architecture Curriculum Committee, 1992/93
- Juror, Texas Chapter Jury for Colorado's State Awards Program, 1992/93
- Faculty Senate, University Academic Community, 1991/92
- Faculty Advisor, ASLA Student Chapter, 1990-94
- Faculty Advisor, Sigma Lambda Alpha, 1990-94
- Faculty Advisor, LABASH '92, 1990-93

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

- 1994 Blackland Prairie Restoration, Public Use and Recreation Analysis, Facilities and Equipment Analysis, Conservation Education Analysis, Texas Parks and Wildlife, Project Coordinator (Pat Taylor, Principal Investigator)
- 1994 The San Antonio - Monterrey Transportation Corridor ASLA 1994 Community Assistance Team Project
- *"A Public Cyberspace: The Landscape of the Mind" Council of Educators in Landscape Architecture Conference Proceedings Vol. 1 CELA 1993 Public Lands/scapes, University of Oregon, October 1993 Abstract
- "Landscape Architecture and Cyberspace: Views to the Future" LALUP Landscape/Land Use Planning Newsletter, Number 24, Winter/Spring 1993 Paper Pages 7-14
- *Rome, R., Harwood, J.R., Kavanagh, J.S., "The Nature and Second Nature of Landscape Architecture Students" Council of Educators in Landscape Architecture Conference Proceedings Vol. 1 CELA 1992 Design + Values, University of Virginia, October 1992, Abstract and Presentation

INDIVIDUAL TEACHER'S RECORD

(Sheet 3 of 4)

NAME: J. Randle Harwood

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

- *"Landscape Architecture and Cyberspace: A Quantum Leap?" Council of Educators in Landscape Architecture Conference Proceedings Vol. 1 CELA 1992 Design + Values, University of Virginia, October 1992, Abstract and Presentation
 - Adams, Brian, and Harwood, Randle, Editors, CONNECTIONS LABASH '92 National Landscape Architecture Student Conference, Conference Proceedings VOL. 1, University of Texas at Arlington, March 1992
 - "Futures: Our Connection To The Past Imagined in the Present" CONNECTIONS LABASH '92 National Landscape Architecture Student Conference, Conference Proceedings VOL. 1, University of Texas at Arlington, March 1992
 - *Campbell, Harwood, Kavanagh and Rome, "Studio Debriefing: Maximizing the Opportunity for Learning from Assigned Projects through Post-positional Dialogue," Council of Educators in Landscape Architecture Conference Proceedings Vol. 1 & 2, Michigan State University, September 1991, Abstract and Paper
 - *"Human Scale and Models: A Success Story in Conceptualizing and Visualizing Three Dimensional Space," Council of Educators in Landscape Architecture Conference Proceedings Vol. 1, Michigan State University, September 1991, Abstract
 - "New Alliance", Nursery Manager Magazine, April 1991, Branch Smith Publications, Ft. Worth
 - "UNIVERSITY PROFILE: University of Toronto", ASLA Open Committee On Computers, Newsletter, Winter 1990
 - "UNIVERSITY PROFILE: Louisiana State University", ASLA Open Committee On Computers, Newsletter, Spring 1989
 - "OFFICE PROFILE: John Rahenkamp Consultants", ASLA Open Committee On Computers, Newsletter, Winter 1989
 - "OFFICE PROFILE: Robert Shinbo Associates", ASLA Open Committee On Computers, Newsletter, Fall 1988
 - "WORKSTATIONS: A Tool For A New Era In Planning", ASLA Open Committee On Landscape Planning, LALUP, Summer 1988
 - "OFFICE PROFILE: William G. Daniel Associate", ASLA Open Committee On Computers, Newsletter, Summer 1988
 - "CAD RESOURCE LIST", ASLA Open Committee On Computers, Newsletter, Winter 1987
 - *"COMPUTER USAGE IN LANDSCAPE ARCHITECTURE", Ontario Chapter of the ASLA, Newsletter, Summer 1987
- Assistant Editor LA Computer News, 1987-1989
Publication Assistant LALUP, 1988

INDIVIDUAL TEACHER'S RECORD

(Sheet 4 of 4)

NAME: J. Randle Harwood (higher)

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

It has been my primary focus to understand how to integrate technology into the successful application of Design process. Toward that end, I focused my research and teaching interests on studio, CAD, GIS and Cyberspace. I have worked with students whose research has ranged from developing a GIS for lesser developed parts of West Africa to Humor in the Landscape. I have brought theories on Cyberspace into the design studio where students examined what this mythic space might be like in the future. Although my interest in landscape architecture is directed towards the prognostication of a desirable future, it is rooted firmly in the history and tradition of the discipline through supervision of thesis work, such as the work by Jim McCree on the career of Richard B. Myrick, a prominent Texas Landscape Architect.

I also believe we must take what we know to the community as a form of public relations and good will that exposes what we are capable of as Landscape Architects. This has been accomplished through my role as the Faculty Advisor to the ASLA student chapter and through studio projects for the community. In studio, we have looked at parks and suburban cities urban design, and through the efforts of the student body we have aided groups such as Bryan's House, a home for children with Aids. It is also important, in my view, to bring the students and the profession together. As Faculty Advisor to the student chapter, I have helped and encouraged the student body to host LABASH 92, attend CELA and ASLA, conferences and take an active role in the DFW section and the Texas Chapter. Although my research is important to me, nothing adds more to the profession than adding another advocate of the disciplines philosophy through the education of individuals. At UTA, we have excellent facilities, staff, and location, but our greatest contribution to Landscape Architecture comes from our greatest resource, the students who become our alumni.

PROFESSIONAL REGISTRATION: Give profession and state.

INDIVIDUAL TEACHER'S RECORD

NAME: Richard C. Rome

(Sheet 2) Rank: Assistant Professor

EDUCATION: (College and higher)

Institution	No. of Years	Degree/Date Granted
Louisiana State University	5	BLA / 5-68
University of Texas at Arlington	1	MLA / 5-89
University of Texas at Dallas	2	PhD Program Humanities (in progress)

TEACHING EXPERIENCE: (College level)

Institution	No. of Years	Subjects
Auburn University	9	Design Studio Planting Design Professional Practice
University of Texas at Arlington	5	Design Studios History Aesthetics Urban Design Communications Enrichment Studio Practicum Thesis

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

Firm or Agency	No. of Years	Responsibilities
Upchurch/Rome, Landscape Architects	5	Co-owner
Urban Consultants, Inc.	4	Division Head, LA Services
Reynolds, Smith & Hills, Inc.	4	Senior Planner
Kansas City Parks & Recreation	1	Park Planner
M. Paul Friedberg & Associates	2	LA Intern

INDIVIDUAL TEACHER'S RECORD

(Sheet 2 of 3)

NAME: Richard C. Rome

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

DFW Section, Texas Chapter, ASLA - Education Committee Chair

Grader - L.A.R.E. National Exam

Academic Standards Committee Chair - School of Architecture, UT Arlington

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

- *Mississippi State University, CELA 94 - "Suburban Aesthetics and Quotidian Values: The Oppressed and the Excluded" REFEREED PUBLICATION
- Dallas Arboretum - "The Romantic Italian Garden" INVITED LECTURE
- Florida International University - "New Texas Landscapes" INVITED LECTURE
- *University of Virginia, CELA 92 - "The Nature and Second Nature of Landscape Architecture Students" PAPER PRESENTATION
- *University of Texas at Arlington, LABASH 92 - "The Radical Incoherence of Suburbia" PAPER PRESENTATION
- *Michigan State University, CELA 91 - "Theory and Leveling: introducing Theory as a Device to Facilitate Skills Acquisition and Ideation Processes" PAPER PRESENTATION
- *CELA 91: **Annual Conference Proceedings.** 1992. Michigan State University. "Studio Debriefing: Maximizing the Opportunity for Learning from Assigned Design Projects Through Postpositional Dialogue" REFEREED PUBLICATION
- Pennsylvania Sate University, LABASH 90 - "Theory and Theories of Landscape Architecture" INVITED LECTURE
- *CELA 89: **Annual Conference Proceedings.** 1990. University of Florida. "A Hypothesis: Theories of Landscape Architecture In-Use are not Theories of Landscape Architecture Espoused." REFEREED PUBLICATION

INDIVIDUAL TEACHER'S RECORD

(Sheet 3 of 3)

NAME: Ogden L. "Bo" Bales

Rank: Adjunct Assistant Professor

NAME: Richard C. Rome (and higher)

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

My involvement is focused through my teaching, PhD studies, and my work as chair for thesis students in the graduate program. I have worked with students whose research has dealt with design for Alzheimer patients, the design of public spaces in urban areas, landscape architectural registration and licensing, environmental ethics, suburbia and post-construction evaluation techniques. These research activities are essential to the advancement of the profession of landscape architecture and are indicative of the breadth and scope of the challenges facing the discipline. My own research focuses upon suburban issues and landscape aesthetics.

PROFESSIONAL REGISTRATION: Give profession and state.

Landscape Architect:	State	No. of Years	Notes
	Texas		
	Georgia		
	Alabama	6	Land Development Planning
	Florida		

PRACTICE EXPERIENCE: Brief listing. If experience in practice is lengthy and you feel strongly about preserving such, please include resumes in appendix.

