THE UNIVERSITY OF TEXAS

AT ARLINGTON

PROGRAM IN LANDSCAPE ARCHITECTURE

1996-97 STRATEGIC PLAN

1.0 INTRODUCTION

This strategic plan outlines the topics of importance to the program as
determined by the program faculty, and drafted by the program director. Input
concerning each topic was added by key informants from constituent groups including
students, alumni, advisors, adjuncts and faculty from related disciplines. Assembled
through face-to-face interviews, and on-going discussions, the plan primarily is one
authored by the landscape architecture faculty over a twelve month period in 1996-97.

The topics seen by the faculty as critical to the program's future include:

* <u>Curriculum</u>, including paths, credit hours, specialization's and outside
  course work;

* Graduate level <u>research and scholarly work;</u>

* <u>Faculty,</u> including credentials, development and promotion/tenure;

* <u>Students,</u> including credentials, paths, standards for continuation and
  candidacy, enrollment and recruitment;

* <u>Alumni,</u> including placement and practice;

* <u>External relations</u>, including a development plan, practitioners, pro-bono
  work, support personnel, and community projects; and

* <u>Resources and facilities</u>, including computers, libraries, buildings, and
  budgets.

This plan includes background data and recommended actions for
implementing or addressing each topic and its subunits.

2.0 TOPIC: CURRICULUM

2.1 Subunit: Path structure/credit hour requirements

The faculty implemented major changes to the curriculum in 1991-92, and again in 1992-93. Opportunities for fine-tuning the curriculum occur every two years when data are submitted for new graduate catalogs.

The faculty is reasonably satisfied with the major structure of the curriculum as it presently stands. Questions arise periodically about whether to add or drop certain courses or whether to move a course from a specialization to the general curriculum. These discussions eventually lead to questions about the total amount of credits required for all paths, particularly Path A which requires 92 credit hours for graduation.

Specific courses which have been discussed regarding their relocation to the general curriculum include:

Park and Recreation Planning and Design (LARC 5344)
Seminar in Urban Design (LARC 5382)
Landscape Architecture and Environmental Art (LARC 5324)

Reasons for not moving these courses to the general curriculum center on (1 the fact that to do so will remove the major course from an existing specialization, and (2 the fact that no consensus exists on which courses should be removed from the existing curriculum, assuming that the requirements for Path A remain at 92 credit hours.

Some discussion has occurred regarding raising the total credit hours required for graduation in all paths from the program. Some discussion also has occurred regarding lowering the total credit hours required for Path A. No examination of other MLA requirements has been completed, however, and knowing what other similar programs are requiring is thought by the faculty to be essential, particularly with new MLA programs recently being approved at Texas Tech University and the University of Oklahoma, both reasonably close to the north Texas area.

Recommended actions	Date
1. Evaluate impact of raising/lowering credit requirements for Path A (other paths as well)	In time for 1998-2000 graduate catalog
2. Identify existing courses which could be removed from credit requirements for Path A	In time for 1998-2000 graduate catalog
3. Survey Path A or equivalent requirements from other MLA programs.	1997-1998

2.2 Subunit: Specialization's

Currently there are five specialization's within the program:

Specialization's	Primary Faculty (in order of responsibility)
* Advanced landscape architecture	Rome, Taylor
* Computer-aided design and planning	Harwood, Rome
* Environmental art and aesthetics	Robinette, Rome
* Park planning and resource management	Taylor, Harwood
* Urban, suburban and regional planning and design	Rome, Harwood, Taylor, Robinette

While discussion occasionally focuses on the scope and content of each specialization, general agreement exists that the five accurately reflect both the expertise of current faculty and the broad market of practice locally and nationally. No consensus exists to alter or eliminate these specialization's in their present form. However, a reliable method of on-going evaluation is needed to assure that faculty expertise and market conditions continue to be reflected in the program's specialization's.

Recommended actions	Date
1. Develop a biennial survey to allow practitioners, advisors and alumni to review specialization's and their fit with program objectives and the practice of landscape architecture	1997-98

3.0 TOPIC: GRADUATE LEVEL RESEARCH AND SCHOLARLY WORK

3.1 Subunit: Student quality and quantity

The faculty is aware of annual changes in the quality and commitment of new students. While some of these changes are perceived, others are more measurable. For example, a perception existed in 1995 (and to some degree in 1996) that the basic design talent and work ethic of new students were less than desirable, yet both classes contained students with undergraduate grade points and Graduate Record Exam averages higher than classes from the previous four years.

