Program in Landscape Architecture

Self Evaluation Report

Volume 1: Report + Appendices A-F

School of Architecture
The University of Texas at Arlington

October 19-22, 1997

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PROGRAM SELF-EVALUATION REPORT

For the Academic Year	1997-1998
Institution	University of Texas at Arlington
Program	Program in Landscape Architecture
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Report Submitted by	Dr. Pat D. Taylor September 1997

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.

Pat D. Taylor — 9/3/97

Signature of Program Administrator — Date

Pat D. Taylor, Ph.D.
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, concentrating on events since the last review.

Groundwork for the program was laid in 1975, when the Dean of the School of Architecture engaged the service 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 balance in practice, and teaching experience, 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 became 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. Prof. Robinette remains full-time on the faculty.

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.

The program experienced a pattern of steady manageable enrollment growth from 1989 until 1996, when the average number of incoming students dropped from approximately fifteen to approximately eight for two consecutive falls. While there is little hard evidence to support the explanation, enrollment declines accompanied a rapid series of tuition increases (both in-state and out-of-state) required by the Texas Legislature. With these increases came a three-stage increase over a twelve month period in the minimum scholarship amounts required for out-of-state students to qualify for out-of-state tuition wavers.

In addition to reduced numbers of incoming students, the program begin in 1995 to annually graduate a higher number of its students, and the faculty began to accept fewer new students on a probationary or provisional status. Faculty already had begun to tighten up on grading practices and general academic rigor. These factors when combined partially explain the current lower enrollment--forty three--as compared to the sixty-five students in the program in 1994. Bolstering the number of incoming students, however, is a current priority of the program.

2. **Response to Previous LAAB Review.**

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

List each recommendation separately and provide an update recap of responses made on annual interim reports. If there is a recommendation which you believe was unappropriate so indicate with an explanation. Do not report on suggestions for improvement.

1. The program should evaluate its philosophical base and develop educational objectives that clarify its mission and academic focus.

Response: Efforts to describe a specific focus for the program have been resisted since Dr. Taylor became director because the interests of students, the curricula, and faculty interests all contribute to offering students a "complete" exposure to landscape architecture and its tenets. The faculty simply does not think a focus is desirable. Instead, it was expressed to the previous accreditation team that focus, should there be one, should be allowed to evolve as new and more scholarly procedures were implemented.

These procedures, which have manifested themselves in well-grounded research theses and higher demands placed on students in classes and studios, have added to the notion that "focus" can be too restrictive...a verbally succinct but sustantatively inaccurate description. The faculty believes that the program's purpose is to support the study of landscape architecture as much as possible

from the interests of the students, particularly in the research phase of his or her work. To overly direct these interests is seen as an impediment to creative research. Instead, the faculty has demonstrated a laudable commitment to helping each student generate knowledge on a subject of his or her choosing, through scientifically acceptable means of data collection and analysis.

Therefore, it can be said that a focus of the program is research, using techniques that apply both in academics and in practice. The curriculum umbrella under which students support their work is the five specializations for which students can now select support courses for their particular pursuits.

In summary, the mission (as opposed to the focus) of the program is to prepare the student for the practice of landscape architecture according to the tenets of the profession which attract that student's interests and which fit his or her professional goals. It is possible that when the current Strategic Plan has been completed and its actions are attended to, focus--should there be one--will emerge. Otherwise, it is expected that the broader mission of the program will remain the directive by which tutorial and administrative actions will abide.

2. The program should adopt a policy of regular program review developing a set of strategies for insuring a policy of growth and maturity (Standard 1).

Response: During the first eighteen months following initial accreditation major themes and issues deriving from landscape architecture faculty meetings and annual meetings between students and director were summarized in an outline of current topics for a Strategic Plan. In addition, the director reviewed other strategic plans and planning strategies to best determine procedures for carrying-out the process. Originally, it was determined that key sections of the outline would be drafted by individual faculty for review and input by the entire faculty. By the fall of 1996 it was clear that faculty workloads prevented a timely achievement of these goals, so initiation of the plan's draft sections was undertaken by the director. To date seven portions have been completed and distributed for review and comment. The remaining sections will be drafted and distributed during the 1997-98 academic year. However, discussion on many of the topics, as well as implementation of selected actions in the plan, have been and will continue to be carried-out. Such an on-going nature of the process is consistent with the dynamics of strategic planning which frequently present participants with "moving targets". Those targets which disappear can be seen as having lost their urgency to the planning group, while unforeseen targets emerge during the process making it necessary to refocus or adjust the original outline. It is expected that the final document (completed portions of which appear in the Appendix of the SER) will guide the program through 2002 or 2003.

3. There is a need for landscape architecture to further articulate and gain concurrence of the dean and central administration on clearly stated disciplinary criteria and standards for faculty promotion and tenure, and an objective process (including a central role for peer

evaluation from landscape architects) to implement promotion/tenure review and decisions (Standard 2).

Response: The program, through guidance from the Dean, created its own adhoc committee on promotion and tenure, designed to recommend on tenure and promotion until a majority of the landscape architecture faculty became tenured. That committee, chaired by Dr. Richard Francaviglia of UT-Arlington's Center for Southwest Studies and the History of Cartography reviewed and recommended tenure for two faculty members, one in 1995 and another in 1996. The committee includes two landscape architecture faculty from other universities: Dean Dennis Law of Kansas State; and, Prof. Margarite Koepke of Georgia.

Specific criteria for future tenure and promotion procedures are under review by the University, school and program. Included is a new policy authorized by the University of Texas System for review of tenured faculty. Meanwhile, the scope and ideals of the promotion and tenure process are expressed in a writing by the School's Dean in 1996. (See Appendix).

4. Resolve the part-time funding and non-tenure track status of the director (Standard 2).

Response: The directors position became full-time on September 1, 1995. The director received tenure in 1996.

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 majority of full-time faculty tenured under processes initiated by landscape architects.

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. Supportive relationships within the School of Architecture and across the university campus.

K. Solid demonstration of research principles by students and an expanding level of support for research by outside sponsors.

L. Long-term association of individual faculty members with the program (over nine years per person.)

M. Increasing levels of autonomy and support for the program with corresponding expectations of responsibility for choices and decisions.

N. Excellent networks and relationships for offering students and faculty opportunities for beneficial international experiences.

O. Strong support from an Advisory Council to raising outside financial and in-kind support for the program.

P. A recent record of strong performance and or increased academic rigor.

Q. Initiation of a Strategic Planning process to guide the program for the next five + years.

R. A commitment by faculty to constantly monitor critical areas and trends to prevent their development into weaknesses.

S. 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.

T. Excellent support and clerical staff dedicated to service for both students and faculty.

U. Increasingly supportive and accomplished alumni base.

4. *Describe Current Weaknesses*

A. Lack of new faculty to broaden student experiences on thesis and in studios; lack of faculty with research experiences and orientation.

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 need for increased relief time, exchanges, or sabbaticals to broaden off-campus professional opportunities for faculty.

E. Lack of adequate minority representation among both student body and faculty; lack of increased female representation on faculty.

F. Lack of in-house duplication of depth by faculty in program specialization's.

G. Lack of endowment and on-going private contributions needed to attract the higher caliber of graduate students, and to fund internationally known scholars in landscape architecture.

H. Lack of funding to catalog and make available a significantly increased slide collection.

I. Lack of consistent "cutting edge" capabilities in computer services.

J. Lack of reliable transferring of thesis and research findings into refereed outlets.

K. Lack of full-time research position capable of directing the school's research center and of generating on-going sponsored research.

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, strategic planning, curriculum modification and better advising has been accomplished by the faculty.

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 was the primary author of the 1993 SER.

Both of the previous studies as well as this report 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.

Portions of the SER are based upon raw data collected for the program's Strategic Plan, currently being written. Some of these data in the Strategic Plan have been reviewed, criticized and modified by the faculty and some will be presented to the faculty during the fall of 1997 as further chapters are researched and written.

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 late summer of 1997, 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.

1. Program Mission and Objectives

Standard: The program shall have a clearly defined mission supported by objectives that are appropriate to the profession of landscape architecture.

1.1 Program mission and objectives

State mission and 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 mission, philosophy, objectives, compliance with equal opportunity requirements and accreditation status.

The current 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 revised 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. Both the program brochure and

the Graduate Catalog cite the program's accredited status by the Landscape Architectural Accreditation Board of the American Society of Landscape Architects.

All University literature reflects the University's commitment to equal opportunity and affirmative action, which recently have been affected by actions of the Texas Legislature and federal courts. The impact of these actions is being assessed by UT system official at the time of this writing.

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. It should be noted that significant progress or completion of the plans for improvement cited in the previous SER have been made.

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

- Appoint a director for the Center for Environmental Design Research, with responsibilities for securing on-going funding for sponsored research;
- Continue and expand student recruitment program;
- Expand faculty base through increased part-time and full-time appointments (as enrollments so justify);
- Establish a significant endowment;
- Expand and deepen communications with alumni;
- Expand role and number of graduate teaching and research positions;
- Secure University endorsement of de-centralized admissions procedures.

1.4 Long-Range Goals

Discuss long-range goals in terms of the next five to ten years, with an action plan. Highlight anticipated changes in the program's resources, mission and objectives.

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 (a market study is being conducted by the UT-Arlington Development Office, based on a 1997 need assessment of $3,400,000 for the program.)
  - Implementation date: To be determined in coordination with the Development Office and the program's Advisory Council.
  - Note: The Advisory Council has expressed enthusiastic support for this action.
- 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: 2000-2001 academic year.
  - Targeted doctoral degrees among faculty: 4 needed by 2000-2001 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 primary 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: During the next six to eight years.
  - 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. Like the qualification noted on the program's future departmental status, however, offering a PhD degree in landscape architecture is seen more as a measure of success in graduate education than as a program goal.

- 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: 1998-99 academic year.
  - Expand Program of foreign educational offerings.

- Initiate 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.
  - Note: Joint-publication of referred material with the Dutch-born International Study group for the Multiple Use of Land (ISOMUL) has been proposed.

- 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 1999.
  - Develop acquisition strategy, including contributor's list: December 1999.
  - Bring library on-line: September 2000.

- Other long-range goals:
  - Host CELA Conference: Confirmed for October 1998.
  - Review Specializations: Every two years.
  - Re-host LABASH Conference: After 1998.
  - Review course requirements for all three paths: For 1998-2000 catalog.