Employer/Agency	No. of Years	Responsibilities
City of Dallas, Texas	1	Park planning and design
Schmidt, Rolling & Associates, Inc.	7	Subdivision/commercial sites and park planning and design
City of Waco, Texas	4	City and park planning and design

INDIVIDUAL TEACHER'S RECORD

(Sheet 2 of 4)

NAME: Ogden L. "Bo" Bass

Rank: Adjunct Assistant Professor

EDUCATION: (College and higher)

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

TEACHING EXPERIENCE: (College level)

<u>Institution</u>	<u>No. of Years</u>	<u>Subjects</u>
University of Texas at Arlington	6	Land Development Planning

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

<u>Firm or Agency</u>	<u>No. of Years</u>	<u>Responsibilities</u>
City of Eules, Texas	1	Park planning and design
Schricket, Rollins & Associates, Inc.	7	Subdivision/commercial site and park planning and design
City of Waco, Texas	4	City and park planning and design

INDIVIDUAL TEACHER'S RECORD

(Sheet 2 of 4)

NAME: Ogden L. "Bo" Bass

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

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

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

Park and Open Space Master Plan, Harlingen, Texas, 1992
Parks and Recreation System Master Plan, Southlake, Texas, 1991
Parks and Recreation Master Plan, North Richland Hills, Texas, 1991
Parks and Recreation Master Plan, Colleyville, Texas, 1990
High School Site Feasibility Study, Mansfield ISD, Texas, 1992
Recreation Facilities Need Analysis, Euless, Texas, 1992
Multiple Site High School Location Study, Wylie ISD, Texas, 1992
Highway 10 Corridor Zoning and Development Ordinance, Hurst, Texas, 1991
Mandatory Park Land Dedication Ordinance, North Richland Hills, Texas, 1991
Natural Area and Open Space Resource Study, Colleyville, Texas, 1990
Rush and Johnson Creeks Watershed Management Plan, Arlington, Texas, 1990
D/FW International Airport Expansion Impact Study, Euless, Texas, 1990
Land Use and Thoroughfare Plan Update, Colleyville, Texas, 1993
Campus Master Plan, Texas A&M University and TAMU System, 1990
Sherman Comprehensive Plan, Sherman, Texas, 1988
Winding Creek Phase III, Platting, Gra-Son Land Co., Arlington, Texas, 1993
The Meridian Apartments, Platting, The Verandah Ltd. Partnership, Arlington, Texas, 1991
Garden Ridge Phase II, Zoning, Platting and Design, SAS & Associates Inc., Lewisville, Texas, 1991
Residential Development Feasibility Analysis, NCNB Texas National Bank, Arlington, Texas, 1991
Oak Valley Estates, Zoning, Platting and Design, NCNB Texas National Bank, Benbrook, Texas, 1990
Vista Mont Addition, Platting and Design, NCNB Texas National Bank, Fort Worth, Texas, 1990

INDIVIDUAL TEACHER'S RECORD

(Sheet 3 of 4)

NAME: Ogden L. "Bo" Bass

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

Fairfield, Platting and Design, Crosland Investment Properties Inc., Arlington, Texas, 1990
Riverside 1,800 Acre MXD, Metro Vest Partners Ltd., Arlington, Texas, 1993
Pebble Creek Business Park, 180 Acre MXD, College Station, Texas, 1993
Rolex International Center, Commercial/Office, Harwood-Pacific Corp., Dallas, Texas, 1990
Garden Isles Residential/Office/Retail Development, Centennial Homes Inc., Irving, Texas, 1990
Green Oaks Office/Retail Development, Harvey Properties, Arlington, Texas, 1990

PROFESSIONAL REGISTRATION: Give profession and state.

AICP #452, American Institute of Certified Planners

CEI #127, Certified Environmental Inspector, Nationwide

INDIVIDUAL TEACHER'S RECORD

(Sheet 4 of 4)

NAME: Ellen H. Makowski

Rank: Adjunct Assistant Professor

NAME: Ogden L. "Bo" Bass

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

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

PROFESSIONAL REGISTRATION: Give profession and state.

AICP #8053, American Institute of Certified Planners

CEI #8137, Certified Environmental Inspector, Nationwide

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

Employer	No. of Years	Responsibilities
USDA Soil Conservation Service Fort Worth, Texas	Summer 1991	Asst. staff L.A. coordinate recreation video, image processing project
Private Consultant, Champaign Illinois	3	Private consultant re parking design and recreation planning projects
Murray State University Murray, KY	1	Campus planner, designed pedestrian mall
Schumaker Work & Martin Nashville, TN	9 mos	Landscape architect for various commercial, industrial and residential projects
TVA, Land between the Lakes	Summer 1979	Recreation planning work

INDIVIDUAL TEACHER'S RECORD

NAME: Ellen H. Makowski

Rank: Adjunct Assistant Professor

EDUCATION: *(College and higher)*

<u>Institution</u>	<u>No. of Years</u>	<u>Degree/Date Granted</u>
University of Illinois - UC	5	BS / 1979
University of Illinois - UC	3	MLA / 1981
University of Illinois - UC	5	PhD / 1987

TEACHING EXPERIENCE: *(College level)*

<u>Institution</u>	<u>No. of Years</u>	<u>Subjects</u>
Murray State University	1	Horticulture (guest lecturer)
University of Illinois	10	Planting Design Physical Geography (lab) Woody Plants and Design (lab) Basic Botany (lab)
University of Texas - Arlington	5	Design Studio Research Methods Park and Recreation Planning

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

<u>Firm or Agency</u>	<u>No. of Years</u>	<u>Responsibilities</u>
USDA Soil Conservation Service, Fort Worth, Texas	Summer 1991	Assist staff LA; coordinate recreation video, image processing project
Private Consultant, Champaign, Illinois	3	Private consultant on planting design and recreation planning projects
Murray State University, Murray, KY	1	Campus planner, designed pedestrian mall
Schumm Werle & Maxian, Nashville, TN	9 mo.	Landscape architect for various commercial, industrial and residential projects
TVA, Land Between the Lakes	Summer 1979	Recreation planning intern

INDIVIDUAL TEACHER'S RECORD

(Sheet 2 of 3)

NAME: Ellen H. Makowski

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

Park Pals Volunteer, Arlington Parks and Recreation

Assisted with playground design and selection, St. Vincent de Paul Church, St. Maria Goretti School, Arlington, Texas, 1985/88

Awards: UT Arlington 1994 Graduate College Grant for Scenic Assessment Program

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

1994, Landscape and Place Research: Concepts and Methods, presently under publisher's review

1993, "The Public Place Paradigm", paper presented to CELA, Eugene, Oregon

1992, "Scenic Assessment of the American Countryside," paper presented to the 4th Symposium on Social Science in Resource Management, Madison, Wisconsin

1990, Scenic Parks and Landscape Values, NY: Garland Publishing, Inc.

1990, "Cultural Values and Scenic Landscape Evaluation," paper presented to the 3rd Symposium on Social Science in Resource Management, College Station, Maryland

INDIVIDUAL TEACHER'S RECORD

(Sheet 3 of 3)

NAME: Ellen H. Makowski

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

My main area of advancing the profession has been assisting graduate students in research and thesis. This has culminated in the book Landscape and Place Research: Concepts and Methods, which is presently being reviewed for publication.

PROFESSIONAL REGISTRATION: *Give profession and state.*

STUDENTS 7

7. Students

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

Note: In order to report on this standard, the visiting team will need to review a full range of student work. This full range of student work will be on display in the Exhibition Hall where the visiting team will be housed during its stay. The team also will be able to observe student work in the studios, and the team will have interviews with students as part of the program's presentation of itself.

7.1 *How does the program evaluate students' abilities to apply the subject matter of the Professional Curriculum (Standard 3) in:*

Problem Identification

Information Collection

Analysis

Synthesis

Implementation

Communication of Results

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

7.2 Student Enrollment Summary

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

Academic Year	In-State		Out-of-State		Total Major	
	M	F	Foreign		M	F
			M	F		
1989-90	5	10	0	0	5	10
1990-91	8	14	1	1	9	15
1991-92	11	13	1	1	12	14
1992-93	13	25	0	3	13	28
1993-94	14	23	1	5	15	28

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

--	American Indian	3	Hispanic
1	Black (non-Hispanic)	48	Caucasian
3	Asian or Pacific Islander	2	Other

7.3 a. *What opportunities do students have to participate in academic planning and evaluation?*

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

Significant direction of program resources and program focus results from the student ASLA chapter and its leadership. Student representatives from landscape architecture and architecture make exclusive decisions about participants in annual school-work lectures. While they seek faculty recommendations, students make final decisions and arrangements for these speakers in concert with the Dean's. The program director conducts annual project planning with leaders of the student chapter. Examples of recent undertakings by the chapter include recruiting, mentoring and the establishment and funding of an annual Outstanding Teacher Award. In addition, the student chapter hosted LABASH in 1992, conducted community service projects for Bryan's House for children with AIDS, and funded student support for the 1994 CATT project.

Students initiate faculty evaluations each semester by administering and collecting the forms, and delivering them to the director's assistant. During the past year the president of the student chapter initiated what is hoped to be an annual report to the director regarding student perceptions and suggestions.

Students are kept informed of other on-going matters through memoranda from the director or faculty via U. S. Mail or students' mailboxes in the design studios. All of these opportunities reflect the director's view of a graduate program as an association of colleagues rather than one of a superior-subordinate relationship between faculty and students. In this model ranking between students and faculty is made clear by their responsibilities and roles. Their experiences are enhanced with the creation of an atmosphere of unthreatened free exchange.

b. *How did they participate in preparing this report?*

Students participated in two ways: A) constant reminders that the visit was upcoming and that their observations were important; B) through two meetings over two evenings open to students and the director but closed to faculty. These meetings focused on student experiences and perceptions regarding academic quality in the program, with specific discussions about perceived strengths and weaknesses.