Discussions on these points focus on increasing the total numbers of new students, which is perceived as a means of establishing a better base of retained students. Little consensus exists, however, for increasing annual enrollments by also increasing the number of less qualified students; therefore, the challenge is one of increasing both quality and quantity, and several suggestions have been made as to how to accomplish this task. Among them are:

1. Increase recruitment efforts from existing BLA programs nationwide;

2. Increase recruitment efforts from design firms in the DFW area;

3. Increase recruitment efforts from related academic programs such as horticulture, architecture, engineering and biosciences; and

4. Increase recruitment efforts at area community colleges by directing students towards the bachelor's degree in interdisciplinary studies at UT-Arlington, with an emphasis in architecture.

Recommended actions	Date
* Distribute recruitment letters and brochures to BLA programs nationwide	1996 (completed; to be repeated annually)
* Distribute recruitment letters and brochures to design firms in the DFW area	1997
* Establish on-going contact with UT-Arlington students in Interdisciplinary Studies	Immediately
* Increase contact with those requesting program data and application forms	Immediately

Early pre-enrollment data for 1997 suggest that the reduction in quality

applicants during 1995-96 was an anomaly. Mid-year requests for applications, which

give the graduate advisor and program director a preview of qualifications, are higher

in volume, and as far as can be determined, in student credentials. Specifically, during

the first two months of 1997, eighteen requests for program data and applications had

been received. This number is comparable to the same period in 1997, when sixteen

new students entered the program. Also on the increase over 1995-96 are application

requests from international students.

Over the past several years, the faculty has demonstrated noteworthy ability to

promote a high quality of student scholarship at the graduate level. To some degree

the faculty has been able to achieve this success because the current student/faculty

ratio (approximately 14 to 1, for full time faculty) has been constant for the past four

to five years. In other words, the faculty has not had to deal with erratically high

student numbers resulting from large enrollment increases. This success also has been

enhanced because of overall student maturity, which with individual exceptions, fosters independent initiative and is marked by the following profile:

* Average student age: 39.05 years

* Average length of time since previous graduation: 12 years

* Average number of students working full-time: 50%

* Average number of students with families: 59%

* Average undergraduate grade point: 3.15 (range: 2.30-3.90)

* Average graduate school grade point: 3.47 (range: 3.00-4.00)

* Average scores on the Graduate Record Exam: 1055 (range: 830-1470)

* Average enrollment in thesis course, LARC 5698:

	Fall	Spring	Summer
1992	4	6	2
1993	N/A	8	1
1994	11	9	2
1995	13	16	2
1996	17	17	3
1997	N/A	11	N/A

Evidence of faculty strength at promoting scholarly work is indicated by the number of students recognized for their research. Since 1990 eight students (thirty-three percent of those graduating during this period) have received national awards for their thesis. In addition, five students since 1996 have been invited to present papers on their work at regional or national organizations, including the annual Conference of the Council of Educators in Landscape Architecture (CELA).

The faculty wants to sustain student scholarship in design as well as research, however, and recent discussion has focused on assuring that performances in design studios and design competitions remain high. One means of assuring such performance levels is to expand the focus of Studio V, which informally is known as the competition studio. One method aimed at elevating the performance level of competitions from the course has been to augment the instruction with design faculty from architecture. This method received endorsement in the fall of 1996 when a team competition project from the course was selected to tour with a national exhibit sponsored by the National Park Service.

Student feedback has been positive, to this model, though it is sprinkled with complaints about the studio's high work load. The faculty find high satisfaction with this augmented model, and are hoping to maintain it during the 1997-98 school year.

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4.0 TOPIC: FACULTY

4.1 Subunit: Faculty credentials

Fortunately, the existing full-time faculty (4.0 FTE) reflects a combined experience level of over one hundred years in both practice and higher education. Each faculty member possesses strength in at least two of the program's five specialization's, with an area of interest or competency that clearly allows one individual to "head-up" a particular specialization, with back-up from other colleagues. While breadth of expertise is a faculty strength, depth or redundancy in each specialization is a weakness.