2. Governance/Administration

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

2.1 Administrative Organization

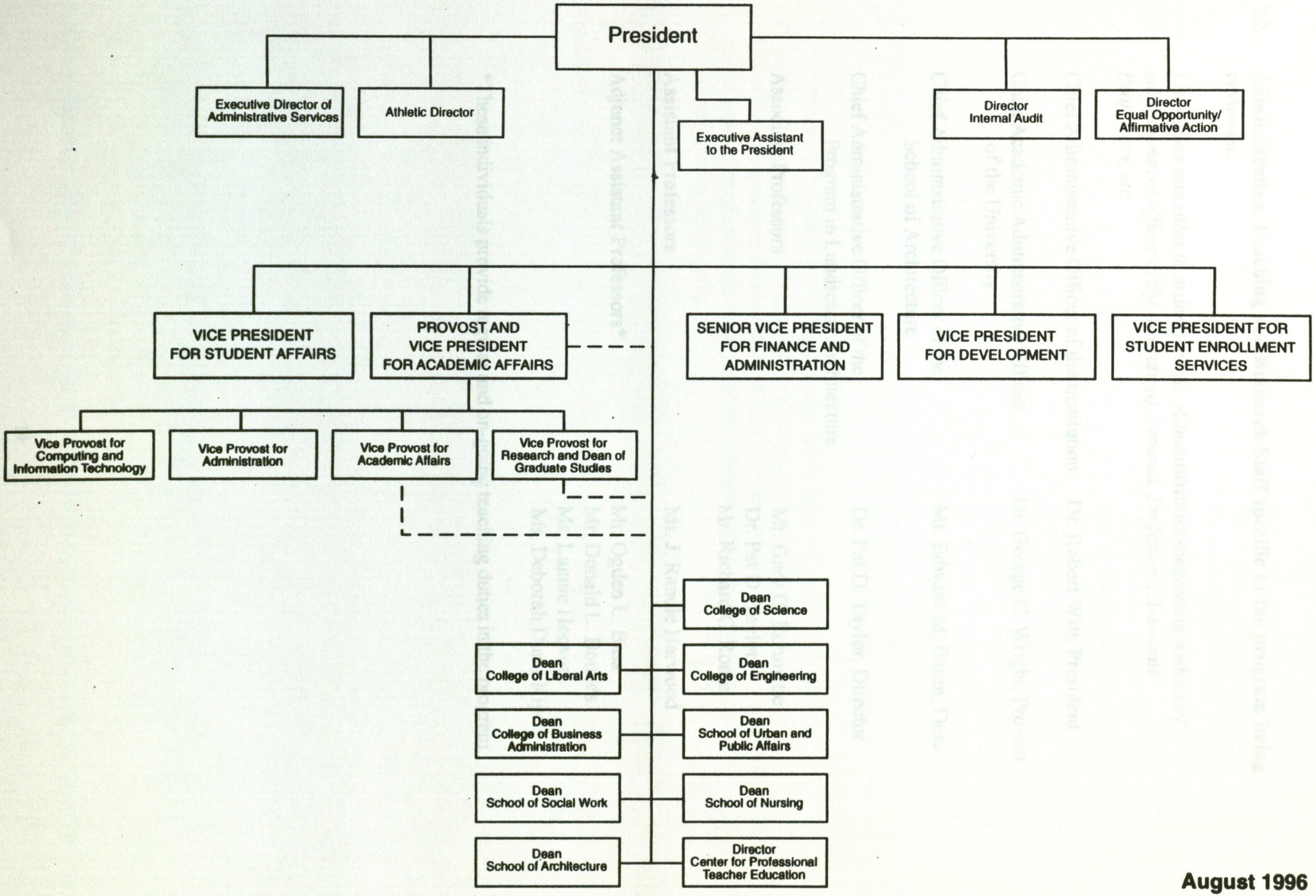
Indicate the chain of administrative responsibility within the institution. Describe and/or diagram how the program relates to other educational units.

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.


President
Executive Director of Administrative Services
Athletic Director
Executive Assistant to the President
Director Internal Audit
Director Equal Opportunity/ Affirmative Action
VICE PRESIDENT FOR STUDENT AFFAIRS
PROVOST AND VICE PRESIDENT FOR ACADEMIC AFFAIRS
SENIOR VICE PRESIDENT FOR FINANCE AND ADMINISTRATION
VICE PRESIDENT FOR DEVELOPMENT
VICE PRESIDENT FOR STUDENT ENROLLMENT SERVICES
Vice Provost for Computing and Information Technology
Vice Provost for Administration
Vice Provost for Academic Affairs
Vice Provost for Research and Dean of Graduate Studies
Dean College of Science
Dean College of Liberal Arts
Dean College of Engineering
Dean College of Business Administration
Dean School of Urban and Public Affairs
Dean School of Social Work
Dean School of Nursing
Dean School of Architecture
Director Center for Professional Teacher Education

August 1996

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), Emereti, Professors, Associate Professors, etc.

Chief Administrative Officer of the Institution	Dr. Robert Witt, President
Chief Academic Administrative Officer of the University	Dr. George C. Wright, 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 Mr. Richard C. Rome
Assistant Professors	Mr. J. Randle Harwood
Adjunct Assistant Professors*	Mr. Ogden L. Bass Mr. Donald L. Bounds Ms. Lannie Hoover Ms. Deborah Dunn-Kiper

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

Adjuncts to the Teaching Faculty*

Mr. William "Tary" Arterburn
Mr. Stuart O. Dawson
Mr. Leonard Ehrler, Jr.
Mr. Everett L. Fly
Mr. Robert L. Frazer
Dr. Arthur N. Glick
Mr. G. Phillip Huey
Prof. Ir. Klaas Kerkstra
Dr. Ellen Makowski
Dr. Thomas J. Makowski
Ms. Debra L. Mitchell
Dr. David Northington
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 for their academic credentials, and their appointments are on-going.

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.

While program, school and University policies have been undergoing review, the program's current process is a result of recommendations from the previous accreditation visit. A adhoc Promotion and Tenure Advisory Committee was established in 1994 in order that promotion and tenure actions would be initiated by landscape architects and academic peers outside of the architecture faculty. This committee includes:

Dr. Richard Francaviglia, Chair (UT-Arlington)
Prof. Dennis Law, member (Kansas State University)
Prof. Margarite Koepke, member (University of Georgia)

The committee has initiated tenure and promotion recommendations for two UT-Arlington landscape architecture faculty. And, while the faculty now has three tenured faculty members and can therefore act on its own tenure and promotion recommendations, the committee remains in-place in an advisory capacity.

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 1996-1998 Graduate Catalog:

"EQUAL OPPORTUNITY POLICY"

"To the extent provided by applicable law, no person shall, on the basis of race, color, national origin, religion, age, sex, handicap, disabilities, or veteran status be denied employment or admission, be excluded from participation in, be denied the benefits of, or be subject to discrimination under, any program or activity which it sponsors or conducts. The University shall not tolerate any behavior or verbal or physical conduct by any administrator, supervisor, faculty, or staff member

which constitutes sexual harassment. Any inquiries concerning the application of this policy should be directed to the University's Equal Opportunity and Affirmative Action Programs."

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)

11.1 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 institutions uses conversion formula to determine this figure)

43 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)

4.00 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	3
Asst. Professor/LA	2	2	1
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 instructions.

The enrollment declines resulting from fewer new students (1995-1996) along with higher graduation rates, have reduced the higher student faculty ratios of three to five years ago. While current ratios enable faculty to increase their one-on-one time with individual students in studios, lower ratios can reduce the intellectual stimulation needed in some classroom or seminar environments. However, in the short-run lower student/faculty ratios--desirable during periods of rapid growth--create a perception that the program is somehow losing ground, despite other measures of success and accomplishment. Such perceptions can be reversed with enrollment increases, a current program goal.

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 1996-1997 school year because UT-Arlington's total enrollment declined slightly, a situation that hopefully is to be remedial during the 1997-98 academic year. One faculty member received a salary increase of $1,500 in 1996 because of promotion to associate professor.

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. Merit increases averaging 3.0% were awarded for the 1997-98 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:

	1994-95	1995-96	1996-97
Teaching/Research	160,724	163,473	167,043
Adjuncts/Visiting Lecturers	8,340	9,090	6,120
*Clerical/Staff	18,408	18,776*	18,408
Student Assistants (TAs)	9,000	9,000	9,000
Student Assistants (RAs)	21,150	13,000	22,000

*One staff person

Allotments:

	1993-94	1994-95	1995-96	1996-97
Equipment	10,000*	10,700*	1,500*	500
Maintenance & Operations	12,644	12,644	12,800	13,694
Travel	2,400	2,000	2,000	2,000
Library	N/A	N/A	N/A	2,500**
Telephone	2,400	2,400	2,400	2,400
Other				

*Includes $8,500 in donated computer equipment.
**Includes a one-time gift.

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, in recent years the present system has worked to the program's advantage because it allows the program director and faculty to concentrate on establishing the academic quality and the proper future vision 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 establishing and sustaining 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

This standard describe, the curriculum. This success in delivering the curriculum is assessed in Standards 7 and 8.

3.0 *Describe how the curriculum relates to the program's mission and objectives. (Response should be no longer than 1 page.)*

The curriculum relates to the program's mission and objectives by exposing all students to the many facts of landscape architecture, academically and professionally. Success in the exposure is achieved partly by avoiding simplistic explanations of program "focus", necessary if program graduates are to qualify for the variety of career opportunities which typically come available to them. This model relies on graduates' abilities to adapt to new professional challenges (learning on the job) and on their pursuit of a particular interest through program specializations and thesis topics.

While program specializations are relatively new, their breadth allows students to select courses in the program and across the campus to supplement their required work with course reflecting students' long-term interests. As for theses, faculty encourage students to select topics that interest the students, backed-up with classroom experiences and committee members from outside the program who can guide supplemental interests.

Recent discussions among the faculty have called for re-evaluation of the program's Path B. The main question being raised is whether or not the path provides an actual first professional degree, even though a student's undergraduate degree or work experience are seen as contributing to a level of competence not found in Path A students.

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

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 5662 Design Studio II
	LARC 5320 Communications for Landscape Architects	LARC 5342 Landscape Technology II
	LARC 5341 Land Technology I	LARC 5312 History and Theory of Landscape Architecture I
	LARC 5330 Plant Identification and Ecology	LARC 5331 Planting Design
	Total Credit Hours: 15	Total Credit Hours: 15
	Fall	**Spring**
Second Year	LARC 5663 Design Studio III: Site Planning	LARC 5664 Design Studio IV: Environmental Planning
	LARC 5343 Landscape Technology III	LARC 5340 Professional Practice
	LARC 5313 History and Theory of Landscape Architecture II	LARC 5321 Advanced Communications
	LARC 5380 Research Methods in Landscape Architecture	LARC 5302 Land Development Planning
	Total Credit Hours: 15	Total Credit Hours: 15

Semester Between Academic years 2 and 3

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

	Fall	**Spring**
Third Year	LARC 5665 Design Studio V: The Urban Landscape Advanced or Independent Study in Landscape Architecture	LARC 5698 Thesis LARC 5294 Master's Comprehensive Examination Advanced or Independent Study in Landscape Architecture
	Total Credit Hours: 15	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 3*1/2* 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 course 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 or permission of instructor.

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 is 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 ecological 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 frequently 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 American Society of Landscape Architect, professional education, the environmental movement, large scale regional planning and significant twentieth 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 applying them as they relate to landscape architecture. Includes research program development, techniques in qualitative and quantitative date collection, 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.

3.4 *Describe methods used to evaluate course, student performance and how findings are used to such improvement. (Response should be no longer than 1 page.)*

Courses are evaluated through on-going discussions (as needed) at faculty meetings, by discussions between individual faculty and the program's director (as needed or during annual evaluations,) and systematically every two years by the director and graduate advisor during preparations of new catalogs. Student performance is evaluated through on-going discussions at faculty meetings, as well as through the traditional grading

procedures of each class or studio. When necessary or advisable students are evaluated individually by appropriate faculty or through private discussions with the graduate advisor or director.

The faculty has found that the most effective ways to seek improvement in course quality are through conciliatory, supportive discussions in faculty meetings, followed by professionally responsible adjustments by individual faculty. Considerable latitude is given to each faculty member in the conduct of classes for which they are primarily responsible.

As an example, the faculty agreed in 1995-96 that courses in land technology needed improvement, a needed suggested by somewhat low performance by graduates in applicable sections of the Landscape Architecture Registration Exam. An additional faculty adjunct was hired with approval from the Dean, and subsequent student evaluations indirected considerable improvement in course content and quality.