Students were asked the following pivotal questions from which follow-up questions ensued:

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

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

- Program Strengths
 - Diversity (students and faculty)
 - Paths and specializations
 - Collegial treatment
 - Access and communication (with faculty)
 - Location
 - Outside lectures
 - Teaching assistants
- Program Weaknesses
 - Teaching assistants
 - Technical sequence
 - Sequencing/advising (historic reference)
- Important Issues (not identified as strengths or weaknesses)
 - Scheduling of classes
 - More hands-on, directed teaching
 - Need for more faculty
 - Relationships with architecture
 - Program focus

Program Strengths

Students are impressed with the diverse occupations, along with the cultural and personal experiences of their colleagues. Specifically referred to in the data is the entering class of 1993 in which four foreign countries are represented and whose student backgrounds range from microbiology to business to architecture. "This (diversity) proves," noted one student, "that each of us can contribute something to the profession." Another added, "The way other students have been trained to look at things helps ... us in the way we look at design."

Students appreciate the three paths available to them, depending upon the academic background they bring to the program. The re-developed specializations listed in the new catalog also elicit positive responses as umbrellas under which students can articulate their areas of interest.

Of particular value to students is the increasing collegial treatment they experience from the faculty. Tied tightly to their evaluation of this treatment is their regard for communications and access between students and faculty. "The professors are very available here," said one student. "They're approachable."

One student who has been in the program for three years noted that, "There's a tremendous more amount of contact time between students and faculty ... than there used to be." "And," she added, "the faculty is here way beyond their office hours."

The program's location in Dallas/Fort Worth is seen as an asset, particularly to local students who are professionally or personally established in the area. In a quick survey of students who attended the interview sessions, the question was asked "Which of the two--location in Dallas/Fort Worth, or (the qualities of) UT Arlington--most influenced your enrolling here?" Ninety-three percent of the local students noted that location dictated their attendance at UT Arlington, and one hundred percent of the foreign students indicated that their selection was based upon the qualities or other characteristics of the university. Clearly, the program's location in the metropolitan area affords professional choices to residents who otherwise would not have such choices.

The availability of outside lecturers, speakers and part-time faculty receives high praise from students, and this asset of the program is tied in student's minds to location in the metropolitan area. The program's courses in professional practice and land development were singled out as typical of those exposing students to practitioners and akin clientele, while other courses and professors were cited for bringing a diversity of outside talents to their classes. "The program seems to have

good communications with practitioners here," said one student, who added, "I've gotten so much that's important from the speakers we've had."

Increased use of teaching assistants has added to students' perceptions of program strengths. "TAs are helpful because they say things in different ways (from the professors)," said one new student. "I learned so much from my TAs," added another who was in her final year.

Program Weaknesses

The use of teaching assistants also shows-up as a concern among students: A) When students perceive that coordination of course content and expectations of performance are not synchronized between the TA and the teacher-of-record; and, B) when TAs are seen as playing more of a role in studios than the teacher-of-record (an historic reference which seems to have been resolved).

A teaching assistant was used during the 1993-94 academic year to bolster the technical sequence of courses, which was cited as an area of concern among the students. "Direction is needed more in some courses than in others," said one student. "For example, the technical area... This is where the program is weak," he added.

By using outside resources to strengthen the faculty's capabilities in the technical sequence, the program appears to have addressed the student's concerns. Related to this issue, however, is the students' call for a materials library which would house product samples, models and other items supporting the technical sequence.

The sequencing of courses, along with advising, was cited as a weakness primarily by students who have been in the program longer than two to three years. "I had students in Land Tech II who never had Land Tech I," said the TA for the class. "I've had sequencing problems (in the past)," verified one student. "But I don't hear much about this anymore," she added.

Important Issues

Additional issues--not identified as strengths or weaknesses--cited by the students include:

- Scheduling of classes: There is a growing demand to expand the number of sections and to offer courses more than once a year. The program has responded to another issue--reducing daily class overlaps--by starting its teaching earlier in the day. One student noted that "the faculty really works with us where conflicts are concerned."

- More hands-on, directed teaching: Students are torn between the need to be free of too much direction in the creative process and their own need to have more step-by-step assistance in dealing with complex or vague problems. "I always have to learn (in my classes) by making mistakes," said one student who added, "The possibilities are sometimes too open."
- Need for more faculty: As students move through the program, repeated exposure to the same faculty members becomes more apparent. While there are little data suggesting the faculty are weak in the areas they teach, students see the need to balance one faculty member's subject-knowledge with another's in the same area. Cultural diversity of the faculty is sought by students as well. "Not only do we need more faculty, we need more faculty with skirts!" noted one student in a call for more female professors.
- Relationships with architecture: Information on this topic takes two different forms from similar input in the 1990 data from students: A) It appears as a secondary issue rather than as a primary one; and B) It is seen as more of an asset than as a problem. As a concern, the issue appears in the disparity between the amount of architectural work publicly displayed in the building. "Architecture displays their work; we don't," stated one student emphatically. Added another, "(maybe that's because) their projects are more polished (while) ours are more real. Maybe that's a result of architecture's focus on design."

Strong support exists for the new practice of team-teaching selected courses with members of the architecture faculty. "Being in the School of Architecture is one of our positives," said a student who thought the program's location added to its image as a demanding field of study. "I would like to see us cross-list more courses with architecture," added another student. "They would benefit and so would we."

An older student noted that her counterparts in architecture's master's program view landscape architecture differently than when she started. "It's not that they refer to us positively, instead of negatively like they used to. It's that they don't refer to us much at all. I think it's because they are impressed with the changes taking place here," she added. "Landscape architecture is downplayed by the architecture faculty, but the architecture students are interested in what we're doing," countered another.

- Program focus: Students are not certain of the program's focus, nor are they certain there should be one if the broad teaching of landscape architecture is the program's aim. Urban design seems to be a logical description of focus

given the program's location, but the increasing number of regional or resource-based research projects flies in the face of this logic. More students than in 1990 believe that research and its processes, along with the thinking and the practical applications of it, is a fitting description of program focus, while others are comfortable with the lack of a definitive term for it.

- Other issue-related statements in the data from students include:
 - "There needs to be more cross-over (in course offerings) with the rest of the campus."
 - "The advising today is better; the curriculum has been tightened-up; and you're now in sequence."
 - "We're looking for things here that undergrads don't look for (a reference to graduate-level demands in the program)."
 - "I think relationships between faculty and students are good. Faculty-to-faculty I don't know about, but there haven't been any negative statements."
 - "We need more computers in the studio."
 - "The learning on computers is too academic."

7.4 Student Advising

Explain how advising is handled and by whom.

General advice on academic calendars, minimum grade point and graduate entrance requirements, scholarships and the nature of the program is handled by the school support staff and the director's assistant in landscape architecture.

Specific advising on academic programs of work, student schedules and the curriculum is handled by the graduate advisor, Prof. Richard C. Rome. His work is backed-up by individual faculty where courses or specializations with which they are associated are concerned.

Since 1992 the program has had as a primary aim improved advising and proper sequencing of courses. While some residual problems (mainly in eliminating class conflicts from semester schedules) exist, student feedback suggests these two areas are working to their satisfaction. It is the director's view that advising is being handled with care and precision.

At the graduate level advising includes proper direction, motivation and review of students' research efforts. Steering students through the rigors of research has become a primary faculty focus, with a noted commitment to scientific excellence being the result. It

is the advice of faculty at this stage of a student's career that dominates student perceptions of quality as far as advising is concerned.

7.5 Requirements for Admission

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

Please refer to page 32 (Requirements for Master's Degree) and pages 166-172 (Program in Landscape Architecture) of the 1994-96 Graduate Catalog. Copies of this catalog are included in the visiting team's individual packages.

7.6 Student Recruitment

Explain the efforts made by the program to recruit students.

Recruitment efforts are aimed primarily at prospective students who initially contact the program. This pool of prospects has been substantial in recent years and has produced successive classes equivalent to approximately thirty percent of the program's enrollment.

Initial contacts first receive a letter from the director along with a current catalog and a listing of faculty. The graduate advisor, when possible, then conducts interviews by correspondence, telephone or in-person and initiates an approval/rejection form for the graduate committee's recommendation.

Follow-up letters are mailed to all current prospects on the director's list approximately twelve weeks after the director's first letter. With the 1994-95 academic year all prospects also receive a program brochure.

All written materials are prepared to accurately reflect the program's intentions and requirements. Recurring problems are limited primarily to foreign students' efforts to receive an application, which does not accompany domestic forms in the university catalog. Correspondence from the director points-out this shortcoming, with instructions on how to overcome it.

Plans for recruiting minority students have been discussed with the University's Office of Multicultural Services and the student ASLA chapter. An agreement in principle exists for landscape architecture students to make presentations at selected magnate schools in the Dallas/Fort Worth area, hopefully during the 1994-95 academic year. One aim of this effort will be to invest in all students including minority students the essentials of landscape architecture as a career choice, with UT Arlington being an educational choice

after students complete undergraduate degrees elsewhere, or after they complete undergraduate degrees in Interdisciplinary Studies at UT Arlington.

It is one of the advantages of landscape architecture at UT Arlington that it is sought as an educational center by prospective students rather than vice versa. Thus, the faculty has learned that the majority of students who contact the program are serious, and our location along with a growing reputation for quality cause the program to attract students of increasing quality and ability.

7.7 Financial Aid

Identify or refer to relevant printed materials included in the Appendix which describes available scholarships and the necessary requirements for application or describe the available financial assistance which the institution may use for the benefit of students.

Summarize those financial benefits or scholarships which are under the control of the school.

