University of Nebraska-Lincoln
Self Evaluation Report
Bachelor of Landscape Architecture
PROGRAM SELF EVALUATION REPORT

For the Academic Years: 2008 – 2011

Program: Landscape Architecture

Degree Title: Bachelor of Landscape Architecture

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Report Submitted by: Kim L. Wilson, Director
MINIMUM REQUIREMENTS FOR ACHIEVING AND MAINTAINING ACCREDITED STATUS

These conditions must be met for a program to apply for achieving and maintaining accredited status:

1. The program title and degree description incorporate the term “Landscape Architecture”.

2. An undergraduate first-professional program is a baccalaureate of at least four academic years’ duration.

3. A graduate first-professional program is a Master’s of at least three academic years’ duration.

4. Faculty instructional full-time equivalence (FTE) must be as follows:
   4.a An academic unit that offers a single first-professional program has at least three FTE instructional faculty who hold professional degrees in landscape architecture, at least one of who is full-time.
   
   4b. An academic unit that offers first professional programs at both bachelor’s and master’s levels, has at least six instructional FTE, at least four 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.

6. There is a designated program administrator for the program under review.

The University of Nebraska-Lincoln’s Bachelor of Landscape Architecture Program meets the minimum conditions to apply for LAAB accreditation.

Kim L. Wilson, ASLA Professor and Director
Landscape Architecture Program
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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.

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<td>2000</td>
<td>Initial discussion on creating the new Landscape Architecture Program: meeting with Elbert Dickey, Dean &amp; Director of Cooperative Extension Division; Steve Waller, Dean of College of Agricultural Sciences &amp; Natural Resources; and Wayne Drummond, Dean of Architecture. Joint Architecture/Agriculture Landscape Architecture task force appointed.</td>
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<td>2005</td>
<td>Board of Regents approved the Landscape Architecture Program. Nebraska Post-secondary Coordinating Commission approved the Landscape Architecture Program. Professor Mark Hoistad appointed interim director.</td>
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<td>2006</td>
<td>Camilla Rice initial faculty hire.</td>
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<td>2006</td>
<td>First class of students admitted to the program.</td>
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<td>2008</td>
<td>Landscape Architecture faculty officially appointed to the Landscape Architecture program. Landscape Architecture Accreditation Board approved New Candidacy, 5 Year Bachelor of Landscape Architecture program.</td>
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<tr>
<td>2009</td>
<td>Landscape Architecture Bylaws adopted. Landscape Architecture and Community and Regional Planning programs merged into one academic unit. Kim Wilson hired as program/unit director.</td>
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<tr>
<td>2010</td>
<td>Sarah Thomas Karle hired as third Landscape Architecture Program FTE. Camilla Rice was not re-appointed. Faculty-line retained.</td>
</tr>
<tr>
<td>2011</td>
<td>BLA curriculum fully realized. First graduating class of the new Bachelor of Landscape Architecture Program. Bret Betnar hired to replace Camilla Rice. Alan Berger, Associate Professor, MIT - first Landscape Architecture Hyde Chair of Excellence</td>
</tr>
<tr>
<td>2012</td>
<td>Gina Ford, Principal, Sasaki Associates - second Landscape Architecture Hyde Chair of Excellence Landscape Architecture Accreditation Board review.</td>
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2. RESPONSE TO THE PREVIOUS LAAB REVIEW

Describe the progress that has been made on the Recommendations from the previous accreditation visit. List each prior Recommendation verbatim and provide an updated recap of responses made on annual interim reports. Programs are not required to report Suggestions for improvement.

The following contains The University of Nebraska-Lincoln 2008 New Candidacy Review visiting team’s recommendations and responses made on annual interim reports.

Assessment of Each Standard

1. Program Mission and Objective:

   Recommendation Affecting Accreditation:
   R1.1. Revise mission statement and all literature pertaining to the landscape architecture program to reflect present verb tenses; since the program is not operational.

   Response:
   The mission statement was changed in 2009 to reflect this recommendation:
   “The interdisciplinary Landscape Architecture Program educates students to become leaders in the collaboration between design disciplines in landscape design, urbanism, the urban/rural interface, and urban/rural ecology towards a mutualistic landscape. The program combines art and science in a studio-based curriculum addressing planning, design development, management, rehabilitation and preservation of the land and communities.”

   Fall 2010 the mission statement was simplified:
   “The Landscape Architecture program educates landscape architects to become leaders in the collaboration between design disciplines. The program promotes innovative research and public service to negotiate the urban / rural interface towards a symbiotic landscape.”