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 capacity 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-like, 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 specialization. These specialization's and their associated faculty in order of expertise include:

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

Specific course assignments for the fall and spring of 1996-97 are:

Faculty	Rank	Course Number	Course Title	Credit Hours	Contact Hours	Enrollment Fall/Spr
Bass, Ogden L.	Asst. Adj.	LARC 5302	Land Development	3	3	--/
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
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

Faculty	Rank	Course Number	Course Title	Credit Hours	Contact Hours	Enroll-ment Fall/Spr
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 5344	Parks and Recreation	3	4	3/--
		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. Faculty 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 size or projects in studio and classes. Recent studio projects and faculty activities which demonstrate this approach include:

Faculty	Type of Activity	Outlet
Dunn-Kiper	Conceptual Design for Nasher Collection Outdoor Gallary, Dallas	Studio Project
Harwood	Conceptual Planting Designs, City of Ft. Worth	Studio Project
Robinette	Chestnut Square Historic Restoration Comprehensive Planting Program	Implementation Drawings
Robinette	Juanita J. Craft Civil Rights House & Garden Master Planning	Implementation Drawings
Robinette	Lancaster Creekwalk Restoration	Implementation Drawings
Rome	Fountain and Fireworks	Article
Rome, Dunn-Kiper, Harwood	Indian Memorial at Little Big Horn (competition)	Studio Project
Taylor	Cultural Landscape Inventory for Chickasaw National Park	Research Project
Taylor	Conceptual Master Plan for Caddo Lake State Park	Research Project
Taylor	Resource Management Plan for Bonham State Park	Research Project
Taylor	Interim Resource Management Plan for Eagle Mountain Lake State Park	Research Project
Taylor	Cultural Landscape Inventory: Cultural Landscape Report for Chisan-Gold Hill District of Wrangell-St. Elias National Park (two projects)	Research Project
Taylor	Future Evaluation Methods in Spatial Planning (co-author)	Book Chapter

5.4 Students

Describe students involvement in advancing the knowledge or capacity of the profession (assistantships, etc.).

Students help in knowledge advancement primarily through research assistantships, thesis research, teaching assistantships and practicums. For example, since 1993 twenty students have been selected for research assistantships from sponsored research projects totaling over $160,000. Project results are reported in documents for the sponsoring entity or through submissions for research competition. Students and faculty are encouraged to report research findings in scholarly publications.

Students also are encouraged to submit publishable papers from the Urban Design Seminar, certain courses in the History Sequence, and on occasion from the Research Methods class. In addition, graduates now are strongly encouraged to submit thesis results to scholarly outlets with faculty serving as co-authors or as editors, although no systematic means of fostering such publications have been implemented.

Students who participate in practicums help complete the cycle of knowledge advancement by demonstrating current scholarly 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
Ferchill and Associates--Ft. Worth
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 advisors, since the last SER.

YEAR	STUDENT	THESIS TITLE	SUPERVISING PROFESSOR
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
	Cheryl A. Graham	Context and Connection: Evaluating Success in Urban Parks	Rome
	*Richard Wiebe	Gender Values, Personality and Response to Environmental Issues in Students of Landscape Architecture	Rome
1995	*Cantey H. Ferchill	A Survey and Comparison of the Cultural Landscape of Two Early-Twentieth Century Coal-Mining Communities Thurber, Texas and Buxton, Iowa	Rome
	San Liu	A Survey Method to Assess the Design Quality of Neighborhood Parks	Rome
1996	Sally Allsup	Recycling the Dream: The Rails-to-Trails Movement in North Texas; An Ecological Approach to Development of Recreational and Transportation Greenways on Abandoned Railways	Rome

YEAR	STUDENT	THESIS TITLE	SUPERVISING PROFESSOR
1996	Antoinette Gilkey	Trauma and the Garden: Inquiry into the Presence of Response Differences Among Traumatized and Non-traumatized Viewers to Garden Design Influenced by Aspects of Trauma	Taylor/Rome
	*Madhuri Nandgaonkar	History and Myth in the Cultural Landscape: A Cross Cultural Perspective on Preservation	Taylor
	*Patricia Quaid	Landscape Palimpsest: Layers of Meaning in the Dallas Built Landscape	Rome
	Kay Sallee	The Cultural Landscape Inventory: A Research Process for the Platt District of the National Park Service	Taylor
	Elizabeth Smidt	The Secret Garden: Archetypal Landscape or a Personal Aesthetic Adaptation of Nature	Rome
	*Angie Zimmer	The New Vernacular Garden: An Examination of Self-Expression in the Residential Landscape	Taylor/Rome
1997	Chris Colley	Environmentally Friendly Residential Subdivisions	Robinette
	Clay Walker	The Design Characteristics of the Restorative Landscape in a Corporate Setting	Rome
	Lu Zhou	The Replication of Japanese Landscape Aesthetic in American Culture	Taylor

* 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 four 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 has provided 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. The Center's director also chairs the Adhoc Committee on Promotion and Tenure for landscape architecture, and has served on several landscape architecture student thesis committees.

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, and one faculty from biology has served on landscape architecture student thesis committees.

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

5.8 Research/Scholarly Methods

Summarize techniques used to reinforce research and scholarly methods within various course offerings.

The reader is encouraged to refer to section 5.6 for part of the response to section 5.8. The primary courses in which research and scholarly methods are emphasized are Research Methods (LARC 5380) and History and Theory I (LARC 5312.) In both courses students are required to carry-out techniques in qualitative, quantitative and descriptive (or critical) research.

Research and scholarly methods also are stressed in various design studios in which students examine strategies for carrying-out the design process and for developing design programs. Students recently suggested that these methods could be strengthened in the design studios and the faculty will examine ways to accomplish such strengthening through the strategic plan, now being prepared.

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.

6.0 *Describe how qualifications, academic portion and professional activities of faculty (full and part-time) and other instructional personnel shall promote and enhance the academic mission of the program.*

The faculty are well-qualified to teach landscape architecture to students seeking the first professional degree. Each of the four FTEs making-up the core of faculty have bachelors and/or masters degrees in landscape architecture, and three have considerable experience in practice or academic programs elsewhere. The youngest of the four recently attained and appointment with the City of Ft. Worth, greatly expanding his work experience outside the University.

Part-time faculty have considerable experience in public or private practice (or both.) The newest part-time faculty recently completed her Masters in Architecture at UT-Arlington adding noteworthy strength to the design capacities of the faculty.

Since the last SER one part-time faculty with a PhD relocated to another state. Her departure reduced the momentum toward a faculty with full research credentials. Additional faculty with research experiences and credentials are needed to reinforce the program's position as an exclusive provider of master's level study.

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%
L. Hoover	BLA/MLA	25%			25%
O. Bass	BS/MUP/MS	25%			25%
D. Dunn-Kiper	BA/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*

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 thesis or practicums exceeds expected semester loads.

To date, these factors have not created excess pressure on faculty who have willingly responded to 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. As indicated earlier, however, recent declines in new students have reduced class loads and have resulted in some classes "not making." One side benefit of this situation has been the actulability of faculty to serve on the increasing number of graduate thesis committees in a trend that should continue for one more academic year.

This increasing number of students in the research or thesis stage of their work has 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 the need arises. 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. (To date, no part-time faculty have had to assume this maximum load.)

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. To date no faculty have had to chose between service on thesis committees and teaching their normal courses, primarily because Prof. Rome has assumed a high load for his work on theses.

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, soon to include promotion and tenure recommendations. Scholarship recommendations also are made by the entire faculty. 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, and a survey on The Evaluation and Review of Landscape Architectural Faculty conducted by Prof. Robinette in 1996.

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, CELA (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 received support from the Dean and from the Vice Provost for Research and Graduate Studies to conduct conference planning and research activities in the Netherlands. Another has been promised relief time to co-chair the 1998 CELA Conference. Four full-time faculty maintain consulting activities outside the University.

With mechanisms in-place to support faculty development what is needed in the future is accelerated 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

Through the 1996-97 academic year student evaluation forms for each faculty member and teaching assistant were administered each semester. Results were returned to each faculty member with general comments from the director. Beginning in September of 1996, a standard student evaluation form was implemented for the School of Architecture. This form, coupled with the possible development of a University form, are under review.

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 are reviewed by the director when necessary. 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.

Since 1994 the following appointments have been modified:

Promotions in rank: Rome to Associate Professor
Tenure Awards: Taylor, Rome

6.5 Visiting Lecturers/Critics

List the names, 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.

1997-1996

Name	Field	Dates	Contribution
Judy Roher	Real Estate Appraisal	2/26/97	Lecture
Neil Sperry	Horticulturist	2/9/97	Critic
Rosa Klias	Landscape Architecture	3/25/97	Lecture
Paul Kruckemeyer	Civil Engineering	4/2/97	Lecture
Hershel Lindly	Subdivision Design	4/30/97	Lecture
Craig Steffens	Landscape Architecture	4/19/97	Lecture
Willy Schmidt	Spatial Planning	6/3/97	Critic
Rosa Finsley	Horticulturist	Sp/97	Lecture
Tary Arteburn	Landscape Architecture	Sp/97	Lecture
Michael Bradshaw	Trees and Parks Foundation	Sp/97	Lecture
Naud Burnet	Landscape Architecture	Sp/97	Lecture
Caye Cook	Landscape Architecture	Sp/97	Lecture
Walter Dahlberg	Landscape Architecture	Sp/97	Lecture
J. T. Dunkin	Landscape Architecture	Sp/97	Lecture
Diana Herber	Landscape Architecture	Sp/97	Lecture
Michael Kendall	Landscape Architecture	Sp/97	Lecture
Phillip Neeley	Landscape Architecture	Sp/97	Lecture
Ricky Petty	Park Planner	Sp/97	Lecture
David Retzch	Landscape Architecture	Sp/97	Lecture
Suzanne Sweek	Landscape Architecture	Sp/97	Lecture
Claude Thompson	City Planning Department	Sp/97	Lecture
Linda Tycher	Landscape Architecture	Sp/97	Lecture
Ron Underwood	Park Planner	Sp/97	Lecture
Karl von Bieberstein	Landscape Architecture	Sp/97	Lecture
Francis Bagley	Environmental Artist	Sp/97	Lecture
Brad Goldberg	Environmental Artist	Sp/97	Lecture
Linnea Glatt	Environmental Artist	Sp/97	Lecture
David Newton	Environmental Artist	Sp/97	Lecture
Michael Pavlovsky	Environmental Artist	Sp/97	Lecture
Kaleta Doolin	Environmental Artist	Sp/97	Lecture
Sharon Leeber	Public Art Consultant	Sp/97	Lecture
Amy Monier	Public Art Consultant	Sp/97	Lecture
Connie Santa Cruz	DART Arts Administrator	Sp/97	Lecture
Margaret Robinette	Public Arts Coordinator	Sp/97	Lecture

1996-1995

Name	Field	Dates	Contribution
Rod Tyler	Planning Law	2/7/96	Lecture
Judy Roher	Real Estate Appraisal	2/21/96	Lecture
Paul Kruckemeyer	Civil Engineering	3/27/96	Lecture
David Northington	Nature Plant Materials	4/18/96	Lecture
Hershel Lindly	Subdivision Design	4/24/96	Lecture
Bob Riley	Superintendent Parks & Rec.	12/96	Critic