Use the following format:

<u>Types</u>	<u>No. & Amount Two Years Ago</u>	<u>No. & Amount One Year Ago</u>	<u>Present No. and Amount</u>
Landscape Architecture Scholarships*	6 (\$1,950)	8 (\$2,350)	9 (\$2,550)
Prizes/Fellowships**	--	--	--
Other (Research Assistantships)	0	4 (\$7,750)	9 (\$21,150)
Non-School Scholarships	--	--	3 (\$1,750)

* The Richard B. Myrick Endowed Scholarship is the source of numerous \$200 scholarships awarded annually.

** The program offers no fellowships at the present time; doing so is a part of future development plans.

8. Alumni

Standard: Program shall provide evidence of professional accomplishments of alumni and their involvement in regular program evaluation.

8.1 Degrees Awarded

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

<u>Academic Year</u>	<u>Males</u>	<u>Females</u>	<u>Total</u>
1989 - 90*	2	2	4
1990 - 91	0	2	2
1991 - 92	0	0	0
1992 - 93	2	1	3
1993 - 94	2	1	3
1994 - 95	1	4	5

* Includes three undergraduate degrees.

8.2 Record of Advanced Study

Tabulate for the years since the last SER.

All program graduates since 1990 have completed the terminal degree in landscape architecture. At the time of this report, one graduate is known to be pursuing a doctoral degree.

8.3 Employment

Tabulate the present employment of those having the degree conferred by the program since the last SER. (MLA degrees since 1989)

<u>Present Occupation</u>	<u>Males</u>	<u>Females</u>	<u>Total</u>
Advanced Study & Research	--	--	--
Teaching	1	0	1
Private Practice	4	1	5
Governmental Practice	0	3	3
Landscape Hort./Design Build	0	2	2
Volunteer Service (Missionary)	0	1	1
Other (Specify)*	0	1	1
Unknown	--	--	--
Total	5	9	13

*Had employment; elected not to work.

8.4 Alumni Tracking

Describe the tracking procedure. What permanent records are kept on alumni?

Alumni records are updated and filed by the University's ex-students' association and by the program's alumni coordinator (Mr. John Hunt, MLA 1989). Annual updates are made along with on-going updates when necessary. Duplicate records are kept by the program and by the University's ex-students' association.

8.5 Alumni Accomplishments

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

Systematic and on-going recognition of alumni accomplishments is expected to be a focus of program efforts during the next decade as graduates begin to emerge from lower and middle level positions of practice--a typical evolution of young academic units. Alumni who distinguish themselves to date are recognized by the ex-students' quarterly publication, and by individual congratulations from faculty and alumni.

The principle informal measure of alumni has been and continues to be the performance of UT Arlington alumni on the L.A.R.E.--performance which traditionally meets or exceeds that of graduates from the two other Texas schools.

**Landscape Registration Performance (in Percentages)
of Graduates of Texas' Three Programs***

(Numbers in parenthesis represent total registrants from each school.)

	SEC. 1	SEC. 2	SEC. 3	SEC. 4	SEC. 5	SEC. 6	SEC. 7
1989							
TTU	60 (15)	28 (25)	20 (24)	14 (28)	10 (19)		
TAMU	64 (11)	56 (16)	35 (14)	28 (25)	41 (17)		
UTA	91 (11)	100 (12)	72 (11)	8 (11)	54 (11)		
1990							
TTU	67 (18)	43 (28)	79 (28)	10 (31)	19 (26)		
TAMU	87 (15)	72 (18)	83 (18)	10 (21)	50 (16)		
UTA	86 (7)	83 (6)	89 (9)	0 (8)	55 (11)		
1991							
TTU	15 (1)	10 (21)	0 (13)	0 (33)	0 (25)		
TAMU	9 (11)	31 (16)	8 (12)	0 (25)	7 (14)		
UTA	50 (4)	60 (5)	0 (4)	10 (10)	14 (7)		
1992							
TTU	55 (11)	80 (20)	0 (12)	27 (11)	5 (20)	19 (16)	58 (24)
TAMU	87 (15)	68 (19)	46 (13)	67 (12)	33 (24)	33 (15)	81 (26)
UTA	67 (3)	33 (3)	0 (3)	0 (3)	0 (6)	25 (4)	88 (8)
1993							
TTU	65 (17)	55 (22)	52 (23)	33 (18)	32 (28)	30 (26)	67 (24)
TAMU	77 (14)	77 (18)	100 (18)	0 (17)	50 (29)	50 (19)	86 (22)
UTA	50 (2)	67 (3)	0 (1)	0 (1)	100 (5)	50 (2)	50 (2)

*Source: Texas Board of Architectural Examiners

Alumni who have demonstrated willingness to support the program and who have distinguished themselves in professional ways are selectively asked to serve with others on the program's newly constituted advisory committee. Practitioners and managers also acknowledge the accomplishments of the program's alumni by the fact that one hundred percent of all MLA graduates since 1989-90 who want to work currently have jobs. One from this group left her position to devote time to her family. She continues to do selective consulting from her home and intends to return to full-time practice in a few years.

8.6 Alumni Input

Describe efforts to elicit alumni reactions to past and present programs and to distribute current information of interest to them. Be specific.

Alumni receive two to three memoranda annually from the director. In addition, area alumni receive invitations to lectures and to the annual awards banquet held in the spring. While these communications are from the program outward, they serve to maintain an open door to messages directed to the program.

The more important input from alumni have come in the 1990 self-study and in this SER in which four to six alumni groups were interviewed about the program's quality, its strengths and weaknesses, and other important issues. See Section 8.7 for an analysis of these alumni evaluations.

Alumni maintain high exposure for themselves and for the program by conducting the State of Texas' annual L.A.R.E. Review each spring on the UT Arlington campus. A standing alumni committee prepares and administers the three-day review, funding student assistantships during the semester of the review, and funding scholarships for UT Arlington students from the review's proceeds.

8.7 *How is alumni input used in program evaluation?*

Alumni input gathered from group interviews in 1990 and 1994 form a significant information base both for this report and in faculty understanding of the program's effectiveness. Since alumni are a major constituent group of the program, data from alumni are qualitatively collected along with data from students, architectural faculty, faculty, practitioners and administrators.

Alumni were asked to respond to the following questions:

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

From the subquestions which followed these major themes appeared in alumni data:

- On-going contact with the program.
- Relationships with architecture.
- Professional preparation

The data show a connectedness between all three of these themes, and all three are connected to an expectation of program success. In addition, alumni tie their future interest in the program to their expectation that the program will be accredited. "I've been watching closely but quietly for the last few years," noted a graduate of the early 1980s. "If the program gets accredited like it should have a long time ago, then I'll support it." He added, "That (accreditation) will mean (to me) that all the problems with architecture will have been resolved."

On-going contact with the program is a goal of alumni, most of whom are proud of the status or quality of their university and their degree. (Alumni data from the 1990 SER contain similar attitudes.) "I work with Texas A&M and Texas Tech graduates all the time, and I think I'm better than any of them so far," stated one graduate. "I admit that I'm out of touch with the program right now...but I'm surprised its not accredited (already)," he added.

Suggestions for better communication carry a willingness among alumni to commit time and energy to the program. (They have not yet been asked to contribute much in the way of money.) Suggestions include willingness to serve on juries, on-site mentoring of students, and higher volunteerism to staff L.A.R.E. review sessions which alumni conduct. From the administrative point-of-view, alumni are anxious to work on the program's behalf if they are shown specifically what they can do. And, while alumni, because their relatively small numbers allow for an active informal network, do not feel out-of-touch, it is clear that increased frequency of formal communication would be welcomed.

The data verify this need for more formal communication because they contain alumni references to the program's relationships with architecture which are no longer accurate. One alumnus began his remarks with the pronouncement, "I'm not going to help the program until it moves out of the School of Architecture." Others supported the proposal, and another added, "The academics here are good; it's the politics that have concerned me."

When given evidence that relationships with architecture are different from relationships several years ago, the call for relocation abated. "That's the only reason I said you should move," the original proponent stated. "If things are better with them (architecture), then that's fine with me."

Perceptions about architecture's historic dominance over landscape architecture are strong, but they are notably peppered with positive references. "I learned a lot from my architecture professors," said one graduate, "but I had to overcome their attitude about me. After they learned I was in landscape architecture they paid no attention to me."

Individual confidence gained from successful professional preparation has moderated some alumni attitudes about architecture. "I think that the architect was never taught to look at

the environment," noted one. "That was certainly true when I took leveling classes from them," added another. "Where site work was concerned, the LA students blew away the architects, (and today in practice, architects) have no idea about site planning."

Thus, alumni references to architecture at UT Arlington are tied to experiences when they were in school. When told that through team teaching, joint committee work, and that landscape architecture is seen to "pay for itself" today, alumni cautions give way to enthusiasm about their alma mater. "Being in the School of Architecture is a plus for students because we all have to work together in practice," added one graduate echoing sentiments from the 1990 alumni data.

Other comments from alumni included:

- "The biggest thing that helped me was my problem-solving skills. That's what I learned here."
- "The technical (sequence) was strong when I was here."
- "I've noticed the graphics are a lot better. I sat on a jury and there was a sculptor in the class. I like the cross-breeding here."
- "(As practitioners in Dallas/Fort Worth) we're being bombarded with all the political elements of life. The students here are bound to be exposed to more than A&M or Tech students."
- "People comment about what a wonderful faculty you have here."
- "I'd like to see created here a Spatial Data Center, jointly funded with other universities."

PRACTITIONERS 9

9. Practitioners

Standard: Program shall provide for interaction with practitioners.