2. Governance/Administration: The program shall have the authority and resources to achieve its educational objectives

   Recommendations Affecting Accreditation:
   R2.1. Complete Director search.

   Response:
   The Landscape Architecture Program completed the search for a Program Director in spring 2009. Professor Kim Wilson joined the College of Architecture as the new Program Director, August 2009.

   R2.2. Complete written Memoranda of Understanding to officially secure the precise number of FTE that other programs provide to landscape architecture.

   Response:
   Spring 2010 we completed a faculty search and hired Sarah Thomas Karle as the third FTE. However, spring 2010 Camilla Rice went through a midterm review where the tenured faculty recommended non-reappointment supported by the Program Director and Dean. The faculty-line was retained and in spring 2011 a successful search was completed and Bret Betnar was hired, thus re-establishing the required 3 FTE for accreditation.

   In addition to the Landscape Architecture Program’s 3 FTE, we have dedicated faculty appointments from the following programs/colleges: .15 FTE in the Architecture Program and .12 FTE in the Community and Regional Planning Program, College of Architecture; and .5 FTE in the Horticulture and Agronomy Programs, College of Agricultural Science and Natural Resources.

3. Professional Curriculum: The first professional degree curriculum must include the core knowledge skills and application of landscape architecture history, philosophy, theory, values, ethics, practice, planning, design, implementation, and management.

   Recommendations Affecting Accreditation:
R.3.1. Continue curriculum development by completing syllabi for the planned third, fourth and fifth years of the courses. In doing so, ensure that syllabi include balanced and rigorous education objectives particularly in regard to the interdisciplinary studio courses. Including opportunities for study abroad and internships.

Response:
Since the New Candidacy review the faculty have developed a comprehensive and integrated curriculum that includes the following changes:

- **Recruitment and Retention**: Added LARC 101 Survey of Landscape Architecture to provide students with general knowledge about the profession and to assist them in making an informed career choice.

- **Site Systems Sequence** - Added the new course LARC 230 Site Systems I: Materiality to provide the students with a more comprehensive site systems sequence. Altered course content in LARC 330 Site Systems II: Grading and Drainage and LARC 331 Site System III: Construction Documentation to eliminate unnecessary duplication and to coordinate course content with the 3rd year design studios.

- **History and Theory**: Established a two-course history and theory sequence. The first course is LARC 240 History and Theory I focused on the survey of built work from prehistory to the mid-eighteenth century. We then added a new course fall 2010, LARC 341 History and Theory in Contemporary Landscape Architecture. The goal of the two-course sequence is to strengthen the students’ critical thinking, communication, and design skills.

- **Design Studio Sequence**: Added to the fall third year the new course LARC 310 Design Studio I Site Design to provide students with more practice applying problem-solving process, design theory and strategies, and representation techniques to projects with varying scales, program, and complexity. We also reconfigured the design studio sequence to reflect a more logical progression that moves from less complex to more complex project types.

- Added a social science requirement fall fourth year to broaden our students' understanding in the social sciences.

- Added the new course LARC 486 Research Methods in the fall of the fifth year to strengthen the student’s knowledge and skills in conducting research and assist in the development of their capstone project.

- **International Learning Experiences**: Offering a new three-week international service-learning course in Ecuador. Also offering to the Landscape Architecture students College of Architecture existing semester abroad experiences in England and China.

- **Internship**: Students are required to participate in either a study abroad course or summer-long internship.

Suggestions for Improvement:
S3.1 Enhance opportunities for studio to undertake service-learning and extension projects as they provide more “real world” experience for students and develop good community relations potentially throughout Nebraska, which will in turn bolster program support.

Response:
During the past two years students participated in a total of thirteen service-learning projects.

S3.2. Provide students with opportunities to study research and research methodology.

Response:
The new course LARC 486 Research Methods was taught for the first time fall 2010. The intent of this course is to have the fifth year students identify a research topic, conduct a literature search, and develop a proposal in preparation for their capstone studio.

4. **Faculty**: The qualifications, academic position and professional activities of faculty and instructional personnel shall promote and enhance the academic mission and objectives of the program.

**Recommendation Affecting Accreditation:**
R4.1. Clarify the total number of FTE assigned to the LA program.
Response:
We have a total of 3.0 FTE assigned to the Landscape Architecture Program and a total of 4.67 FTE assigned to the Landscape Architecture core courses.

R4.2. Continue mentoring efforts of junior faculty to ensure successful P&T.
Response:
The College has a well-established mentoring program where junior faculty are assigned a mentor who provides guidance in teaching, scholarship and engagement. The mentor also assists the mentee in the organization of their annual review/promotion document and presents the junior faculty in re-appointment/tenure and promotion meetings.