1994-1995

Name	Field	Dates	Contribution
Judy Roher	Real Estate Appraisal	2/22/95	Lecture
Dave Phillips	Real Estate Banking	3/22/95	Lecture
Andrea Baxter	Civil Engineering	3/29/95	Lecture
Patricia Bass	Traffic Engineering	4/5/95	Lecture
Alton Parks	Architecture/Design	4/20/95	Lecture
Hershel Lindly	Subdivision Design	4/26/95	Lecture
Phil Huey	Parks and Recreation/ Urban Design	4/95	Tour

firstname	lastname	title	company	street	citystate	zip	sal	phone	fax
Mr. Willliam	Arterburn	Principal	Mesa Design Group Inc.	3100 McKinnon Street, Suite 905	Dallas TX	75201	Tary	214-871-0568 214-871-1507fax	214-871-1507
Mr. Ogden	Bass		City of Euless Economic Development Department	201 N Ector	Euless TX	76039	Bo	817-685-1684 817-685-1420 main home: 481-4231 3081 High Mesa Grapevine TX 76051	817-685-1416
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	
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)	
Mr. G. Philip	Huey	Asst. Director	Asst. Director, Dallas PARD (retired)	6330 E. University	Dallas TX	75214	Phil	214-368-4330	
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			3427 NW Ashland Dr	Beaverton OR	97006	Tom	503-531-8752	
Dr. Ellen	Makowski			3427 NW Ashland Dr	Beaverton OR	97006	Ellen	503-531-8752	
Ms. Debra L.	Mitchell		Johnson Johnson & Roy	601 13th St NW, Suite 250N	Washington DC	20005	Deb	202-628-7900	
Dr. David	Northington	Exec. Director	National Wildflower Research Center	2600 FM 973 North	Austin TX	78725	David	512-929-3600	
Mr. Jim	Richards			4303 Steeplechase Trail	Arlington TX	76016	Jim	817-457-8123	
Dr. Robert A.	Scarfo			601 W 1st Avenue	Spokane WA	99204	Bob		
Prof. Dr. Willy	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	Linda	214-750-1210	214-361-8727
Mr. Karl	von Bieberstein	Vice President	Newman Jackson Bieberstein	12770 Coit Rd #210	Dallas TX	75251	Karl	214-233-2033	214-233-2022

LANDSCAPE ARCHITECTURE ADJUNCT FACULTY

firstname	lastname	company	street	citystate	zip	phone	fax	e-mail	sal
Ms. Rosanna S.	Brown	Landscape Architect, CESWF-PL-E US Army Corps of Engineers Ft Worth District, Site Development		Ft Worth TX	76102	817-978-2312	817-885-7539 817-978-2098	rosannasbrown@swfol.usace.army.mil	Rosanna
Mr. Charles E.	Cooke	The EOP Group	1725 Desales St NW 7th Floor	Washington DC	20030	202-833-8940 703-833-8945	202-833-8945 703-416-2491h	cookece@cais.com	Charley
Mr. Bob	Digneo	Division Manager - Regulatory Southwestern Bell	1616 Guadalupe Room 310	Austin TX	78701	512-870-2103	512-870-1142		Bob
Mr. Robert	Evans, Jr.	The Fountain People	Box 807, 4105 Hunter Road, Building 7	San Marcos TX	78666	512-392-1155	512-392-1154	http://www.fountainpeople.com	Bob
Ms. Cantey	Ferchill	Cantey Ferchill, Inc.	1408 Washington Terrace	Ft Worth TX	76107	817-732.5206	817-732-2873	ferch@all.com	Cantey
Ms. Katherine	Gilson	Boyd & Heidrick PO Box 190917 Dallas TX 75219	3836 Statford	Dallas TX	75205	214-559-0735h		cgilson@capstead.com	Kathy
Mr. John	Hunt	North Central Texas Council of Governments	PO Box 5888	Arlington TX	76005	817-695-9163	817-735-6186		John
Mr. H. Rowland	Jackson	Senior Vice President Newman Jackson Bieberstein	12770 Coit Rd #210	Dallas TX	75251	214-233-2033	214-233-2022	njbinc1@airmail.net	Rowland
Ms. LuAnne M.	Malnory		271 N Schrader Lane	Tucson AZ	85748	520-296-1540			LuAnne
Mr. Roy B.	Mann	Roy Mann Associates, Inc.	522 Congress Ave, Ste 310	Austin TX	78701	512-495-9550	512-345-6836		Roy
Mr. Alton Z.	Parks, AIA		6601 Kirby	Houston TX	77005	713-665-4560 713-264-5556p			Alton
Mr. Michael D.	Smith		1903 Wes Hardin	Bonham TX	75418	903-583-8806			
Mr. Craig A.	Steffens	Director, Landscape Design Sec., Design Div, Texas DOT	125 E 11th Street	Austin TX	78701	512-416-3082	512-416-3098		Craig
Ms. Suzanne	Sweek	Schrickel, Rollins & Associates	1161 Corporate Dr West, Ste 200	Arlington TX	76006	817-640-8212	817-649-7645	srainc@compuserve.com	Suzanne
Ms. Kay	Tiller, APR	Kay Tiller Public Relations	625 Kirby Lane	Richardson TX	75080	214-235-0660	214-235-4445		Kay
Mr. Morgan	Wheelock	Morgan Wheelock Inc	362 Summer Street	Somerville MA	02144	617-776-9300 505-989-6009 (Santa Fe)	617-776-9333		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 studio 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.

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.

Associate Professor in Landscape Architecture
Gary O. Robinette
Richard C. Rome
Pat D. Taylor

Assistant Professor in Landscape Architecture
J. Randle Harwood

Adjunct Assistant Professor in Landscape Architecture
Ogden L. "Bo" Bass
Donald L. Bounds
Deborah Dunn-Kiper

INDIVIDUAL TEACHER'S RECORD

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	7	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)	12	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 Thesis and Dissertation Committee, 1997.
Member, University Research Committee, 1993-94; 1994-96.
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.

1997 *Future Evaluation Methods in Spatial Planning (book chapter.) Scheduled for Fall 1997.
1996 Invited research, Agricultural University of the Netherlands (to develop joint proposal to host 1998 CELA Conference.)
1996 A Cultural Landscape Inventory for Chickasaw National Park.
1996 A Cultural Landscape Inventory for Wrangell-St. Elias National Park (Gold Hill District.)
1996 A Conceptual Master Plan, Caddo Lake State Park, Texas Parks and Wildlife.
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.
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).
1992 Recreation and Park Master Plan, City of Roswell, New Mexico.
1992 Meadowpark Conceptual Plan, City of Bedford, Texas.
1991 Streetscape Conceptual Designs, City of Bedford, Texas.
1990 CBD Land-Use Plan, City of Bedford, Texas.

INDIVIDUAL TEACHER'S RECORD

(Sheet 3 of 3)

NAME: Pat D. Taylor

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

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.

PROFESSIONAL REGISTRATION: Give profession and state.

Landscape Architecture: Texas, since 1970

INDIVIDUAL TEACHER'S RECORD

NAME: Gary O. Robinette **RANK: Associate Professor**

EDUCATION: (College and higher)

Institution	No. of Years	Degree/Date Granted
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)

Institution	No. of Years	Subjects
University of Wisconsin	3	Professional Practice Planting Design
University of Texas at Arlington	10	Plant Identification Planting Design Professional Practice Design Communications Design Studio Contemporary History Environmental Art

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
Andrews & Clark, NYC	3	Assistant Chief L.A.
ASLA Foundation	6	Executive Director
ASLA	8	Associate Executive Director for Education & Research
Center for Environmental Design Research	5	Executive Director
MND & Partners	1	Director of Marketing

INDIVIDUAL TEACHER'S RECORD

(Sheet 2 of 4)

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 Trees and Parks Foundation, Board of Directors -1993-present
Member - National CARE Awards Program, Sponsored by Rain-Bird Sprinkler Co. - 1993
Member - Juanita J. Craft Home/Warren St. Cultural Center Design Task Force - 1996
Member - Collin County Historical Association Design Advisory Committee -1996
Merit Award - Design - Dallas County Plaza Redesign - Texas Chapter ASLA 1996
Merit Award - Communications - Texas Ecological Communities - TX. Ch. ASLA 1996
Member - ASLA Council of Fellows - Elected October 1996

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

MANUAL OF SITE MANAGEMENT, Agora Communications, Plano, Texas, 1997, (Editor) 648 pp.
MANAGING GROUNDS MAINTENANCE, Agora Communications, Plano, Texas, 1996, (Editor) 1996.
Research grant from the Texas Forest Service for revising and updating the book PLANTS, PEOPLE AND ENVIRONMENTAL QUALITY.
Research grant from the National Park Service for revising and updating the book PLANTS, PEOPLE AND ENVIRONMENTAL QUALITY.
Research grant from the Moss Foundation for revising and updating the book PLANTS, PEOPLE AND ENVIRONMENTAL QUALITY.
Research grant from the General Research Foundation for completing the book THE ENVIRONMENTAL IMPACT OF TREES AND FORESTS.
Editor, AN INDEX TO GRADUATE WORK IN LANDSCAPE ARCHITECTURE, sponsored by the Council of Educators in Landscape Architecture.
Project Director, A GUIDE TO THE LANDSCAPE ARCHITECTURE OF DALLAS/FORT WORTH, in conjunction with the Dallas/Fort Worth Section of the Texas Chapter of ASLA.
Coordinator, South Central Regional Meeting, DESIGN COMMUNICATION ASSOCIATION "Draw Your Own Conclusions", October 1995.

INDIVIDUAL TEACHER'S RECORD

(Sheet 3 of 4)

NAME: Gary O. Robinette

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

"It Isn't Easy Being Green!" paper presented at the Southwest Section Associated Collegiate Schools of Architecture Regional Meeting, Albuquerque, N.M., October 1997.

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

Research involving the ecological communities in the State of Texas has, for the first time, resulted in comprehensible graphic depiction's of the relationship between geology, soils and the various layers of vegetation in 8 of the major natural ecological zones of the state. In addition two common ecotonal areas and one artificial zone (fencerows) have been shown in a uniform graphic format. Work on this will continue over the next few years to complete all of the ecological communities of the State of Texas. The work, thus far, has resulted in a Merit Award in the Communications from the Texas Chapter of ASLA in 1996.

In teaching contemporary landscape architectural history, timelines have been developed, year by year, for the past 60 years. These show significant landscape architectural projects, projects in related fields such as architecture and planning, activities and events in the society and culture of the period and they are being used as the basis for a more extensive syllabus on this period of history. Programmed instructional material for teaching contemporary history and theory are being developed, pending the ability of School of Architecture Photo Lab to duplicate the requested slides.

The materials for teaching plant identification are being programmed, as well, so that a series of 15 lectures will be packaged with slides so that students are able to learn and review this information in an organized way. This is badly needed and is possible by using my slides if the necessary support and cooperation can be gained for additional slide development by the School of Architecture Photo Lab. This will make it much easier to teach this repetitive class in the future and for the Path A students to learn this vital data. In the next few years this same material may be able to be converted into a computer-assisted learning unit, thus saving time and staff involvement in instruction in this subject.

INDIVIDUAL TEACHER'S RECORD

(Sheet 4 of 4)

NAME: Gary O. Robinette

Work on the revision and updating of PLANTS, PEOPLE AND ENVIRONMENTAL QUALITY is continuing and it is anticipated that it will be completed and the Second Edition will be published in 1998. Shortly thereafter, the book THE ENVIRONMENTAL IMPACT OF TREES AND FORESTS will also be completed and published. In late 1997 or early 1998, it is anticipated that the GUIDE TO THE LANDSCAPE ARCHITECTURE OF DALLAS AND FORT WORTH will be complete and ready for publication and distribution. Work is also continuing on the manuscript of a history of contemporary landscape architecture which is tentatively entitles, AN APPROACH TO RELEVANCE.

Some research has also been continued on local landscape legislation, energy conservation, solar energy and wind energy utilization, efficient water usage as well as on the changing character of the membership of the ASLA. None of this has progressed to the point of being ready for publication or wider distribution at this time.

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.

INDIVIDUAL TEACHER'S RECORD

NAME: Richard C. Rome **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 Studios 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
Richard C. Rome, Landscape Arch. Inc.	12	Owner/President
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; 1994-1996
Grader - L.A.R.E. National Exam; 1994
Academic Standards Committee Chair - School of Architecture, UT-Arlington; 1994-pres.
University Faculty Senate; 1996-present
University Research Enhancement Committee; 1996-present
University Student Center Committee; 1995-present
Graduate Advisor; 1992-present
Graduate Studies Committee; 1992-present
Juror - Design Awards Program - ASLA; 1996
Lecturer - LARE Review; 1993-1997

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

Cite - The Architecture and Design Review of Houston. Spring 1997. "Fountains and Fireworks."
UTA Spring Lecture Series - "Classical Gardens - The Romantic Italian Garden"; 1996.
Washington State University, CELA 96 - "The Intended Landscapes of Secrets, Myths and Trauma."
*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" REFERRED PUBLICATION.
Pennsylvania State University, LABASH 90 - "Theory and Theories of Landscape Architecture" INVITED LECTURE.