This shortcoming, however, has not proven to be a problem particularly where expertise on thesis research is concerned. There is no evidence of students being unable to pursue a thesis topic because faculty were unable to contribute or guide the research.

But, in the classroom and studio students experience intellectual "monopolies" according to their feedback. A consistent theme in student data is their desire to have "more faculty teaching more things", which is difficult to achieve until larger enrollments justify increased FTEs.

To compensate for this need to bring more tutorial sources into the program, the faculty relies on numerous lecturers and guests to supplement their own interests and specialties. In addition, team teaching with colleagues from architecture, and the

placement of landscape architecture students into selected architectural courses, have

helped expand student exposure beyond the program faculty. So has the hiring of

part-time lecturers to teach certain program courses.

Plans also are underway to hire a director for the school's Center for

Environmental Design Research (CEDR) and although the position is not a teaching

position, it will add another landscape architect to the milieu. This person will be

available to lead student research teams on sponsored projects and to serve on thesis

committees. He or she also will make presentations to certain classes and studio

throughout the academic year.

(add: Future faculty profiles)

5.0 TOPIC: STUDENTS

5.1 Subunit: Credentials (the whole person)

Faculty interest in increasing the quality and quantity of students in the program has set the stage for attracting students who can shape the future of landscape architecture. Such a lofty impact is thought to occur at academic centers which recognize or understand their own potential, and which capitalize on focused strengths which the schools possess or which they can come to possess. As an example, the faculty has cited Iowa State University's reputation as the "cradle of the National Park Service", and the University of Pennsylvania's success not only at generating innovative regional design strategies but moving those strategies to application with faculty who also are widely sought as practitioners.

To achieve a common vision of an academic center capable of shaping the profession, the faculty has discussed those universities where landscape architecture is thought to have established itself at a level worth emulating. The list is characterized by academic centers which draw quality graduate students through funded studies, as well as landscape architecture programs which are linked to research-driven units such as planning, environmental sciences or urban studies. No less cited are those universities which are thought to have regular success in design competitions. Specific schools in this melange include the University of Georgia, the University of Virginia, Kansas State University, the University of Arizona, and the University of Washington.

Common to the faculty's perception of students at these universities is the higher percentage of students with BLA degrees, who are younger and who possess proven design skills beyond those of students thought to make-up the program at UT-Arlington. Thus, the student profile (as perceived by the faculty) needed to better help the program achieve high success is one including more Path B and Path C enrollees, who enroll soon after their graduation from bachelor's programs, and who bring with them proven successes in design (with promise of achieving success in research) through practicums, competitions, and academic scores.

5.1.1 Portfolios

All Path B and Path C applicants are required to submit portfolios with their applications to the program. By the time students complete Professional Practice (LARC5340,) all have a completed portfolio and a format to which their future accomplishments can be added. In addition, students and faculty in recent years have conducted portfolio sessions with local practitioners who provide sample portfolios and resumes, and who offer critiques of student documents.

The need to maintain a current portfolio is stressed by program policy which requires students to submit portfolios and resumes for all assistantship and scholarship applications. Therefore, no immediate actions are needed regarding portfolios other than continuing the current level of attention given to them.

5.1.2 GPA/GRE

The faculty expects students in the program to bring and maintain high grade point averages while in the program. With that expectation is the realization that for students coming from particularly rigorous programs (particularly in landscape architecture and architecture) some leeway is granted for undergraduate GPAs lower than 3.0. Flexibility on this requirement is reinforced when students also bring high scores on the GRE, exceptional portfolios, excellent recommendations, or students who demonstrate high commitment through personal interviews.

Making exceptions for applicants with less than 1000 on the GRE is something the faculty has to deal with rarely since only nine current students are in this category (see page   for GRE average scores.) Of these nine it is interesting to note that the student with the program's lowest GRE score (as of the Fall of 1996) is now working toward a Master of Architecture degree at Columbia University. Therefore, regarding GPA/GRE scores, no specific recommendations are made because the faculty sees no dominant weakness in student performances or in the way it evaluates student quality in either.

5.1.3 Interviews

The faculty would like for each applicant to interview with the graduate advisor or the program director as part of the application procedure. Logistics and scheduling make it impossible for this to occur, particularly for foreign students or those from out-of-state. Applicants from the Dallas/Ft. Worth area, however,

frequently schedule interviews as part of their evaluation of the program. From these meetings and others, it is clear that a better understanding is gained of an applicant's commitment, needs, circumstances and potential when interviews are conducted. Until such time as the quantity of applicants begins to tax the program's resources, and therefore more screening is necessary, little need is seen to restructure the current conditions which allow interviews to take place.