Suggestions:
S4.1. Augment current faculty with landscape architects from the professional practice community.
Response:
Since the New Candidacy review we have engaged professionals from the Lincoln, Omaha, Chicago, Milwaukee, and Boston areas more than 60 times in our course work as lecturers and critics.

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

Recommendation Affecting Accreditation:
R5.1. Strengthen efforts to recruit students to the program
Response:
We have established a recruitment initiative (see below) and will continue to evaluate and improve this initiative. In addition, we believe the new course LARC 101 Survey of Landscape Architecture is an opportunity to recruit students from the freshman class and General Studies.

Working closely with University Admissions, the recruiting initiative includes the following:
• Continue to participate in all of the University of Nebraska-Lincoln admissions events.
• Send email with program information to high school students who have shown an interest in the College of Architecture.
• Send recruitment letter(s) to all high school guidance counselors and instructors of art, technical drawing and landscaping programs.
• Send follow-up letter with a poster to all high school guidance counselors and instructors of art, technical drawing and landscaping programs.
• Send postcard to graduating seniors who have shown interests in the College of Architecture.
• Faculty and students visit local high schools and give a PowerPoint presentation to seniors and juniors who show interest in art, design, landscaping and technical drawing.
• Extension faculty will hand out postcards at local and state extension events.

R5.2. Provide more formal mentoring of first and second year students by landscape architecture faculty.
Response:
We believe the new course LARC 101 Survey of Landscape Architecture provides students with mentoring opportunities through one-on-one contact with the course instructor, as well as the course content that includes curriculum review, career mentoring and formal introductions to program faculty and local professionals.

Suggestions:
S5.1. Consider offering a one-day retreat for freshman entering the program as a way to help orient them to the practice of landscape architecture, the program, and college. Internship and study abroad opportunities as well as convey learning expectations and the resources available to make student successful.
Response:
We believe the new course LARC 101 Survey of Landscape Architecture provides mentoring for and information to freshman entering the program. In addition, the UNL-ASLA student group offers a series of informal and formal learning/mentoring opportunities throughout the academic year.

S5.2. Encourage students to work more in studio rather than completing projects at home. The synergistic learning that occurs in studio is invaluable in developing professionals.
Response:
Studio culture has changed where students work in the studio during the studio time, as well as nights and weekends.

S5.3. Seek ways to enhance communication among all years of the landscape architecture program.
Response:
The students from the UNL-ASLA are playing an important role in developing communications across the program. Monthly meetings, pizza night, guest speakers and pick-up games of football and frisbee are contributing to establishing a supportive learning community among the students.

S5.4. Expand Landscape Architecture program’s involvement in the UCARE program as a way to secure financial support for students.
Response:
The UNL UCARE Program continues to financially support students in the Landscape Architecture Program.

6. Alumni: Program shall provide evidence of alumni’s professional accomplishments and their involvement in advancing the program.

Recommendation Affecting Accreditation:
R6.1. Tap into existing college and university programs as preparation for tracking and maintaining contacts with alumni.
Response:
The Landscape Architecture Program will use the Architecture Program’s model for alumni tracking and strategies for maintaining contact with alumni.

R6.2. Develop ways to seek input and support from alumni and professionals in the local community.
Response:
The College of Architecture Professional Advisory Council (PAC) is one way we seek input and support from local professionals. In preparation for the Landscape Architecture Program’s New Candidacy Submission, the Dean invited three landscape architects to join PAC. Each academic year begins with a two-day retreat where the Dean, Program Directors and PAC members, review the College’s successes and challenges, share the ‘current state’ of professions, exchange ideas and brainstorm around strategies to strengthen all of the College’s professional programs.

Spring 2011 we invited 12 local practitioners from the Lincoln and Omaha area to review the curriculum and discuss what skills and knowledge they expect our students to have upon graduation. As a way to promote the program and garner important knowledge about local practice, we envision that this type of meeting will become a yearly ‘tradition’.

The majority of the Landscape Architecture faculty are members of Great Plains Chapter of the ASLA and participate regularly in chapter meetings where faculty report on the status of the program and seek input and support.
7. **Practitioners:** Program shall provide evidence of interaction with practitioners from landscape architecture and other disciplines.

Recommendation Affecting Accreditation:

R7.1. Begin working proactively with firms throughout the state to develop internship opportunities so that they will be in place for LA student who are moving on to the fifth year and need to satisfy the internship requirement.

Response:

Over the past two academic years the internship coordinator met with all of the Lincoln and Omaha prospective internship offices. The offices pledged to support the internship program by hiring UNL interns, once the local economy improves.