INDIVIDUAL TEACHER'S RECORD

(Sheet 3 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)(continued).

***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.

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. I continue to provide consulting services as a registered landscape architect on projects ranging in size from residential properties to municipal parks. This involvement in the practical side of the profession allows me to balance the more theoretical and exploratory activities of my studies, lectures and seminars. I strongly believe that a balance is desirable between the visionary and the utilization aspects of one's profession.

PROFESSIONAL REGISTRATION: Give profession and state.

Landscape Architect:	Texas (current registration)
	Georgia (previous registration)
	Alabama (previous registration)
	Florida (previous registration)

INDIVIDUAL TEACHER'S RECORD

NAME: J. Randle Harwood **RANK: Assistant Professor**

EDUCATION: (College and higher)

Institution	No. of Years	Degree/Date Granted
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)

Institution	No. of Years	Subjects
University of Massachusetts	2	Land Forms Graduate Design Studio Computers
City of Fort Worth	1	Landscape Architect II
University of Texas at Arlington	5	Design Studios Landscape Technology I, II, III, IV, V Computers Thesis (in Landscape Arch.) Computer Mapping (for Planning) Site Development Undergraduate (for Arch.) 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.

Firm or Agency	No. of Years	Responsibilities
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 5)

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, 1994-96
University Accreditation Committees, 1994/95/96
Juror, ASLA National Student Competition, 1994
University Academic Computing Committee, 1993/94
School of Architecture Organized Research Committee, (O.R.C.), 1993/94
Editor, DFW ASLA 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, 1990-97
Faculty Advisor, Sigma Lambda Alpha, 1990-97
Faculty Advisor, LABASH '92, 1990-93

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

Invited Speaker "Comprehensive Park and Recreation Planning", Southwest Park and Recreation Training Institute, Continuing Education Training Session, Feb. 3 1997.
1995-96 Caddo Lake State Park and Wildlife Management Area Conceptual Master Plan.
Woodfin, Thomas, M. and Harwood, Randle. "Binational Regional Planning: The San Antonio Monterrey Corridor" Abstracts of All Papers 1995 Annual Conference Proceedings Vol. II Urban and Regional Information Systems Association, Abstract and Presentation.
Woodfin, Thomas, M. and Harwood, Randle. "Without Borders: The San Antonio Monterrey Corridor: The ASLA Community Assistance Project" American Society of Landscape Architects, National Conference, San Antonio, Texas, October 1994, Presentation.
Woodfin, Thomas, M. and Harwood, Randle. "Without Borders: The San Antonio Monterrey Corridor: The ASLA Community Assistance Project" Issues Workshop ITESM (Monterrey Technical Institute and University) Monterrey, N.L., Mexico, September 1994.

INDIVIDUAL TEACHER'S RECORD

(Sheet 3 of 5)

NAME: J. Randle Harwood

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

Woodfin, Thomas, M. and Harwood, Randle. "Without Borders: The San Antonio Monterrey Corridor: The ASLA Community Assistance Project" Issues Workshop, College of the Northern Frontier, Nueva Laredo, Mexico, September 1994.

Woodfin, Thomas, M. and Harwood, Randle. "Without Borders: The San Antonio Monterrey Corridor: The ASLA Community Assistance Project" Issues Workshop, San Antonio Hilton, San Antonio, Texas, September 1994.

1994 Blackland Prairie Restoration, Public Use and Recreation Analysis, Facilities and Equipment

*"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.

*"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 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

INDIVIDUAL TEACHER'S RECORD

(Sheet 4 of 5)

NAME: J. Randle Harwood

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

*"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 Publication, 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.

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

INDIVIDUAL TEACHER'S RECORD

(Sheet 5 of 5)

NAME: J. Randle Harwood

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

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: Ogden L. "Bo" Bass **RANK: Adjunct Assistant Professor**

EDUCATION: (College and higher)

Institution	No. of Years	Degree/Date Granted
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)

Institution	No. of Years	Subject
University of Texas at Arlington	9	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.

Firm or Agency	No. of Years	Responsibilities
City of Euless, Texas	3.5	Land use planning & design Park planning and design
Schrickel, 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: (Office 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.

Zoning Map Amendments & Ordinance Revision, Euless, Texas 1997
Comprehensive Land Development Plan, update, Euless, Texas 1997
Phase I Environmental Site Assessment, **Tejas Testing Site, Municipal Service Center**, Euless, Texas 1997
Euless Municipal Library, project management, Euless, Texas 1996
Bear Creek Fashion Mall, **Bennett Consolidated/The Yarmouth Group**, Euless, Texas 1995
Phase I Environmental Site Assessment, **Athletic Complex Tract**, Euless, Texas 1995
Urban & Community Forestry Development Program, **TFS/USDA/TUFC**, Euless, Texas 1994
The Trails of Euless, **ISTEA/TXDOT**, Euless, Texas 1994
Mid-Cities Median Beautification Development, project management, Euless, Texas 1994
Land Use & Thoroughfare Plan, Colleyville, Texas 1993
Municipal Campus Master Plan, project design, Euless, Texas 1993
Garden Office Development, site design & platting, **Shalyn S. Clark Insurance**, Hurst, Texas 1993
Lincoln Industrial Centre, multi-lot replat, **Chase Bank**, Grand Prairie, Texas 1993
Phase I Environmental Site Assessment, Misc. Tracts, **Sunbelt Land Development**, Arlington, Texas 1993
Winding Creek Phase III, Platting, Gra-Son Land Co., Arlington, Texas 1993
Riverside 1,800 Acre MXD, Metro Vest Partners Ltd., Arlington, Texas 1993
Pebble Creek Business Park, 180 Acre MXD, College Station, Texas 1993
Park and Open Space Master Plan, Harlingen, Texas, 1992
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

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).

Parks and Recreation System Master Plan, Southlake, Texas 1991
Parks and Recreation Master Plan, North Richland Hills, Texas 1991
Highway 10 Corridor Zoning and Development Ordinance, Hurst, Texas 1991
Mandatory Park Land Dedication Ordinance, North Richland Hills, Texas 1991
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
Fairfield, Platting and Design, Crossland Investment Properties Inc., Arlington, Texas 1990
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
Parks and Recreation Master Plan, Colleyville, Texas 1990
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
Campus Master Plan, Texas A&M University and TAMU System 1990
Oak Valley Estates, Zoning, Platting and Design, NCNB Texas National Bank, Benbrook, Texas 1990
Vista Mont Addison, Platting and Design, NCNB Texas National Bank, Fort Worth, Texas 1990
Sherman Comprehensive Plan, Sherman, Texas 1988

INDIVIDUAL TEACHER'S RECORD

(Sheet 4 of 4)

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

INDIVIDUAL TEACHER'S RECORD

NAME: Lannie Hoover **RANK: Adjunct Assistant Professor**

EDUCATION: (College and higher)

Institution	No. of Years	Degree/Date Granted
University of Texas at Arlington	1	MLA 1988
University of Texas at Arlington	2	BSLA 1986
Texas Tech University	4	Study in Landscape Architecture

TEACHING EXPERIENCE: (College level)

Institution	No. of Years	Subject
University of Texas at Arlington	2	Land Tech I Land Tech II

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
Thompson Landscape Arch.	3 months	Design Development & Cost Estimates
SWA Group	8	Design Development & Coordinator
City of Fort Worth: Park Planning	2	Park Planning & Design
Earth Design Research	1	Park Planning & Design

PROFESSIONAL REGISTRATION: Give profession and state.

Texas Landscape Architect #1628

INDIVIDUAL TEACHER'S RECORD

NAME: Deborah Dunn-Kiper **RANK: Adjunct Assistant Professor**

EDUCATION: (College and higher)

Institution	No. of Years	Degree/Date Granted
The University of Pennsylvania	6	BA 8/78
The University of Texas at Arlington	3	MArch 5/96

TEACHING EXPERIENCE: (College level)

Institution	No. of Years	Subject
The University of Texas at Arlington	1	Design and Drawing I
		Design and Drawing II
		Advanced Communications
		Architectural Graphics I
		Design Studio V
	Fall 96	History of Architecture and Design (GTA)
	Sp 96	Design Communications (GTA)
	Fall 95	Design and Drawing I (GTA)
	Sp 94	Design and Drawing II (GTA)

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
	0	

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

Outstanding Faculty Award 1996
Faculty Award of Merit 1996
Dean's Review Committee - Graduate Representative 1996
Faculty Evaluation Committee - Co-chair 1995-96
Best of Show (student) - Ken Roberts Delineation Competition 1993

PROFESSIONAL REGISTRATION: Give profession and state.

INDIVIDUAL TEACHER'S RECORD

NAME: Donald L. Bounds **RANK: Adjunct Assistant Professor**

Mr. Bounds is a landscape architect and urban designer. He received his masters degree in landscape architecture with an emphasis in site planning and landscape design at Harvard University's Graduate School of Design.

He has handled a wide variety of project scales in various locations across the country. His primary focus is design and site planning in urban and planned community projects. A few of the projects he has served as lead designer and manager include Schumpert Medical Center, Shreveport, Louisiana; Irvine Bioscience Center, Irvine, California; South Texas Ambulatory Care, San Antonio, Texas; Doctors Medical Center, Modesto, California; Georgetown Memorial Hospital, Georgetown, South Carolina; Four Seasons Resort & Club, Irving, Texas; Arlington's Magic Mile, Arlington, Texas. Tasks required on these projects varied however, the experience covers all aspects of Landscape Architecture including project management, site planning, feasibility studies, guidelines, schematic design, design development, complete construction documentation, cost estimating, field administration and maintenance guidelines.

Experience:
Donald L. Bounds
Dallas, Texas
1991-Present

The SWA Group
Senior Associate
Sausalito, Laguna Beach, Boston,
Boco Raton & Dallas
1979-1991

Education:
Harvard University
Graduate School of Design
Department of Landscape Arch.
Master in Landscape Architecture;
1983

University of Oregon
Department of Landscape Arch.
Bachelor of Landscape Architecture,
1978

Teaching Experience:
Teaching Asst. in Landscape Arch.
University of Oregon

LARE Exam Review Session
University of Texas at Arlington

Landscape Architect Certification & Registration:
National Certification - Clarb Cert.
State Registrations, Louisiana and Texas

Professional Affiliation:
Member, ASLA

Research & Travel:
Gardens in Italy, Spain, Portugal, Canada and United States

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 self-presentation.

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.

Note: Statistics for the last eight years are presented to give the team a better overall look at enrollment figures.

Academic Year	In-State		Out-of-State Foreign		Total Major Students	
	M	F	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
1994-95	17	23	1	6	18	29
1995-96	15	17	2	7	17	24
1996-97	13	15	2	3	15	18

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

-- American Indian
-- Black (non-Hispanic)
2 Asian or Pacific Islander
1 Hispanic
3 Caucasian
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 for the 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 of its leadership. Student representatives from landscape architecture and architecture make exclusive decisions about participants in the school's annual lecture series. While they seek faculty recommendations, students make final decisions and arrangements for these speakers in concert with the Dean. The program director conducts annual project planning with leaders of the student chapter. Examples of recent undertakings by the chapter include mentoring, and preparation of the program's annual exhibit and Award's Banquet each April, 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, funded student

support for the 1994 CATT project, and independently funded an international speaker in 1997.