9.1 Practitioner Input

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

Active relations with local practitioners have been a major characteristic of the program since its inception. Program founder Richard B. Myrick, himself a distinguished practitioner in Dallas for over forty years, set a standard for interaction that still benefits the program. These interactions are further reinforced by a faculty well-known or experienced in local professional circles, and by the on-going presence of students who seek practicum experiences under the supervision of local landscape architects. In addition, the entire faculty actively engages local practitioners to assist in juries, lectures, special presentations (such as portfolio preparation and mock interviews) and off-campus and office visits.

9.2 Local/Regional Practitioners

Explain how practitioners are involved in supporting the program.

In the self study conducted in 1990 and in this SER, data were collected in group meetings of local practitioners regarding the program's qualities, its strengths and its weaknesses. Interview sessions were conducted among groups at area offices, in private homes, at luncheon meetings and during meetings on campus.

Data from area practitioners center around the following themes:

- Relationships with the architecture faculty (degree of autonomy)
- Faculty strengths in landscape architecture
- The value of having an academic program in Dallas/Fort Worth
- Curriculum

Relationships with the architecture faculty (degree of autonomy)

Practitioners are keenly aware of the need to establish landscape architecture's autonomy while taking advantage of neighboring talents within the School of Architecture. Practitioners also are aware that in the past a perception existed that architecture over-controlled landscape architecture's self-determination.

Endorsement of the program's recently (1992) instituted procedures for self-determination was summarized by one practitioner: "It sounds like it's a new day in your relationship with the architects." Among the steps now taken by the landscape architecture program and endorsed by practitioners are:

1. Faculty evaluations by students and the director, with a self-evaluation initiated by each faculty member.
2. Initiations within the program of recommendations for promotion, tenure and retention.
3. A proposal by the school's committee on promotion and tenure to include representatives from landscape architecture (and interior design) until the smaller programs contain enough qualified tenured faculty.
4. Team teaching in selected landscape architecture courses by architecture faculty members, through invitation from landscape architecture.

Faculty strengths in landscape architecture

Practitioners support the idea that faculty should be capable of accomplishing those things the program sets-out to do. That is, there initially existed in practitioner's minds the perception that the program's foci and capabilities in the past were too broad or undefined to be achievable by faculty on-hand. (This perception was tied to a time when the program had fewer than three full-time faculty members.)

As an adjustment to this condition, the program's specializations have been modified to broadly reflect professional needs, while maintaining the scholarly exposure necessary to prepare graduates for practice, registration and professional advancement. Each specialization also reflects the interests and expertise of at least one faculty member who is primarily responsible for associated course work and/or research:

Specialization

Primary Faculty Expertise

Advanced landscape architecture

Rome, Taylor, Makowski

Computer-aided design and planning

Harwood

Environmental art and aesthetics

Robinette, Rome

Park planning and resource management

Taylor, Makowski, Bass

Urban, suburban and regional planning
and design

Rome, Harwood, Robinette,
Taylor, Bass

The value of having an academic program in Dallas/Fort Worth

Area practitioners, whose academic backgrounds are nation-wide, are quick to support the program at UT Arlington. Their support comes in participation on juries, in lecture roles, in special presentations and in adjunct and advisory services. In fact, of nearly two dozen local practitioners asked to serve as adjuncts or advisors, only one declined service, and his reason was his pending retirement.

Practitioners' reasons for supporting the program even when their degrees are from the other two landscape architecture schools in Texas reinforce the notion that UT Arlington prepares its graduates for practice. Practitioners are aware that the program's graduates competitively perform with other school's graduates who take the L.A.R.E. The program also benefits from similar reputations of UT Arlington's architecture graduates.

However, more practical beliefs also drive practitioners to support landscape architecture at UT Arlington. "When we're able to hire students through practicum or part-time work," noted a principal of an established local firm, "we're that much further ahead on getting a trained and indoctrinated person when we hire full-time. It actually is an investment for us to work with the program here."

Noted another principal (now retired), "Texas A&M and Texas Tech are fine schools, but they're just too far away for us to work with. You're (UT Arlington) right here in the middle of us."

In addition, personal philosophies and professional visions drive some practitioners to support the program, and the university's location makes even lofty aims achievable. "We have an obligation to pay back to the profession what we learn and what we do," said one landscape architect. "And, we can do that right here at home by staying close to your program. I can't do that very well with my school since I graduated out-of-state," he paraphrased.

Curriculum

Practitioners' focus on curriculum exists in the form of curiosity rather than as criticism. There is little suggestion that there are curriculum weaknesses, but there are questions regarding how the curriculum remains current.

Explanations of the roles of program adjuncts and advisors as vehicles for interfacing with off-campus issues, and evidence of administrative support for travel and faculty development, serve to satisfy practitioners' curiosity about how the curriculum remains current. Surprisingly, practitioners see little conflict between the program's need to satisfy academic standards with its need to prepare students for non-academic careers. "We know there are things you have to do because you're in academics that might not have

much use to us in the field, or at least they may seem that way," summed up an older practitioner.

RELATIONS TO THE UNIVERSITY,
THE COMMUNITY, AND THE PROFESSION 10

10. Relation to the University, the Community, and the Profession

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

10.1 Service

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

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

University Service

1. Feldman: Use of recycled tires in urban landscape design (student project funded by UT Arlington.)
2. Harwood: Bryan's House, a facility design for children with AIDS (Dallas, through SASLA); San Antonio to Monterrey corridor; CATT.
3. Makowski: Visual assessment of the Green Oaks Boulevard in West Southwest Arlington.
4. Robinette: Streetscape designs for the Arlington Museum of Art.
5. Rome: Design alternatives for the Dallas Arboretum and Botanical Garden.

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

- Robinette: Advisory Committee, Environmental Institute for Technology Transfer. Member, Traffic and Parking Committee.
- Rome: Director, Center for Environmental Design Research.
- Taylor: University Research Committee; Chair, School Research Committee.
- Harwood: Faculty Senate; Academic Computing Committee; Adhoc Committee on Graduate Program in Landscape Architecture; University Accreditation Committee; PC and Work-Station Study Committee.

1990

Community Service

- Billie Ann Coley, recipient of summer fellowship, Dallas Parks Foundation.
- Ronald S. Brown, ASLA National Graduate Commendation Award for Research, "Historic Mineola, published in the CILA 1990 Conference Proceedings as "Historic Mineola as an Enticement to Tourists".
- 1. Gainesville
- 2. Mineola
- 3. Katy Trails
- 1991
- 4. Hutchins
- Benjamin A. National Graduate Commendation Award for Research, "The Architecture of Sub-Saharan West Africa."
- 5. Azle
- 6. Arlington PARD
- James L. River Legacy Commission, Ft. Gibson, Oklahoma.
- 7. River Legacy Parks Foundation
- 8. Texas Parks and Wildlife--Eagle Mountain Lake State Park
- 9. Texas Parks and Wildlife--Bonham State Park
- 1992
- 10. Texas Parks and Wildlife--Daingerfield State Park
- Christine L. Texas ASLA Annual Competition, "Texas Plaza", one of four first prize winners.
- 11. Bryan's House

Professional Service

- Elizabeth M. Texas ASLA Annual Competition, "Texas Plaza", one of four first prize winners.
- 1. CLARB--Rome (grading and vignette problem review)
- 2. ASLA--Harwood (design and research competitions) (regional/national)
- Brian C. Hamilton, Co-Winner, Honorable Mention, Award for Creative Design, sponsored by Landscape Architectural Society.
- 3. LABASH (1992)
- 4. L.A.R.E. Review (on-going)
- 5. CATT (1994 ASLA Conference)
- Christine M. Honorable Mention, Award for Architecture Specifier News.
- 6. Local landscape ordinances--Robinette
- 7. South Central Graphics Festival--Robinette

10.2 Visibility

List and describe service activities that promote visibility and support for the program. (Since last SER.)

The preceding projects generated significant visibility for the program at local, regional, state and national levels. Particular visibility came from the program's hosting of LABASH in 1992, the South Central Graphics Festival in 1993, and the annual L.A.R.E. review held on campus each spring for all registrants who take the exam in Texas. In addition, faculty and student activities of a scholarly nature receive on-campus notoriety through the on-campus publication "Inside UTA." Other outlets include major newspapers in Dallas/Fort Worth, local papers in the mid-cities, the UT Arlington alumni magazine "Presence," and the quarterly newsletter of the Texas ASLA chapter. (See appendix for representative samples of program visibility.)

Student success in numerous competitions also serves to keep the UT Arlington program at the forefront of national programs. Examples of this recent success include:

1990

- Brian Adams, State and National Recipient of The Garden Club Scholarships.
- Rosanna S. Brown, ASLA National Graduate Commendation Award for Research, Humor in the Landscape, published in the CELA 1990 Conference Proceedings as "Humor in the Landscape as an Enticement to Tourism".

1991

- Beth Pinney, ASLA National Graduate Commendation Award for Research, "The Application and Use of GIS in Sub-Saharan West Africa."
- Jimmie Lee King, National Landcadd Scholarship Competition, Ft. Gibson, Oklahoma, "Adaptive Use of Software to New Problems."

1992

- Christine Colley, First Prize, Texas ASLA Annual Competition, "Texas Plaza", one of four first prize winners.
- Elizabeth Rudy, First Prize, Texas ASLA Annual Competition, "Texas Plaza", one of four first prize winners.
- Trent Williams, Second Prize, National Student Competition sponsored by Landscape Architect and Specifier News.
- Brian Cotter and Joel Hamilton, Co-Winners, Honorable Mention, Award for Creativity, National Student Competition sponsored by Landscape Architect and Specifier News.
- Christine Colley and Cantey Ferchill, Co-Winners, Honorable Mention, Award for Artistic Merit, National Student Competition sponsored by Landscape Architect and Specifier News.
- Christine Colley, recipient of summer fellowship, Dallas Parks Foundation.
- Sally Allsup, Alison Betz, Joel Hamilton and Jim McRee, Community Landscape Plan for Wills Point, Texas, ASLA Texans Chapter Merit Award.
- Antoinette Gilkey, State-Wide Texas ASLA Scholarship.