Summer 2011 we placed all but one student in a summer internship and summer 2010 we placed three out of nine students. To augment the lack of local internships, the curriculum allows for students to substitute either a study abroad course or a service-learning project for the internship requirement.

Suggestions:

S7.1. Strengthen efforts to improve interaction between students and practitioners from all realms of practice (public, private, and academic) – other than the faculty to educate student regarding the range of career opportunities.

Response:

We believe the new course **LARC 101 Survey of Landscape Architecture** provides students interaction with practitioners through guest lectures and site visits to professional offices an projects. In addition to LARC 101, all LA faculty invite local professionals into their courses for lectures and reviews.

The student and professional Great Plains Chapter of the ASLA organize a yearly mixer at a local office where students interact one-on-one with landscape architects discussing local projects, student work and professional opportunities. Students are also invited and encouraged to attend the Great Plains ASLA organizational meetings and educational seminars.

8. **Relation to the University and the Community:** Program shall promote positive relationships with the university and the community.

Recommendation Affecting Accreditation:

R8.1. Continue to seek opportunities for service and extension activities that could provide valuable studio course project experience to the students.

Response 2010:

Since the New Candidacy review studios have undertaken a total of thirteen service-learning projects.

R8.2. Ensure that the value, depth and accomplishments of the service and extension work undertaken by program faculty and students is documented and communicated to the College University and community through media releases, program’s web site, Facebook, as well as other forms of communication.

Response:

Faculty and student service and engagement projects are featured in the College fall and spring newsletters. Projects are also featured in local newspapers and radio. In addition, the College is developing a service-learning/engagement brochure that will feature the Landscape Architecture Program service-learning projects.

9. **Facilities, Equipment and Information Systems:** Faculty, students and staff shall have access to facilities, equipment, library and other information systems necessary for conducting professional studies.

Recommendation Affecting Accreditation:

R9.1. While the Landscape Architecture program benefits from the many existing facilities in the College, there is a lack of permanent studio space for two LA studios each semester. We are currently using temporary space located in the building immediately north of the College called Brace Hall. Discussion is underway with Space Management to re-allocate existing space in Architecture Hall by fall 2012.
Response:
We are making progress towards securing a written commitment for future renovation and use of Brace Lab. The Dean has conducted a cost estimate for renovation and is in negotiation with the Vice Chancellor.

Suggestions:
S9.1. Expand the program’s web site to include information of service and extension projects, the student chapter of the American Society of Landscape Architecture, the program mission statement, and related information. Additionally, include images on the web site that are more reflective of landscape architecture and perhaps show student and faculty in classroom, studio and project ‘crit’ settings.
Response:
Working to update the website.

3. DESCRIBE CURRENT STRENGTHS AND OPPORTUNITIES

Collaborative Design Education. Our five-year undergraduate program employs an integrated design education model with the collaboration of many disciplines both inside and outside the College of Architecture. The curriculum grew out of blending and balancing design with the environmental sciences. The College of Architecture brings expertise and emphasis in design, planning and collaboration with design professions. The College of Agricultural Sciences and Natural Resources brings expertise and emphasis in horticulture and natural resource sciences. The core curriculum was assembled from existing classes in Architecture, Planning and Horticulture and Agronomy focused on integrating both students and faculty from multiple programs and includes the following classes: visual literacy; basic design; foundational computers in design; history and theory; planning and urbanism; professional practice; research methods; design studios; and plant and soils science. The integration and application of this knowledge and these abilities occurs in our seven-studio sequence, two of which are interdisciplinary studios with architects. This model supports a collaborative and interdisciplinary environment where students from multiple disciplines develop areas of common knowledge, reduces the number of faculty required to deliver our degree program and maximizes the delivery of knowledge by faculty to students beyond departmental and college boundaries.

Our Faculty. Our program is small, efficient, and flexible; consisting of young faculty supported by seasoned leadership. The younger faculty bring energy, enthusiasm and passion about the profession. They pass on to our students knowledge, abilities and insight garnered from some of the most prestigious undergraduate and graduate programs in the nation. The senior faculty provide relevancy and wisdom garnered from over thirty years of professional practice and teaching in higher education. Unique to the University, our program engages faculty from other disciplines and colleges with the opportunity to be voting members even though their tenure home is elsewhere. This extended faculty offers our program the advantage of professors with backgrounds in related fields (planning, ecology, architecture, agronomy, hydrology), several with strong research records and PhDs. Our faculty commit to excellence in teaching, research and engagement – and to a collegial atmosphere of mutual respect.