Students initiate faculty evaluations each semester by administering and collecting the forms, and delivering them to the director's or Dean's assistant. In 1994 the president of the student chapter initiated 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 student 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 informal reminders that the visit was upcoming and that their observations were important; B) through annual 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 specialization's
  Collegial treatment
  Access and communication (with faculty)
  Location
  Outside lectures
  Teaching assistants
  Technical support

- Program Weaknesses
  Number and variety of faculty
  Faculty attitudes
  Enrollments

- Important Issues (not identified as strengths or weaknesses)
  More hands-on, directed teaching
  Need for more faculty
  Relationships with architecture
  Long-term program goals

Program Strengths

Historically, students have been impressed with the diverse educational backgrounds and occupations, along with the cultural and personal experiences of their colleagues. "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 specialization's now in-place also elicit positive responses as umbrellas under which students can articulate their areas of interests. However, students indicate that more discussion and guidance about these specializations are needed earlier in their academic programs.

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."

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 in 1997 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 in her final year (1995).

By using outside resources to strengthen the faculty's capabilities in the technical sequence, the program appears to have addressed the student's concerns which appears in data three years ago. 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.

Program Weaknesses

The number and variety of faculty are a topic in student data. Dominant in the date from students (and to some degree from faculty) is the theme of over-exposure to the primary teaching faculty. One student noted during 1996 that through an unusual set of teaching assignments, he had been taught by the same professor in all five studios. While this is an unusual event, it is accurate that more faculty can expand and deepen the student's experiences in the program. Student appreciation for teaching assistants, part-time faculty and visiting lecturers to supports this point.

Noteworthy during the past academic year are student concerns over faculty attitudes and the faculty's general enthusiasm for their work, both of which are perceived to have declined. Specifically, students have noted an "edginess" among faculty which shows-up as anger or unreasonableness in their teaching and critique

styles. "We expect this occasionally", noted one student, "But when it shows-up in (a usually calm individual) we wonder what's going-on." Another student cited a lack of passion among faculty, "(They've) lost that gleam in (their) eye when they talk about their favorite subjects."

Some of the current faculty attitudes are traceable to a perception that the program is once again receiving inequitable treatment from the dominant representation of architecture in the school, to the need for more new faces among the faculty, and to concern over enrollment declines. Perceptions regarding these concerns are grounded partly in truth and partly in selective attention to information concerning them. For example, while funding for computer support for landscape architecture has increased significantly, obvious needs remain. In addition, the need for new faculty shows-up not only as a need among students but among faculty who are "tired" of over-exposure to each other (the same core group of four has been the primary faculty for six years). And, while enrollments of new students have declined, neither the fact that declines in graduate enrollments are a state and national trend nor the fact that some of the decline is because of episodic jumps in tuition fees and in stricter program grading and admission standards, offset the concern over reduced numbers.

Concerns over enrollments, however, are not being ignored by faculty or administration. Updated program brochures and an expanded mailing to other universities, firms, and academic programs have raised program visibility. The emphasis has been placed on frequent and personal contact with prospective students, particularly those who contact the program for information. These prospects have increased by threefold over last year's requests.

Each prospect receives handwritten notes on each initial response from the director. Three additional mail contacts are made during the next few weeks (see forms in the Appendix). Increased personal contact with the Graduate Admission's staff has helped in making the application process more user-friendly. Results of these new efforts over the next two years will be measurable partially by student capture and retention rates.

Important Issues

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

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 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 1994 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 and remains similar to input in 1994: 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." As a response to this concern the Dean has authorized the construction of hallway pin-up space indicated to landscape architecture.

Strong support exists for the on-going 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.

Other issues-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."

- "I think the faculty is out-of-touch with practitioners."
- The learning on computers is too academic."
- "We've got to have more Auto-CAD capabilities."

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. In 1993 Prof. Rome reordered class times into three basic segments, based partly on student requests to keep at least one-half day free of classes. (This request was in deference to the high number of students who work or have families.) As a result required classes (non-studios) are offered between noon and 3:00 p.m.; specialization courses between 3:00 p.m. and 6:00 p.m.; and studios between 6:00 p.m. and 10:00 p.m., with outside times frequently arranged on Saturdays.

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 6 (Admission Requirements and Procedures) and pages 119-123 (Program in Landscape Architecture) of the 1996-98 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.

Note: Please refer to pages 5 and 6 (as well as selected references throughout) for relevant material on this subject.

Recruitment efforts are aimed primarily at prospective students who initially contact the program. Historically, this pool of prospects has been substantial and until 1995-96 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, a listing of faculty, and a program brochure. The graduate advisor or director when possible, then conduct interviews by correspondence, telephone or in-person and initiate 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. Later, as subsequent letter with a brochure on all faculty within the School of Architecture is mailed. In addition, all prospects are sent a questionnaire asking them to confirm their intentions to enroll during the upcoming academic year.

Plans for recruiting 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, but no arrangements have been finalized. 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.

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.

Academic Year	Males	Females	Total
1994-95	2	3	5
1995-96	0	7	7
1996-97	1	2	3 (through 5/97)

8.2 Record of Advance Study

Tabulate for the years since the last SER.

At the time of this report, one graduate is known to be pursuing a master of architecture degree at the University of Pennsylvania.

8.3 Employment

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

Present Occupation	Males	Females	Total
Advanced Study & Research	--	1	1
Teaching	1	0	1
Private Practice	2	6	8
Governmental Practice	0	2	2
Landscape Hort./Design Build	0	2	2
Volunteer Service (Missionary)	0	0	0
Other (Specify)*	1	3	4
Unknown	--	--	--
Total	4	14	18

* Continuing to work in original field; seeking work, or electing not to work.

8.4 Alumni Tracking

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

Alumni records are update and filed by the University's ex-students' association and by the program's alumni coordinator (Mr. Brian Cotter, MLA 1993.) 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. Updates are called for the newsletters from the director, and an alumni survey is being prepared for distribution in the fall of 1997 (see appendix.)

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. One alumna recently was selected as the outstanding landscape architect for the U.S. Army Corps Engineers. Similar honors can be expected over the next few years.

The principle informal measure of alumni accomplishments has been 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. Unfortunately, records of the Texas Board of Architectural Examiners no longer reflect the contrasting numbers between the state's three universities, so current data on the comparative standing of UT-Arlington alumni are not available.

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 Advisory Council. Practitioners and managers also acknowledge the accomplishments of the program's alumni by the fact that in 1996 one hundred percent of all MLA graduates since 1989-90 who wanted to work had jobs. Two from this group left their positions to devote time to their families. Both continue to do selective consulting from their homes and both intend to return to full-time practice in a few years.

Two recent graduates are continuing to work in their original professions pending a new position in landscape architecture. One international student is waiting to return to her homeland to work, and another recent graduate began a family before seeking employment. Otherwise, alumni are working in the field.

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 one to two 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 came in the 1990 self-study and in the 1994 SER in which four to six alumni groups were interviewed about the program's quality, its strengths and weaknesses, and other important issues. Only selected individual alumni were sought for input in the current SER.

Alumni maintain high exposure for themselves and for the program for 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 were qualitatively collected along with data from students, architectural faculty, faculty, practitioners and administrators. A repeat of these data is presented for the benefit of the accreditation team. Data from 1997 are presented were appropriate.

Alumni were asked to respond to the following questions in 1990 and 1994:

- 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 showed a connectedness between all three of these themes, and all three were connected to an expectation of program success. In addition, alumni tied their future interest in the program to their expectation that the program would be accredited, which it was. One alumnus noted in 1994 that accreditation would mean the program's historic problems..."with architecture (would 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. "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 in 1994. "I admit that I'm out of touch with the program right now,"...he added, noting his surprise that the program had not been accredited before 1994.

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 but will be soon.) 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 no longer are accurate. One alumnus began his remarks in 1994 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-breading 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."

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 will-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. Practitioners also serve as Faculty Adjuncts and on the Advisory Council, and frequently seek employees and interns from the program.

9.2 Local/Regional Practitioners

Explain how practitioners are involved in supporting the program.

In the self studies conducted in 1990 and 1994, 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. (These data, including selected data acquired in 1997, are repeated here.)

Data from area practitioners center around the following themes:

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

<u>Relationships with the architectural faculty (degree of autonomy)</u>

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 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. 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 (see page 37.)

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

Area practitioners, whose academic backgrounds are national and international, 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," note 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.

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. Harwood: Bryan's House, a facility design for children with AIDS (Dallas, through SASLA); San Antonio to Monterrey corridor; CATT.
2. Robinette: Conceptual designs for Dallas' Juanita Craft Home and Community Center.
3. Rome: Design alternatives for the UT-Arlington School of Nursing.

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: Faculty Senate; University Research Committee.
- Taylor: University Research Advisory Council; Chair, School Research Committee; University Thesis and Dissertation Committee.
- Harwood: Academic Computing Committee; Adhoc Committee on Graduate Program in Landscape Architecture; University Accreditation Committee; PC and Work-Station Study Committee.

Community Service

1. City of Dallas
2. City of Fort Worth
3. City of Kennedale
4. City of Lancaster
5. City of Seagoville
6. City of Ovilla
7. City of McKinney
8. Texas Parks and Wildlife Department
9. Bureau of Redemption
10. National Park Service
11. St. David's School

Professional Service

1. CLARB--Rome (grading and vignette problem review)
2. ASLA--Harwood (design and research competitions) (regional/national)
3. CELA (hosting in 1998)
4. L.A.R.E. Review (on-going)
5. CATT (1994 ASLA Conference)
6. Local landscape ordinances--Robinette

10.2 Visibility

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

Projects representing the preceding lists have generated significant visibility for the program at local, regional, state and national levels. Particular visibility comes from the program's hosting of the annual L.A.R.E. review held on campus each spring for all registrants who take the exam in Texas. Local television coverage on park planning and state-wide radio coverage of national student awards occurred in 1995 and 1996, respectively. 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 winner.
- 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 McRae, Community Landscape Plan for Wills Point, Texas, ASLA Texas 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.

1995

- Cantey Ferchill, ASLA National Research Award, A Comparison of Cultural Landscapes of Two Coal Mining Communities.
- Richard Wiebe, ASLA National Research Award, Gender Values Among Landscape Architecture Students.

1996

- Angelynn Zimmer, ASLA National Research Award, Vernacular Landscapes.
- Madhuri Nandgaonkar, ASLA National Research Award, History and Myth in Cultural Landscapes.
- Gary O. Robinette, Election as a Fellow in ASLA.

1997

- Sharmilla Ghose and Michael Kinler, National Park Service International Design Recognition, Indian Memorial at Little Big Horn.

11. Facilities and Equipment

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

11.0 *Describe the impact of the program's facilities and equipment in achieving the program's mission and objectives.*

As cited previously, program facilities are highly regarded, particularly as far as basic space and building design are concerned. Since the last SER, three areas of recent concern--computer facilities, library holdings, and slide library facilities--have received updates or additional funding. These improvements have served to underscore additional needs, however, including the need for full computer mapping capabilities for autoCAD and GIS operations, for additional storage and labeling capabilities for slide holdings, and for expanded on-going acquisitions of landscape architecture publications in the School's library. Also scheduled for 1997 are office computers for all faculty who want them. These updates and improvements are in keeping with program's mission as a responsible, academically successful provider of graduate education.

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 office space (203c) in the Dean's suite. Graduate assistants in landscape architecture use room (326) which is reserved for the Center for Environmental Design Research.