5.1.4. TOEFL requirements

The program in landscape architecture is one of two at UT-Arlington requiring TOEFL scores higher than the university's minimum. While UT-Arlington requires a score of 550, landscape architecture requires 575.

This increase in standards came in 1995 as a result of the requirement that all landscape architecture candidates conduct a research thesis in order to graduate. For many foreign students (whose design skills tend to be high) the English language can be difficult, and the faculty saw the raising of TOEFL requirements as a means of easing this difficulty.

Little evidence is yet available regarding the impact on thesis quality, but the requirement has not reduced the number of applicants from foreign countries. Until more students matriculate under the current standard, the faculty is content to retain the requirement of 575.

5.1.5 Career paths, professional degrees and overall education
(to be added)

Subunit B: Path selection

Approximately seventy percent of the program's students are enrolled in Path A, meaning that most students come from fields other than those related to landscape architecture. Of those in Path B or Path C only one has the BLA degree.

Because of the high number of students from other disciplines, coupled with the fact that half are ten years or more beyond their bachelor's programs, the primary mission of the program has been to prepare graduates for the first professional degree in landscape architecture. The overriding school of thought among the faculty and administration of the School of Architecture is that the field of landscape architecture is broadened, even challenged, by the perspectives and experiences brought to it by these Path A students. Informal feedback from administrators nationwide reinforces the notion that such an older academic profile is healthy for a field as broadly based or widely rooted as landscape architecture.

Recent discussions by the UT-Arlington landscape architecture faculty have focused on attracting more Path B and Path C students, as well as more to Path A who have recently completed their undergraduate degrees. The thinking is that by lowering the average age (currently 39 years) of students in the program, UT-Arlington graduates will have a greater impact on the profession because they will have more time to practice landscape architecture.

Regardless of the background or age of the program's Path A students, Path A remains the accredited curriculum. Therefore, the desire to reduce the amount of time required to complete the degree must be coupled with the responsibility to prepare graduates for licensure in order to practice landscape architecture. Some minor reductions in required credit hours can be made to Path A by eliminating one or two required courses, but such reductions do not seriously reduce the time required to complete the MLA.

Larger reductions can come by eliminating elective courses and program specialization's and thereby "crediting" Path A students for their experiences and background outside landscape architecture. It also is possible to eliminate one studio (five currently are required) but the cost would be the course (probably Studio V) which best ties together the design capabilities of students by allowing them to pull together the essence of their academic experiences.

The question which remains unanswered is, "Why reduce the Path A requirements?" If verifiable competition from other universities causes serious reduction in UT-Arlington enrollments, then reductions partially can be justified. At present the local pool of prospective students shows little sign of drying-up, and indeed may be expandable. Gaining a better understanding of Path A requirements at other MLA programs and gaining an idea regionally and nationally of potential MLA students, are essential to justifying any serious restructuring of current Path A requirements.

No serious issues exist about Path B, which is the most flexible of the program's three paths. The main issue surrounding Path C centers on graduating students in nine to twelve months given the rigorous research requirements of the program. Currently, only exceptional students or those already accomplished in research methods and who have a thesis proposal in mind can realistically complete the MLA in one year or less.

It is possible that UT-Arlington's perceived competitiveness with MLA programs not requiring a research thesis, is the main issue since a design thesis and a research thesis are not equal academic exercises. For UT-Arlington, the question is whether or not to allow Path C students to complete a design thesis. Recent program success in research and in promoting students to consider degrees beyond the MLA suggest that UT-Arlington graduates from all three of the program's paths are best able to seriously contribute to or alter the field of landscape architecture. In a field facing increasing pressure to raise its academic contributions, while maintaining its tradition of preparing graduates professionally, the choices of instruction currently available at UT-Arlington are likely to become the rule for other MLA programs, rather than the exception.