1993

- Christine Colley, R. Trent Williams, Tom Kelly, Student Merit Award, National Fund for the U. S. Botanic Garden.
- San Lui, Texas ASLA Award, 4th Place.
- Christine Colley, Texas ASLA Award, 3rd Place.
- Kathy Gilson, Texas ASLA Award, 2nd Place.
- Angelynn Bryant and Fred Walters, Texas ASLA Award, 1st Place.
- Alison Betz, Deborah Coit, Christine Colley, Linda McDowell, January Meyer, Clay Walker and Trent Williams, Katy Trails Master Plan, ASLA National Student Commendation.

1994

- Kathy Gilson, ASLA National Research Award, Design for Alzheimer's Patients.

11. Facilities and Equipment

Standard: Facilities and equipment necessary for conducting professional studies shall be provided for all faculty, students and staff.

11.1 Space - Advantages and Disadvantages

Describe program space: classrooms, studios, offices, model shop, darkroom, etc. Tabulate data as shown below. Attach a floor plan/plans drawn on a standard 8½" x 11" sheet. Label these plans to permit the adequate identification of the various types of spaces. If some of the space shown is shared by other classes or schools, indicate this on the rooms affected.

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

All studio spaces (rooms 319 and 324) for landscape architecture are used exclusively for landscape architecture. Classroom spaces are used cooperatively by all three programs in the School of Architecture, as are the computer facilities, workshop, blueline room, and photography studio/library. Special rooms such as the conference room (201), the auditorium (204) and the exhibition hall (206) are used jointly by reservation.

All full-time faculty have individual secured office spaces. Adjunct faculty and visiting faculty share open office space (427) with graduate assistants.

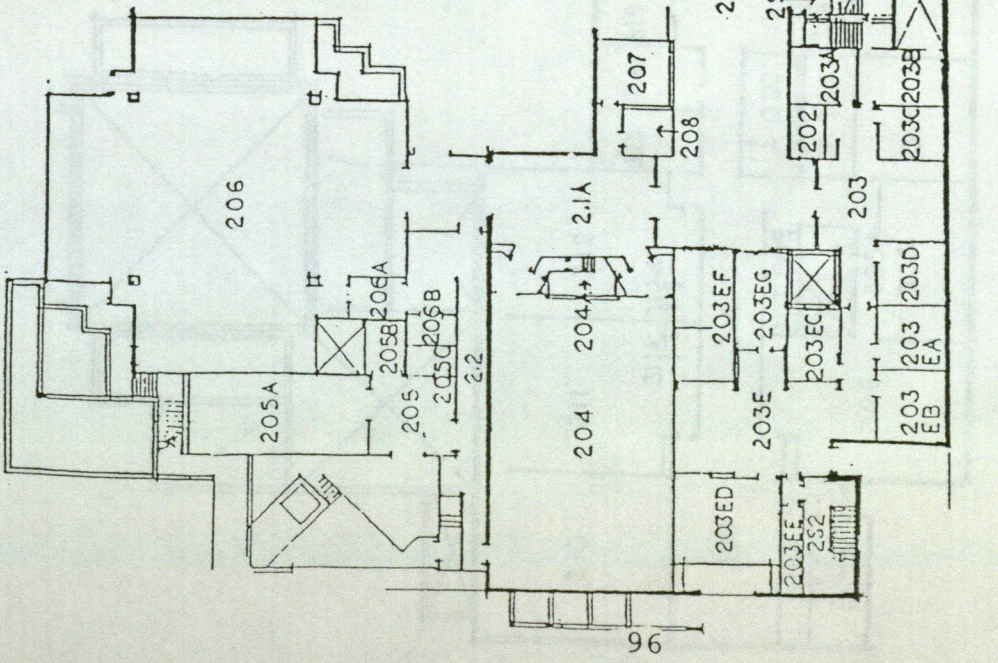
Space and facilities are among the exceptional strengths of the UT Arlington program, with some observers calling them among the finest in North America. Preliminary discussions have been conducted with school administrators for adding a third studio for landscape architecture as increasing enrollments warrant.

Beginning in the fall of 1994, room 314 is used exclusively by landscape architecture graduate students as office space for research projects.

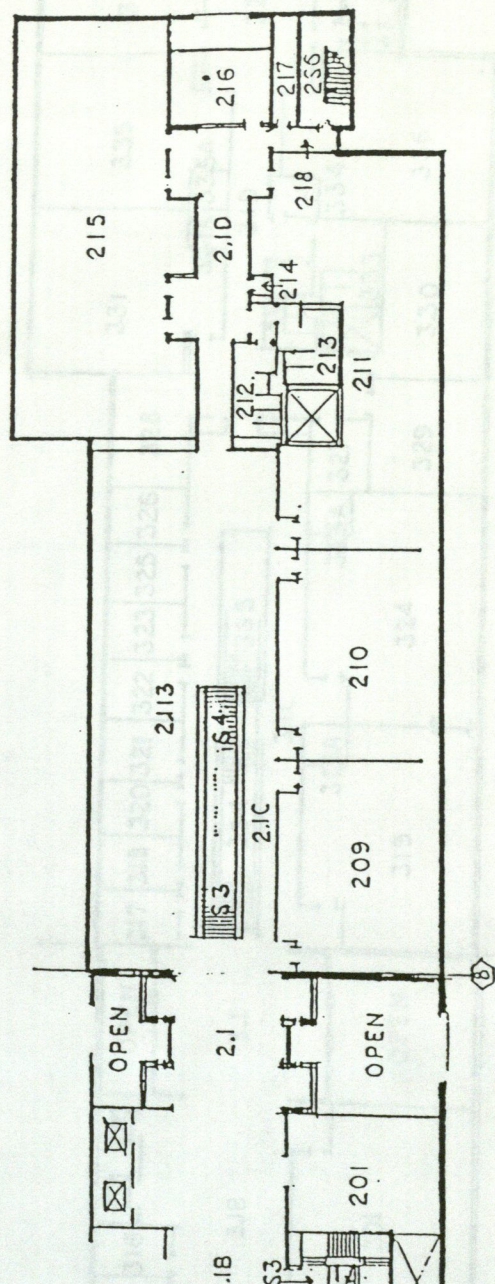
Space Type	Room Number and Building	Square Feet Area	Capacity Norm./Max.	Exclusive/ Shared Use
Office	203B - ARCH	150	1/5	Exclusive
Office	420 - ARCH	165	1/2	Exclusive
Office	315 - ARCH	220	1/3	Exclusive
Office	426 - ARCH	165	1/2	Exclusive
Office	427 - ARCH	165	1/2	Exclusive
Lecture Room	404 - ARCH	300	15/35	Shared
Lecture Room	405 - ARCH	300	15/35	Shared
Lecture Room	401 - ARCH	600	50/75	Shared
Auditorium	204 - ARCH	2500	120/180	Shared
Reception/Exhibit	206 - ARCH	3300	50/300	Shared
Library	104/105 - ARCH	4000	100/300	Shared
Model Shop	113 - ARCH	900	5/10	Shared
Computer Center	103 - ARCH	6400	20/50	Shared
Sun-Spark Room	103J - ARCH	196	1/3	Exclusive
Slide Library	111 - ARCH	750	5/10	Shared
Photography Lab	109 - ARCH	1500	10/30	Shared
Studio	324 - ARCH	1200	15/20	Exclusive
Studio	319 - ARCH	1200	15/20	Exclusive
Studio	429 - ARCH	1600	15/20	Shared
Studio	209 - ARCH	600	30/50	Shared
Studio	210 - ARCH	600	30/50	Shared
Jury Space	435 - ARCH	450	20/40	Shared
Jury Space	409 - ARCH	400	20/40	Shared
Conference Room	201 - ARCH	750	40/50	Shared
BlueLine Room	327 - ARCH	220	3/5	Shared