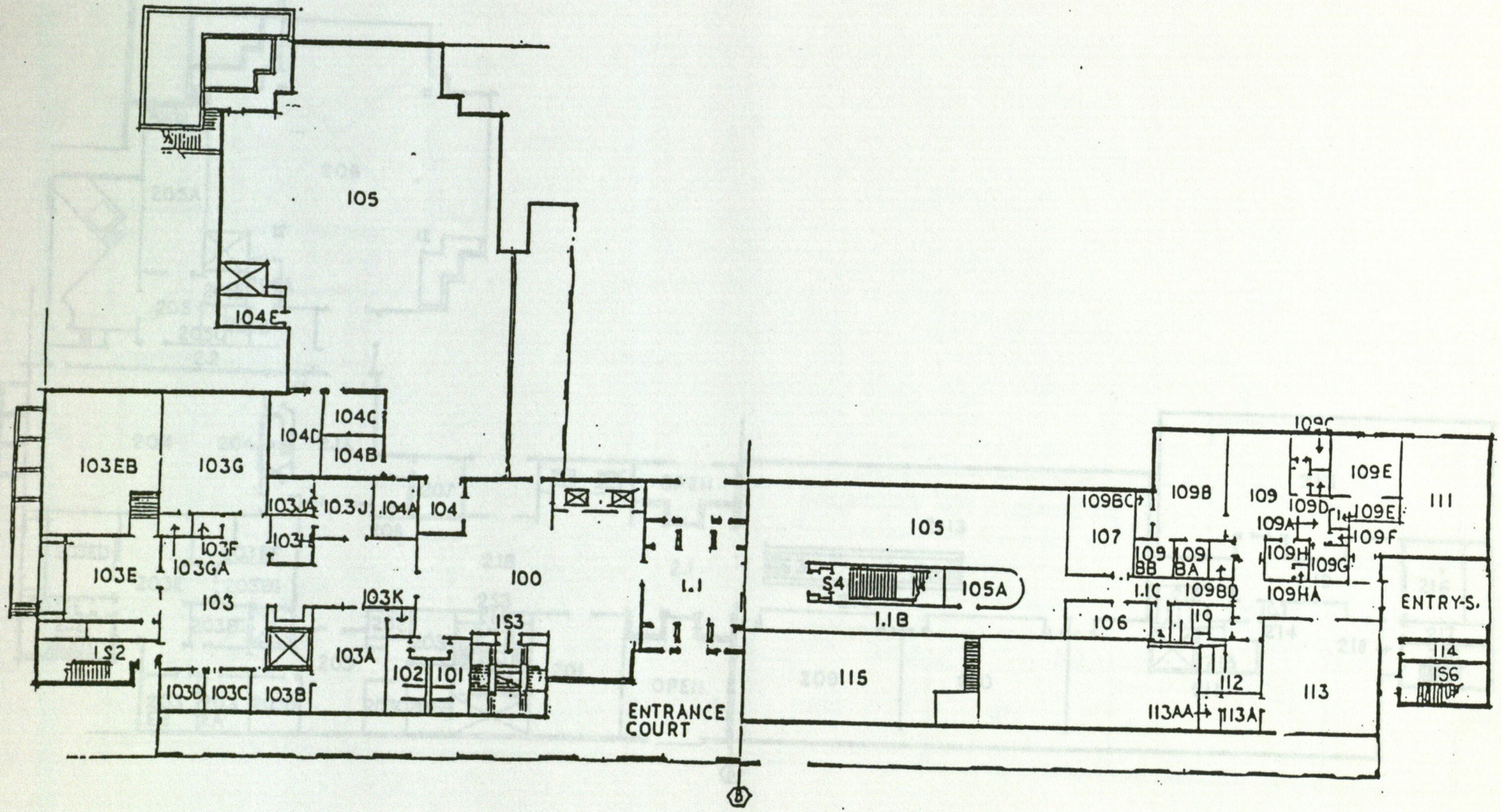
Spaces and facilities are among the exceptional strengths of the UT-Arlington program, with some observers calling them among the finest in North America. Preliminary discussions have been conducted with school administrators for adding a third studio for landscape architecture when increasing enrollments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

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	326 - ARCH	165	1/2	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

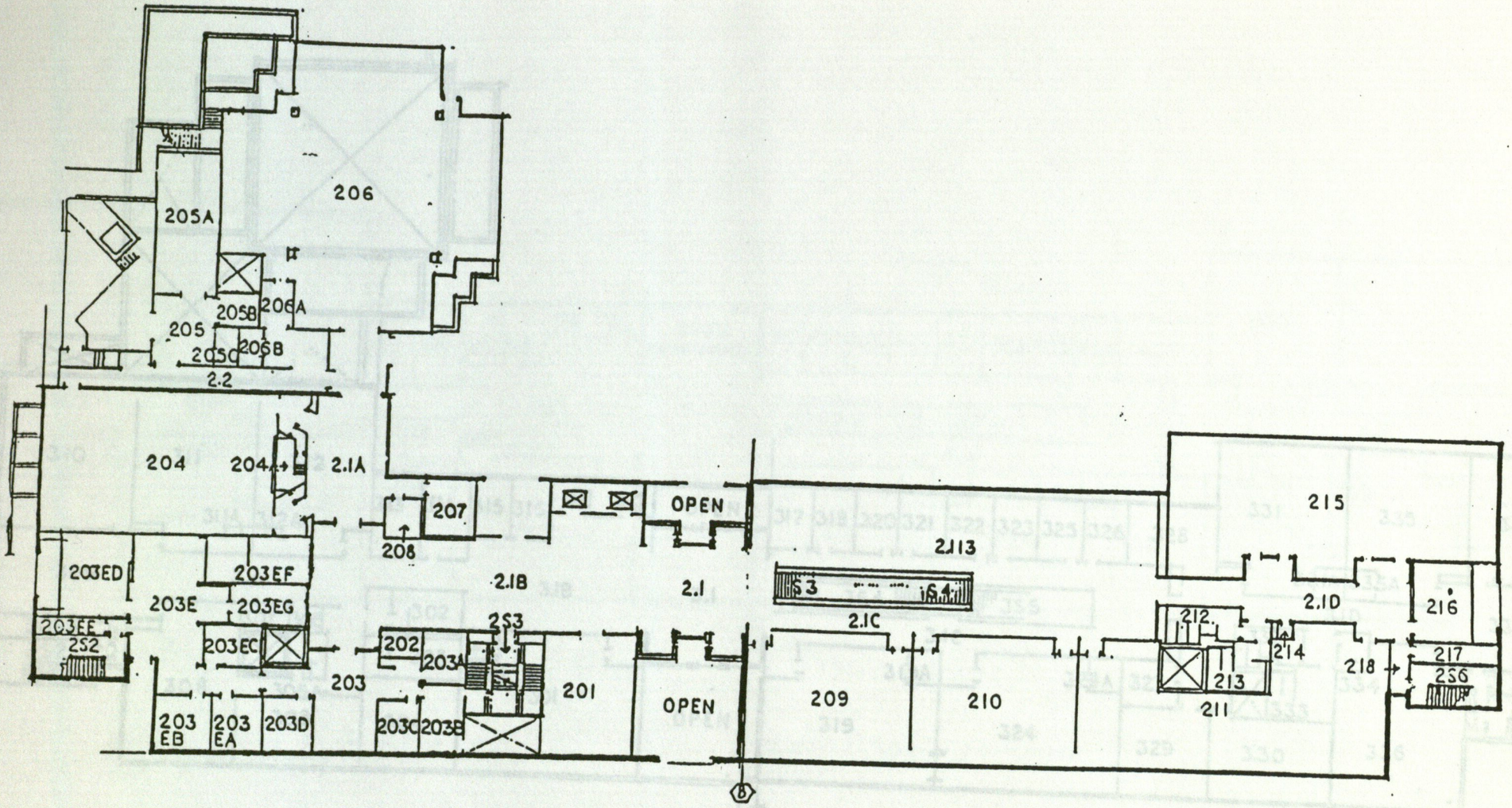
Room Number	Description
100	Entry/Display
101/102	Restrooms
103	Computer Lab
104/105	Library
105	Student Lounge/Reading/Vending
106	Janitorial
107	Inventory Control
108	Janitorial
109/111	Photo Lab and Studio
110/112	Restrooms
113	Model Shop
114	Mechanical
201	Main Conference/Meeting
202	Mail
203	Main Office
203A	Supplies
203B	LARC Program Director
203C	Undergraduate Advisor-Architecture
203D	Interior Design Program Director
203E	Administration Office
203EA	Graduate Advisor - Architecture
203EB	Assistant Dean
203EC	Supplies/Records
203ED	Dean's Office
203EF	Support/Exhibit Curator
203EG	Conference/Meeting

Room Number	Description
204	Auditorium/Theater
205	Storage
206	Reception/Main Jury/Exhibit
207/208	Restrooms
209/210/211/215	Studios: Basic Studios
212/213	Restrooms
214	Janitorial
216	Student Organizations
301/308/310/311/312	Studios
319/324/331/335/336/337	Studios
302/303/332/333	Restrooms
304/329/330	Class/Lecture Rooms
305	Sample Room - Interior Design
309/338	Review/Jury Spaces
313/315-318/320-323/325-326	Faculty Offices
314	GTA/GRA Office
327	Janitorial
328	Lounge
401	Large Lecture Room
402/403/431/432	Restrooms
404/405	Class/Lecture Room
408/410/411/412/419	Studios
409/435	Review/Jury Spaces
424/429/430/434	Studios
413-418/420-423/425-426	Faculty Offices
427	Adjunct/Visiting/GTA/GRA Office
428	Lounge



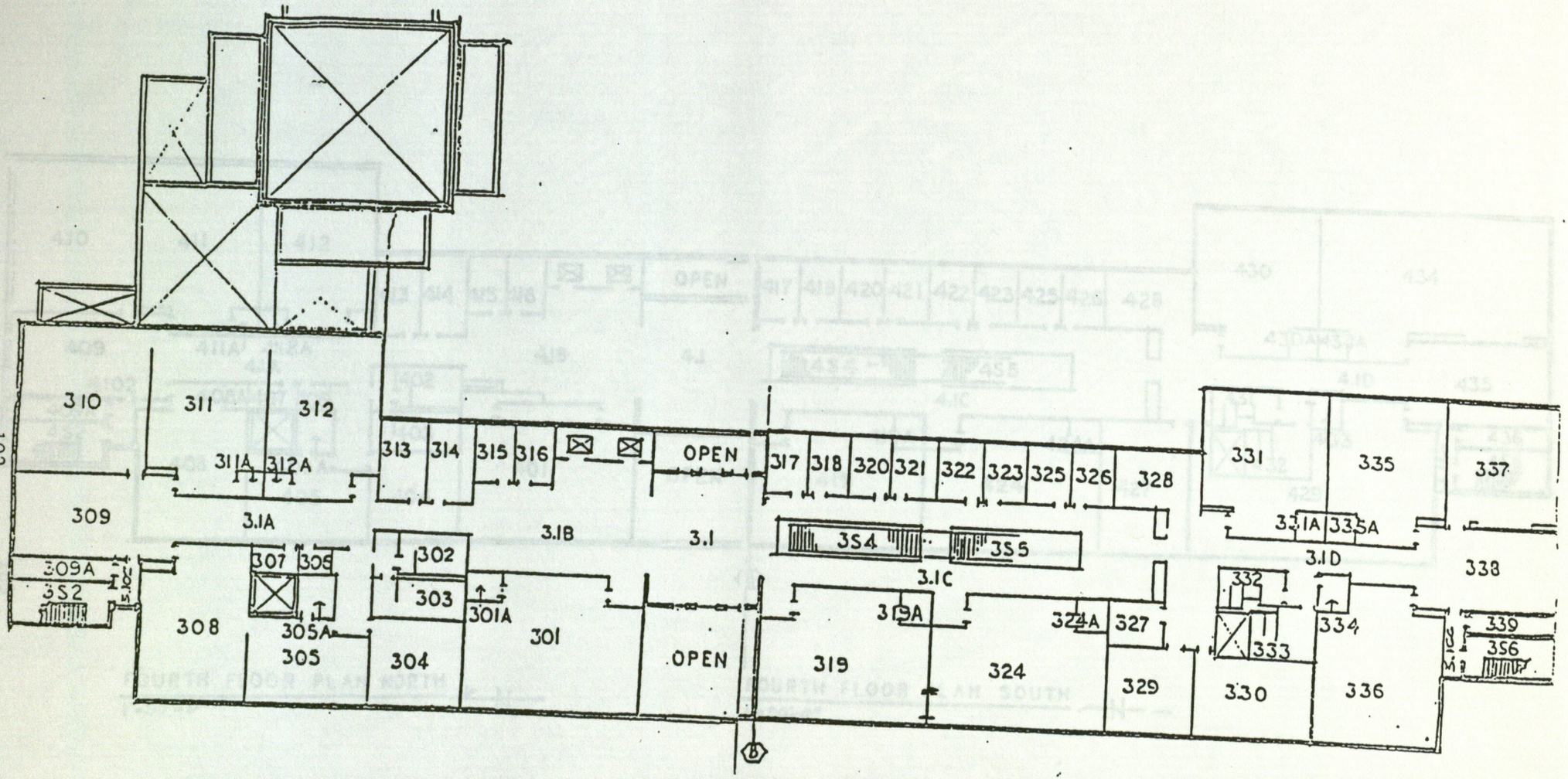
FIRST FLOOR PLAN-NORTH
1" = 30'-0"