Recommended actions	Date
* Consider reductions in Path A requirements	After completion of regional and national data collection

* Consider reinstating the design thesis for Path C   After completion of
                                                         regional and national
                                                         data collection

(to come: Subunit C: Standards for continuation
               Subunit D: Standards for candidacy
               Subunit E: Enrollment and recruitment
       Topic 6.0:   Alumni
               Subunit A: Placement and practice (questionnaire)
       Topic 7.0:   External relations (next)
       Topic 8.0:   Resources and facilities
               Subunit A: Computers
               Subunit B: Library (slide and photo shop included)
               Subunit C: Buildings
               Subunit D: Budgets for landscape architecture)

Establishing and maintaining strong external relationships has been a hallmark of the UT-Arlington Landscape Architecture program since its inception. Without exception each of the program's five options has cultivated support from practitioners, research and educational groups to such a degree that external support has been cited as a program strength by three accreditation teams. Program maturity, full first accreditation, the program's location in a major metropolitan center, and the need to better fund students and faculty to meet the standards of graduate education now make it incumbent to seriously bond landscape architecture at UT-Arlington to those external supporters who can assure the program's competitive reputation, nationally and internationally.

Only a graduate program with a strong financial, political and intellectual base can achieve and sustain a leading reputation. On one hand such a base can be more readily established in a large metropolitan setting where political, economic and intellectual interests tend to gather. On the other hand, such meldings are embryonic in relatively young metropolitan areas like Dallas/Ft. Worth where medical and business programs receive the earliest attention of those who seek to underwrite academic quality.

TOPIC 7.0 EXTERNAL RELATIONS

Subunit 7.1 Introduction

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Despite the relative newness of endowed support for higher education in the region, and despite the youthfulness of landscape architecture at UT-Arlington, it is the desire of the faculty to establish the program as a major center for academic excellence, thus requiring the preparation of a plan for significant external support.

Subunit A: A Development Plan

The program benefits from a select Advisory Committee composed of alumni, practitioners and industry representatives who have a particular interest in landscape architecture, the region and/or environmental issues. This committee has been informally active since its beginning (members first began to be appointed in 1993) and since that time has expressed recurring interest in helping the program achieve a new level of maturity and accomplishment.

With a support group in place to help articulate program needs, to set strategy and to establish contacts for program enhancement, it is timely that the development needs of landscape architecture at UT-Arlington be specified. These needs are based on what is known to be necessary to achieve first-class status as a competitive center for graduate landscape architecture education. For example, a necessary goal for a graduate program is to be able to fully fund the most qualified students, to allow them to conduct research, to assist the program's tutorial needs and to complete their MLA requirements in such a way that each can measurably generate new knowledge about the field of landscape architecture. Such a model is common to other academic specialties at established universities. No less should be expected at UT-Arlington.

Such students can expect to be exposed to permanent faculty who are in demand nationally and internationally, and to guest faculties from accomplished programs throughout the world. In addition, students can expect to have access to more than minimum facilities--to library and computer services which reflect the highest academic and professional standards.

Clearly, such a model requires an in-place level of support from private sector sources, which builds upon the basic provisions of public funding in contemporary Texas. To use an overused phrase, such a mixing of public and private resources is the primary model for achieving "flagship" status among American institutions of higher learning.

Currently the program receives annual external funding for scholarships from the following sources:

Name/Source	Total Amount Awarded Annually	Number of Annual Awards
UT-Arlington Alumni Scholarship	$1500	1
Maurice Phillips Scholarship	$750	1
(sponsored by the Texas Chapter, ASLA)		
Richard B. Myrick Scholarships (endowed)	$2500-4000	6-12
Other (one-time scholarships)	$500-1500	1-2

In addition, two to three graduate teaching assistants are supported annually by the Dean of the School of Architecture in the computer studio and in classroom or studio roles. Neither these assistantships nor the scholarships listed above provide adequate support for the program to attract and hold the caliber of students needed to compete with other MLA programs across the country.

Therefore, the faculty has identified the following capital goals based on need. These categories and levels of endowed funding do not reflect a market analysis regarding feasibility or availability of funding. They simply reflect what the faculty and school administration know to be the levels of endowment needed to establish and sustain a program of high quality. They appear in priority, and they reflect the minimum funding levels required by The University of Texas System for endowed funds.