KEY TO FLOOR PLAN

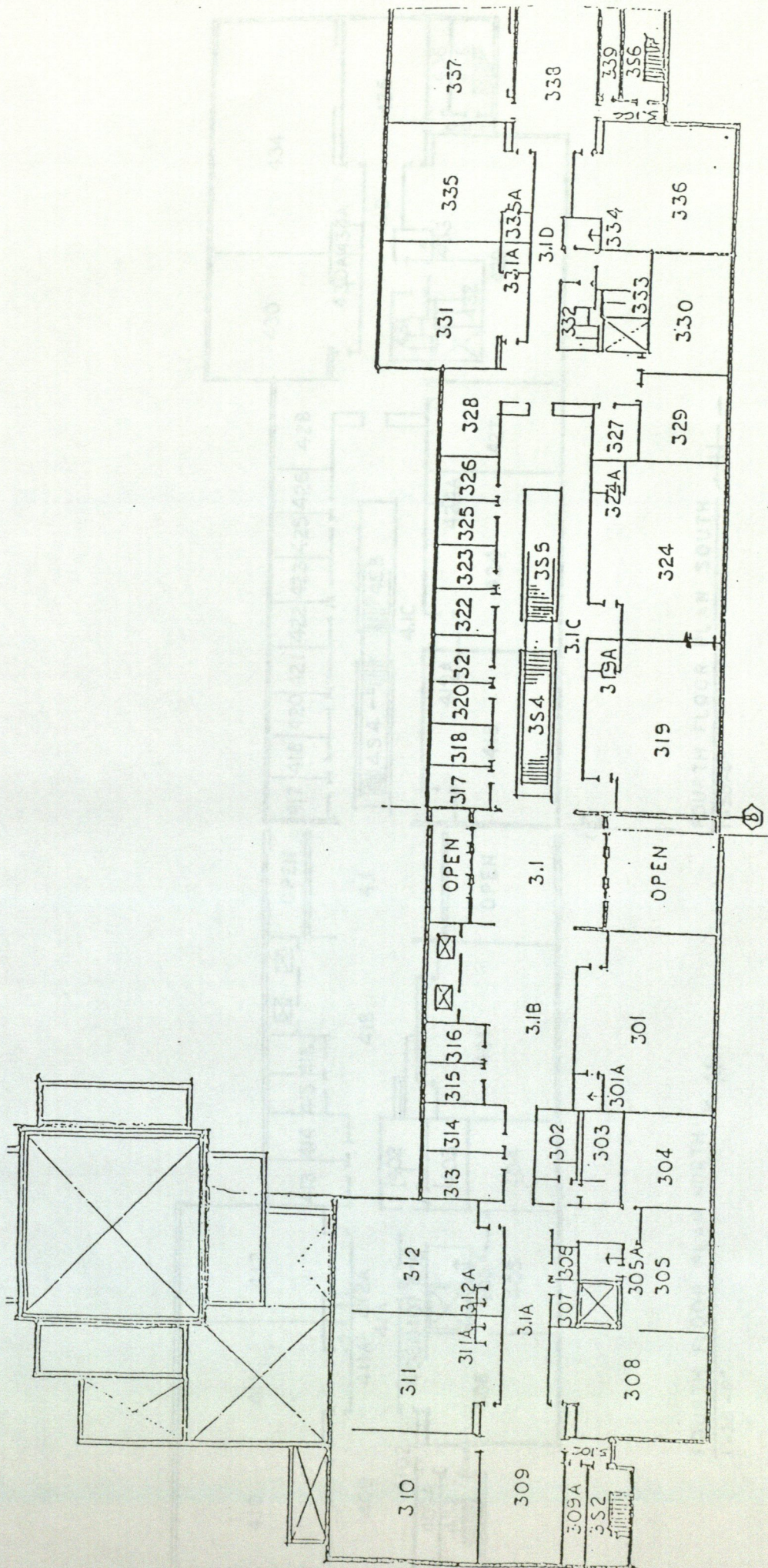
<u>Room Number</u>	<u>Description</u>	<u>Room Number</u>	<u>Description</u>
100	Entry/Display	204	Auditorium/Theater
101/102	Restrooms	205	Storage
103	Computer Lab	206	Reception/Main Jury/Exhibit
104/105	Library	207/208	Restrooms
105	Student Lounge/Reading/Vending	209/210/211/215	Studios: Basic Studies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



SECOND FLOOR PLAN NORTH
1" = 30'-0"

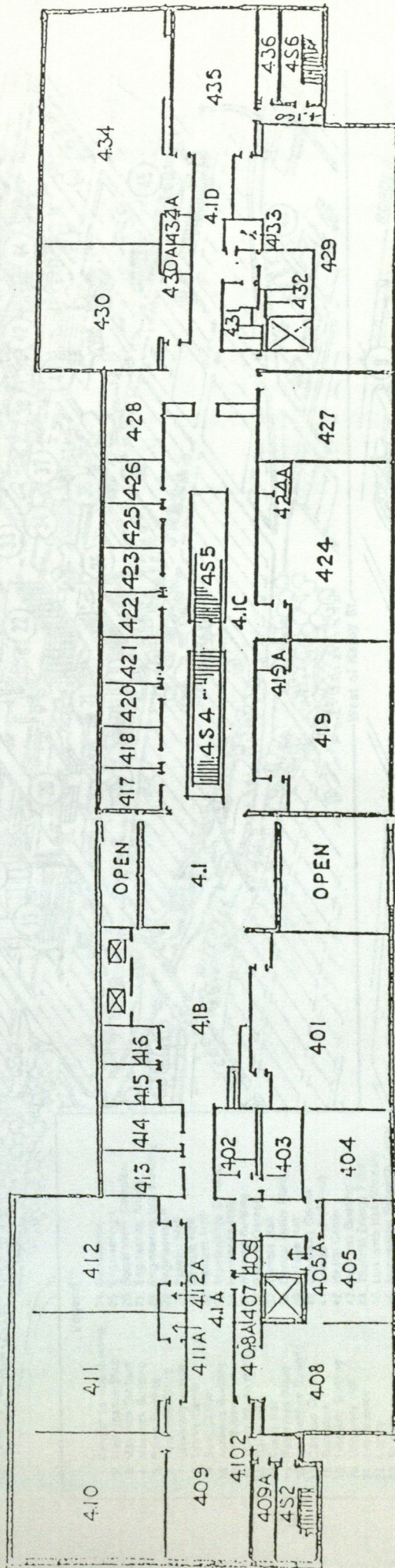


SECOND FLOOR PLAN SOUTH
1" = 30'-0"



THIRD FLOOR PLAN NORTH
1" = 30'-0"

THIRD FLOOR PLAN SOUTH
1" = 30'-0"



FOURTH FLOOR PLAN SOUTH
1" = 30'-0"

FOURTH FLOOR PLAN NORTH
1" = 30'-0"

11.2 Special Equipment, Space or Teaching Aids

List teaching aids, computer equipment, projectors, photographic equipment, special space utilization, etc.

Model Shop (Room 113)

Located on the first (ground) floor, the model shop is fully equipped with work tables, electric power saws and is staffed by a full-time experienced person to give safety and directional instruction to students and faculty. Storage space for models and other student work is located in Room 103EB.

The model shop contains:

- 1 - 10' tilting arbor unisaw
- 1 - belt and pneumatic drum or belt and disc sander 110
- 1 - Model RC-33 13" planer
- 1 - 10" radial saw
- 1 - 10" contractors saw
- 1 - special 15" drill press
- 1 - motorized miter box
- 1 - wood shaper
- 1 - 12" heavy duty wood lathe
- 1 - 24" scroll saw
- 2 - routers
- 1 - 1/2" electric drill - reversible
- 1 - 3' x 23 belt sander
- 1 - 12" swing metal lathe
- 1 - large bandsaw
- 1 - metal roller
- 1 - Oxy/Ace gas welding and cutting torch
- 1 - Arc welder
- 1 - 6" bench grinder
- 1 - 6" jointer
- 1 - sander/grinder
- 1 - 3/8" electric drill
- 1 - 12 gallon vacuum
- 1 - 7" electric saw
- 1 - band saw blade welder
- 2 - palm grip sanders

Photography Lab/Slide Library (Room 109, 111)

The photography lab is a three-room suite consisting of work room, a 6-stall gang darkroom and studio. The laboratory is equipped with a full range of cameras, lenses, lighting, light stands, film processing and printing darkrooms, dry mount presses and copy stands. Projectors and cameras are available to faculty and students. Students are able to photograph their drawings or models or representative examples from books or drawings. The facility is fully equipped for any photographic work the students may wish to do.

A full-time professional slide librarian administers the slide library and manages the photo lab, assisted by one graduate assistant for the slide library tasks, and four work-study students in the photo lab. This staff also maintains the slide projectors permanently installed in four rooms (204, 401, 404 and 405) in the building.

The slide library houses a collection of more than 50,000 slides, half of which are accessible in Abodia visual cabinets, and half in drawers. Of these, about 4,000 are of specifically of landscape material in categories of landscape history, contemporary landscape designers and urban parks, and a plant materials section of over 1,200 slides.

Two years ago 300 new slides of historical landscape plans and drawings were added to enhance the historical area. Another 2,500 slides made between 1990 and 1993 of contemporary landscape projects have been added to the collection. In addition, the personal collection of 5,000 landscape slides has been donated to UT Arlington from the estate of program founder Richard B. Myrick. Delivery is expected during the 1994-95 academic year. Landscape faculty have access to the entire collection, of which Renaissance, Baroque and 20th century European and American areas are the most extensive.

11.3 Special Facilities and Activities Available

Describe and list special facilities and activities which contribute directly to the quality of the program (e.g., arboretums, research centers, computing facilities, experimental areas, exhibit halls and museums).

Another advantage of the program's location in Dallas/Fort Worth is the abundance of special facilities and activities which supplement the educational experience. Students and faculty draw on these amenities through research, studio projects and community service, and using them for these purposes is an established part of the program's procedures.