FIRST FLOOR PLAN SOUTH
1" = 30'-0



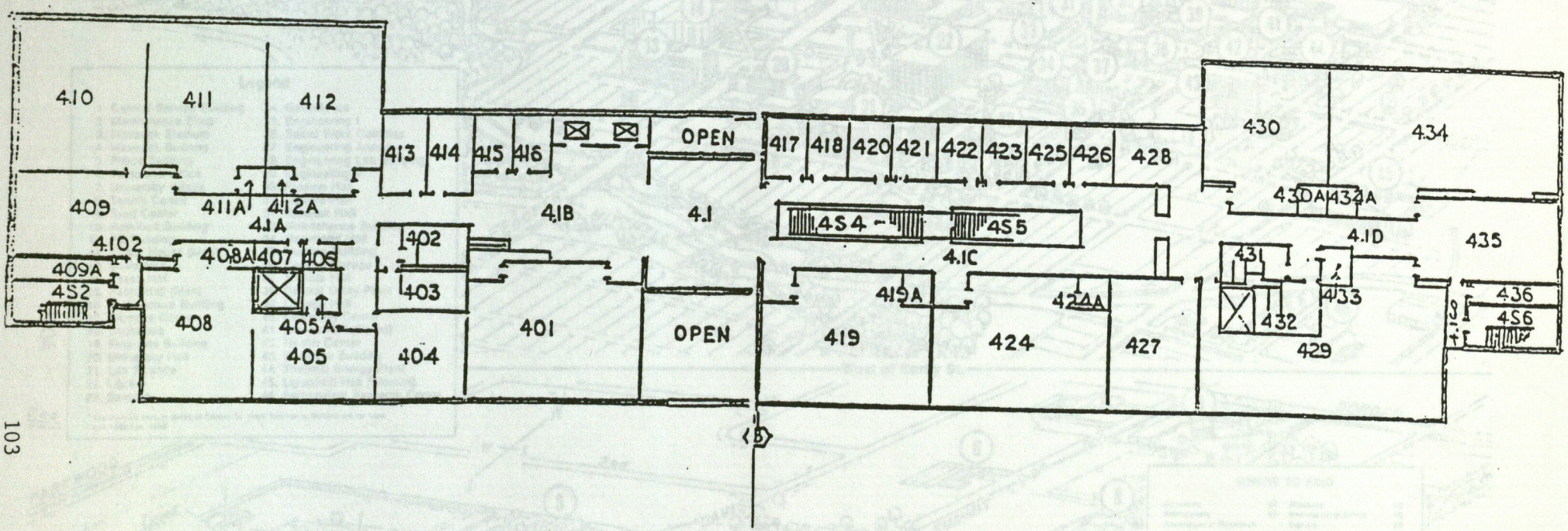
SECOND FLOOR PLAN NORTH
1" = 30'-0"

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



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

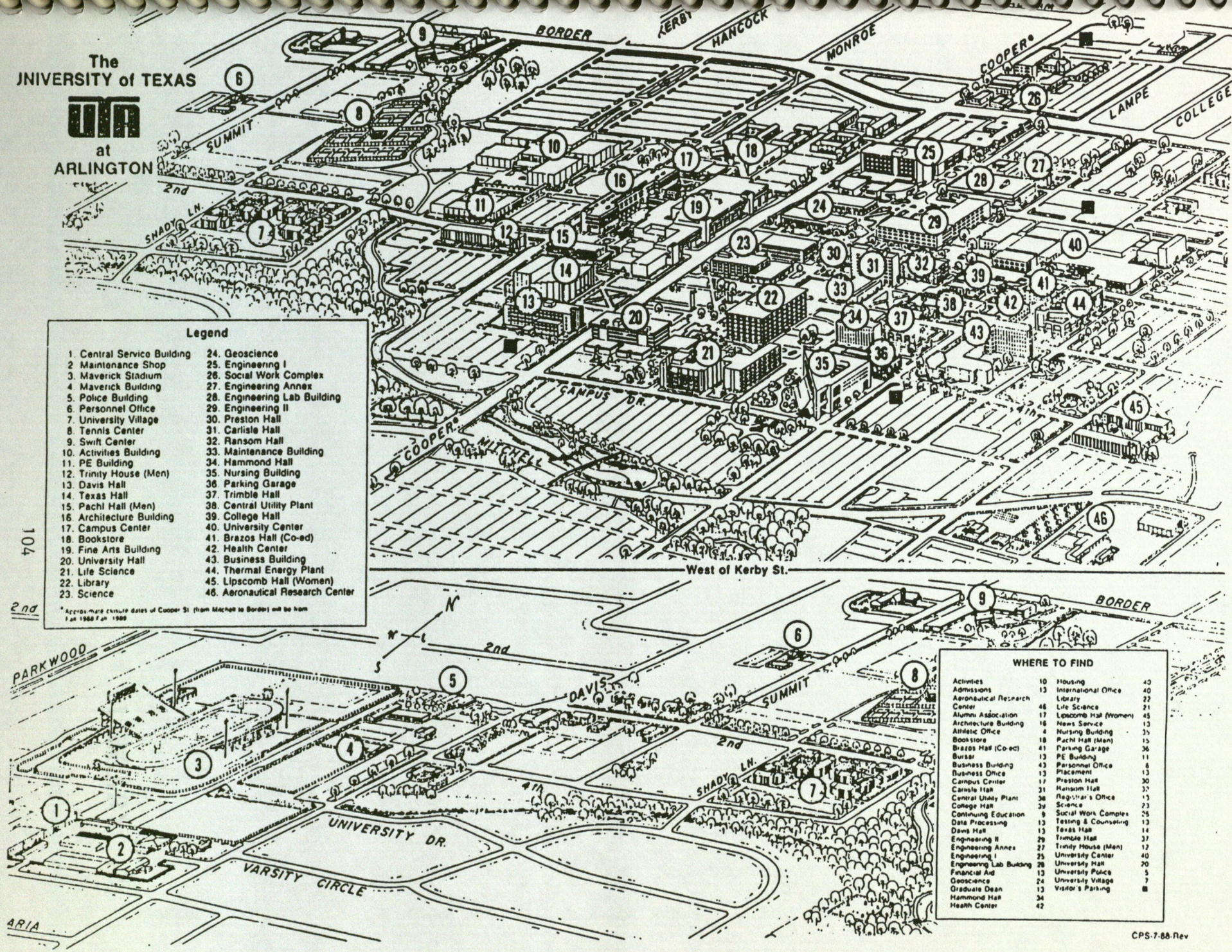
THIRD FLOOR PLAN SOUTH
1" = 30'-0"



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

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

The UNIVERSITY of TEXAS at ARLINGTON



Legend

1. Central Service Building
2. Maintenance Shop
3. Maverick Stadium
4. Maverick Building
5. Police Building
6. Personnel Office
7. University Village
8. Tennis Center
9. Swift Center
10. Activities Building
11. PE Building
12. Trinity House (Men)
13. Davis Hall
14. Texas Hall
15. Pachl Hall (Men)
16. Architecture Building
17. Campus Center
18. Bookstore
19. Fine Arts Building
20. University Hall
21. Life Science
22. Library
23. Science
24. Geoscience
25. Engineering I
26. Social Work Complex
27. Engineering Annex
28. Engineering Lab Building
29. Engineering II
30. Preston Hall
31. Carlisle Hall
32. Ransom Hall
33. Maintenance Building
34. Hammond Hall
35. Nursing Building
36. Parking Garage
37. Trimble Hall
38. Central Utility Plant
39. College Hall
40. University Center
41. Brazos Hall (Co-ed)
42. Health Center
43. Business Building
44. Thermal Energy Plant
45. Lipscomb Hall (Women)
46. Aeronautical Research Center

* Approximate closure dates of Cooper St. (from Mitchell to Border) will be from Jan 1988 Feb 1989

West of Kerby St.

WHERE TO FIND

Activities	10	Housing	40
Admissions	13	International Office	40
Aeronautical Research Center	46	Library	22
Alumni Association	17	Life Science	21
Architecture Building	16	Lipscomb Hall (Women)	45
Athletic Office	4	News Service	13
Bookstore	18	Nursing Building	35
Brazos Hall (Co-ed)	41	Pachl Hall (Men)	15
Bursar	13	Parking Garage	36
Business Building	43	PE Building	11
Business Office	13	Personnel Office	6
Campus Center	17	Placement	13
Carlisle Hall	31	Preston Hall	30
Central Utility Plant	38	Ransom Hall	32
College Hall	39	Registrar's Office	13
Continuing Education	9	Science	23
Data Processing	13	Social Work Complex	26
Davis Hall	13	Testing & Counseling	13
Engineering II	29	Texas Hall	14
Engineering Annex	27	Trimble Hall	37
Engineering I	25	Trinity House (Men)	12
Engineering Lab Building	28	University Center	40
Financial Aid	13	University Hall	20
Geoscience	24	University Police	5
Graduate Dean	13	University Village	7
Hammond Hall	34	Visitor's Parking	■
Health Center	42		

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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 one million volumes and 5,000 current serial subscriptions together with appropriate resources in indexing systems, reference works, abstracts, government publications (both Texas and U.S.), microforms, CD-ROM databases, and on-line 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 other locations. This library is located in room 104/105 of the Architecture building.

In addition to the Libraries on-line 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:

1996/1997:	monographs	$7,681
	serials	6,848
1995/1996:	monographs	7,104
	serials	6,864
1994/1995:	monographs	6,108
	serials	6,683

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, environmental science, urban renewal, irrigation, hydroponics, and climatology. Currently, the Libraries subscribe to approximately seventy 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 of 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 1996/97, $60,000 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 Uncover 2: The Colorado Alliance for Research Libraries (CARL) has developed a "user friendly" on-line access to articles from more than 17,000 unique journal titles. Uncover 2 provides the convience of searching tables of contents, authors, and subjects for journals that the used regularly whether or not they are held by the UT-Arlington Libraries. The system provides for document delivery by telefacsimile within 24 hours of 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 Worldwide Web: The UT-Arlington Libraries Web page provides the access to the on-line 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 Women'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 pursue traditional interlibrary loan borrowing, or to travel to the institution.

Avery Index to Architectural Periodicals: The Libraries subscribe to Avery through electronic on-line 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 April, 1995, nearly 169,000 records are available through author, subject, or keyword access. This database is available on the Worldwide Web and may be used in the Libraries or via remote access.

Government Publications On-line: 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.