Category I: Endowed Scholarships
               Number needed in landscape architecture: 10
               Required endowment: $10,000 each
               Description: Endowment Scholarships are the primary source of financial support for students with outstanding credentials, who merit financial aid and yet who do not merit or prefer fellowships. Like students who receive fellowships, however, students in need of scholarships also are in demand, and can be offered full funding from other prestigious colleges and universities. Endowed Scholarships--competitively awarded--can be the deciding factor in a student's selection of UT-Arlington, particularly if students are international, are from out-of-state, or are planning to remain in Texas to earn the first professional degree at the master's level. Such scholarships are necessary to MLA programs because typically new students are not eligible to work on teaching or research assistantships until after their first semester in the program. Endowed scholarships thus become the first line of financial opportunity for the scholars being sought at UT-Arlington.

Category II: Endowment Fellowships
         Number needed in landscape architecture: 4
         Required endowment: $250,000 each
         Description: Endowed Fellowships are needed to annually attract the

nation's top applicants to landscape architecture. Such fellowships can enable the

university to offer stipends for full-time scholarships with none of the traditional

responsibilities of teaching or research assistantships. Students who qualify for these

fellowships can be expected to emerge as top scholars and practitioners and will be

selected with these potentials in mind.

Category III: Dedicated Endowment (pro bono)
         Number needed in landscape architecture: 2
         Required endowment: $50,000 each
         Description: A Dedicated Endowment (pro bono) is needed to support

annual design or planning projects by students and faculty who assist selected and

deserving charitable or non-profit organizations. Such public service projects

currently are supported by in-kind contributions, with costs for materials and travel

borne by program volunteers, primarily the students.

         Dedicated Endowment (library support)
         Number needed in landscape architecture: 2
         Required endowment: $50,000 each
         Description: Two Dedicated Endowments are needed to sustain the

existing quality of the print and photographic library facilities, and their holdings, as

they relate to landscape architecture. These two support services in the School of

Architecture are under increasing pressure to augment their public funds with outside

funding for annual upgrades of holdings, retrieval methods and other technologies.

The rapidly increasing number of landscape architecture publications, the competition

to make slides and other visuals electronically available to off-campus archives, and

the need for UT-Arlington scholars to have access to on-going research at other

graduate venues necessitate these endowments.

Category IV: Distinguished Professorships
                Number needed in landscape architecture: 4
                Required Endowment: $250,000 each
                Description: The creation of four Distinguished Professorships will

support the scholarly teaching and research efforts primarily of existing faculty, as well

as guest faculty who are needed to broaden and deepen the intellectual strengths of the

program through half-semester or full-semester participation in classrooms and

studios. Distinguished Professorships can enhance the program's reputation by

making UT-Arlington a destination for outstanding faculty and practitioners at some

point in their careers. These professorships also can provide permanent faculty with

much needed support to bring unfunded projects to the classroom or studio for

examination and execution by students and colleagues. Such service-based projects

frequently go unattended because of the lack of state-funded support for travel,

materials, consultants and other necessary costs.

Category V: Distinguished Chair
                Number needed in landscape architecture: 1
                Required endowment: $1,000,000
                Description: A Distinguished Chair in landscape architecture can

enable temporarily or permanently a scholar of national or international

accomplishment to continue or complete teaching and research activities reflective of the highest level of achievement. Such a position at UT-Arlington likely can bring to the university on-going sponsored research by the chair's occupant, as well as outstanding student scholars who can help carry-out the work of the principal scholar.

Additional Forms of Support

In addition to the endowment needs just described, the program is in need of on-going annual giving through in-kind or in-cash contributions. Such coordinated solicitations of annual gifts through the University's Ex-Students Association can be encouraged at levels which will provide basic alumni services along with dedicated amounts to the Program in Landscape Architecture.

Other on-going contributions are needed in the form of computer hardware and software, studio equipment, samples for a materials library, and other needs such as support for students to present their works at educational and professional conferences. Of course, dedicated endowments from contributors interested in these or other specific areas can be established for such purposes.

In conclusion, it is likely that the program's endowment needs, estimated at $3,300,000, are achievable primarily through major gifts, from corporations, foundations and selected individuals. Alumni from the program total approximately one hundred, with the largest classes matriculating during the last eight years of the program's twenty years history. Few, therefore, have yet to achieve the financial independence needed to be the program's main benefactors, making it necessary to

rely on carefully selected sources with interests in the university, the region or the

environmental fields. Proper and adequate cultivation of these sources is needed

through the program's advisors and adjuncts, and through the University's

Development staff.