In the following list of special facilities and activities, asterisks indicate that a project of some type has been conducted on or in conjunction with the item listed:

Arlington

Six Flags Over Texas

*Arlington Museum of Art

*Arlington Municipal Complex

*River Legacy Parks

Dallas

Dallas Arts District

Dallas Museum of Art

Dallas Garden Center

*Dallas Arboretum and Botanical Garden

Dallas Public Library

*Dallas Nature Center

*Fair Park

*Fountain Place

*Marsalis Park Zoo

Science Place

Swiss Avenue Historic District

West End Entertainment District

Old City Park

Sculpture Garden of Trammell Crow Antler

South Dallas Historic District

Fort Worth

*Kimball Art Museum

Amon Carter Museum

*Fort Worth Stock Yards

*Fort Worth Botanical Garden

Fort Worth Zoo

Museum of Modern Art

Museum of Science and Technology

Heritage Park

Water Gardens

Tandy Park

Sundance Square

Forest Park

Regional Sites

- *Williams Square--Los Colinas
- *Heard Museum and Nature Center--McKinney
- *Connamara Sculpture Park--Plano
- Legacy Drive Corporate Campuses--Plano
- *Superconducting Super Collider Site--Waxahachie

The University of Texas at Arlington

- *Automation and Robotics Research Institute
- *Center for Environmental Design Research
- Center for Environmental Research and Training
- *Center for Greater Southwestern Studies and the History of Cartography
- Earth Resource and Environment Center
- *Environmental Institute for Technology Transfer
- Fort Worth Federal Records Center
- The Ryan/Reilly Center for Urban Land Utilization
- Graduate Studies in Environmental Science and Environmental Engineering

Computer Services and Capabilities

No area of academic support to landscape architecture operates with more efficacy and ingenuity than does that of computer services. A priority in the program has been the upgrading of equipment and software to give all students a full exposure to CAD related capabilities, and to provide extensive exposure to CAD for students who seek a specialization in it. Under the able leadership of Prof. Harwood, students have opportunities to learn on systems representative of what they will likely find in most offices, public and private.

Macintosh CAD Lab

The School of Architecture supports a computing facility which houses fourteen Macintosh II series computers, two 80386 PCs and one Sun Sparcstation 2. This facility provides the graduate landscape architecture program with a variety of platforms and software for class instruction and program research. The lab is staffed by one full-time lab supervisor, Charles M. Schneider, and he is assisted by four to eight work-study students, depending on the semester and demand for the lab. The School's educational mission for computing is supported by a faculty member in architecture and one faculty member in landscape architecture.

The Macintosh platform has the following software packages installed: System 7, Intergraph Microstation, Symantec Great Works, Form -Z, Superpaint, and After Dark.

The Macintosh area uses Appletalk to access the following peripherals: HP D sized plotter, Silverscan II color scanner, and Deskwriter printer. Most of the Macintosh computers use mouse pointers, but digitizing is available on three Kurta Digitizing tablets.

The 80386 is supported by a HP Black and White Scanner and is also used with the Calcomp Drawing Board III to supplement digitizing and reporting efforts for both GIS and CAD research and instruction. Software available for use with this platform includes: DOS 5, Windows 3.1, and Works.

The Merlin Sun Sparc Station 2 is composed of a CD-ROM drive, 1/4" tape drive, a 1.2 gigabyte external hard drive, a 19" color monitor, and a 60 x 48" Drawing Board III Digitablet. The Sun is an electronic gateway to campus and the world with a TCP/IP that links it to other campus computers and the internet. In addition, the Sun is the primary GIS research machine. Software available either in house or through remote use includes: Open Windows and associated applications related to the windows environment, Arc/Info 6, Microstation, Grass, NCSA Mosaic, Sun E-mail, and Text Editor.

ARRI CAD Lab

In addition to the architecture facilities, the graduate landscape architecture program uses the Automation and Robotics Research Institutes CAD lab which is part of the UT Arlington Autocad Training Center. The graduate program participates in this center by operating the Landcadd Training Center associated with the Autocad Training Center. This facility consists of ten 80486 grid 60 Mhz computers with Autocad and Landcadd. The lab has a Laser printer and an E sized plotter. The introductory and advanced CAD classes are taught at this facility. Primary software used by landscape architecture program are Autocad 12 and Landcadd 11.

Main Office Computing for Faculty, Staff and Graduate Students

The main office includes two Macintosh computers for faculty, staff and student use related to communications, special projects, research or publications. There is a Macintosh Classic used primarily for printing course or research documents. There is also a Macintosh IIsi which is equipped with a FAX/modem, 19" Black and White Radius Monitor. It is connected to the dedicated Personal Laser Writer. Software includes: Pagemaker, Word, Works, Excel, Write II, Superpaint, Stuffit, Deskpaint, Global Village, After Dark, and Norton Utilities.

Administrative Computing in the School of Architecture

The graduate landscape architecture program is supported by the School of Architecture office staff who use four 80383 33 Mhz computers for word processing, budgeting, and other support functions. The academic records are maintained using a Teleray Terminal connected to Administrative Computing's mainframe. The office uses three laser printers, a Deskwriter, and a label printer to support the faculty. Software includes: Windows, Word, Excel, and DOS 5. The main office computers are supported by Academic Computing Services and the architecture lab supervisor, Charles M. Schneider.

University Computing and Network Services

Academic Computing Services provides a number of open PC, Macintosh, and UNIX labs around campus. These labs are located in Business, Nedderman, the Library, and Life Science. The PC labs have a baseline package of software available for academic use which includes: Pagemaker, Powerpoint, Word, Pspice, Winqvt, Mathcad, Clarkson Telnet, Pegasus mail, dbase IV, Wordperfect, Excel and Harvard Graphics. The Macintosh baseline software includes: Pagemaker, Word, Pegasus mail, Wordperfect, Excel, Superpaint, Think C, Think Pascal, and NCSA Telnet. Most landscape architecture students use PC or Macintosh platforms.

12. Library

Standard: An accessible library collection shall be provided to support the program.

12.1 Extent of Collection

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

The University of Texas at Arlington Libraries represent a balanced and rapidly expanding collection of more than 913,745 volumes and 4,251 current serial subscriptions (August 1993 statistics) together with appropriate resources in indexing systems, reference works, abstracts, government publications (both Texas and U.S.), microforms, CD-ROM databases, and online electronic access.

The Libraries of UT Arlington include the Central Library, the Architecture and Fine Arts Library, and the Science and Engineering Library. The primary materials for landscape architecture are located in the Architecture and Fine Arts Library, although some supporting material can be found in the other locations. This library is located in room 104/105 of the Architecture building.

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

A PC Lab operated by the Academic Computing Services (ACS) on the fifth floor of the Central Library includes both IBM and Apple hardware and a variety of software packages. This ACS Lab is available to all UT Arlington students and faculty.

12.2 Acquisition

Describe the manner in which important new library acquisitions are obtained and the means for involving the landscape architecture faculty in the selection process.

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

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

1992/1993:	monographs	\$12,204
	serials	7,157
1991/1992:	monographs	20,290
	serials	7,086
1990/1991:	monographs	13,305
	serials	7,100

12.3 *How are the library holdings used to support the program?*

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

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

The University of Texas at Arlington is an actively participating member of the Alliance for Higher Education (AHE). This active consortium consists of seventeen member institutions including colleges and universities in the Dallas/Fort Worth metroplex, as well as community colleges and major public libraries available to member institutions.

AHE member institutions are linked by the OCLC Interlibrary Loan Subsystem and have adopted policies and procedures designed to facilitate the sharing of library resources and the rapid exchange of interlibrary loans. A daily courier service operated among the AHE's member universities makes possible twenty-four hour delivery of research materials requested through Interlibrary Loan. For requests that have a RUSH status, The Interlibrary Loan Office has telefacsimile equipment.

AHE member libraries may issue "Library Courtesy Cards" to graduate students and faculty members, permitting direct use by faculty and graduate students of libraries of other AHE universities. Thus, expeditious access to a wealth of research materials is available to support the Landscape Architecture program.

At a time when Library resources at UT Arlington are diminishing because of budget constraints, the Libraries are seeking new ways to assist in providing the information resources needed to support research and teaching. The following programs have been implemented to assist in these areas.

ILL Access Budget: For 1993/94, \$18,000 has been funded to defray the full cost of borrowing materials which we do not have in our collections. The past practice has been that copyright fees and any charges made to us by the lending institution were passed on to the patron. The Libraries will now absorb these charges.

CARL Uncover2: The Colorado Alliance for Research Libraries (CARL) has developed a "user friendly" online access to articles from more than 15,000 unique journal titles. Uncover2 provides the convenience of searching tables of contents, authors, and subjects for journals that are used regularly whether or not they are held by the UT Arlington Libraries. The system provides for document delivery by telefacsimile within 24 hours if the journal title is not held locally at UT Arlington and the user does not wish to request it through UT Arlington's Interlibrary Loan Department. There will be no cost for searching, only for document delivery.

Reciprocal Faculty Borrowing Program: UT Arlington makes available several reciprocal borrowing programs for faculty. The ARL Reciprocal Faculty Program allows UT Arlington faculty members the borrowing privileges and onsite access to collections of the major research libraries in North America. There are over 151 libraries participating in this program. The University of Texas System program provides borrowing privileges from any of the UT component institutions. Last, the AHE provides borrowing privileges at the major libraries in the North Texas area.

The University Gopher: The Gopher provides the access to the online catalogs of the University of Texas at Dallas, the University of North Texas, the University of Texas at Austin, Southern Methodist University, Texas Christian University, Texas A&M University, Texas Woman's University, East Texas State University, Baylor University, and the University of Texas Southwestern Medical Center at Dallas. UT Arlington faculty and students can then determine whether they want to use traditional interlibrary loan borrowing, or to travel to the institution.

Avery Index To Architectural Periodicals: The Libraries subscribe to Avery through electronic online access provided by the Research Libraries Group. This index is an operating program of the Getty Art History Information Program at Columbia University which describes articles from over 1,000 periodicals published worldwide in the field of architecture and related design and art disciplines. With daily updates, as of November, 1993, nearly 143,000 records are available through author, subject, or keyword access. This database is available on the University Gopher and may be used in the Libraries or via remote dial access.

Government Publications Online: The Libraries subscribe to an electronic version of the Government Printing Office database from 1976 to the present. It contains, among other materials, the publications of the Department of Agriculture, that have been acquired by the UT Arlington Libraries. It has been merged into the public access catalog and is searchable from terminals within the Libraries and through dial access.