Information Technology and Library Facilities. The College of Architecture has in place an extensive information technology (IT) support structure, dedicated funding annually for upgrades in hardware and software, and an administrative IT support staff. Existing IT support structure includes both wired and wireless network compatibility; extensive server space; a teaching and GIS lab; printing, plotting, and scanning facilities; and digital fabrication equipment including CNC router and laser cutting equipment. The College is also able to fund faculty computer upgrades on a three-year cycle.

The College also has its own branch library. The collection includes a full range of material including periodicals, books, and visual material. In addition to material related to Landscape Architecture, the branch contains all the books related to architecture, planning and interior design. Each academic year, the Libraries’ continues to fund the development and maintenance of strong collections in support of the instructional and research needs of our program.

Nebraska's move to the Big Ten: We believe joining the Big Ten will positively impact our recruitment and admissions efforts. For the first time UNL admissions office is focused on recruiting in four major markets — Chicago, Minneapolis/St. Paul, Denver and Kansas City. This year marks the first time UNL has paid, full-time recruiters
stationed in offices within three of those four markets. We also believe that program expectations will increase by measuring our success in comparison to our new peer institutions. The Big Ten has some of the most highly successful undergraduate landscape architecture programs including Pennsylvania State University, Purdue University, and The Ohio State University. In addition to joining the Big Ten, UNL also joined the Committee on Institutional Cooperation. This group works together on projects including research opportunities, shared course offerings, study abroad collaboration and joint purchasing agreements. If taken advantage of, all present limitless opportunities for the LA program, College and University.

Engagement. Awareness of and appreciation for our efforts and expertise focus on effectively reaching out to our university, within our community, and across the state and region.

• Committed to the University’s historic land grant mission, we are improving communities through redesigning research and education programs to be more responsive to community needs, setting agendas for partners, and linking learning and engagement to enhance students’ learning. These activities include our many service-learning based studios and research/engagement grants addressing storm water management, wetlands mapping, recycling, and energy planning.

• Rural Futures Institute. Led by the College of Agriculture and Natural Resources, this new institute will be a system-wide effort with the goal to provide international intellectual leadership to address how the landscape of rural Nebraska and the Great Plains region needs to develop in the coming decades. Studio classes, through service-learning studio, are involved in the initial data collection and faculty are involved in the development of the Institute through planning the first conference in May 2012 called Mapping the Rural Futures: Seeking Innovation and Vision.

Hyde Lecture Series and Hyde Professor of Excellence. Landscape Architecture is supported by an outstanding College speaker series and opportunities for students to work with excellent practitioners and faculty as part of the Hyde Chair of Excellence program. The 2011-12 academic year we had two Hyde Chairs of Excellence in Landscape Architecture, Alan Berger, professor at MIT, and Gina Ford, principal at Sasaki Associates. Hyde Chairs conduct a public lecture, teach a studio and offer a seminar course open to all College of Architecture students.

UCARE. The Undergraduate Creative Activities and Research Experiences (UCARE) Program, funded by the Pepsi Endowment, supports opportunities for undergraduates to work alongside faculty members and directly participate in the campus’s research or creative activities. Landscape Architecture students apply for UCARE awards to incorporate a research or creative experience into their undergraduate education.

4. DESCRIBE CURRENT WEAKNESSES

Recruitment. Traditionally, UNL has been successful in attracting in-state students; 54 to 55 percent of all Nebraska students who are admitted enroll at UNL. The 2010 census data shows a steady decline in student bodies of Midwestern high schools and a decline in graduating seniors. Therefore the number of in-state students coming to UNL and overall recruitment efforts at the College level will be greatly impacted.

Recruitment for the Landscape Architecture program has been slow and inconsistent. We have established a recruitment strategy that includes updating the website, engaging high school students and advisors at various forums, participating in University recruitment efforts, developing recruitment material, participating in the high school summer camp and recruiting actively through an new introductory course. Our admissions target number is 25 students in both the first and second year. Our curriculum is organized to enable students to transfer in at the second year. We currently have less than 10 students in each of the first and second years. We continue to work on our recruitment initiative.

Retention. The College of Architecture currently has a 50% loss in student enrollees after the second year (from 130 to 65 students, the highest in the University) primarily due to the admissions requirements associated with professional degree programs. The Landscape Architecture program experiences the greatest loss of students in the third year, once students have been admitted into the professional program. Reasons for students transferring out of our program is closely related to insufficient information about careers, lack of preparedness and feeling overwhelmed by the pace, culture and load of the curriculum. To reverse this trend, we have initiated the following changes: offer a new course called LARC 101 Survey of Landscape Architecture, to provide students information on career opportunities, required skills and knowledge, five-year curriculum, and faculty who teach in the curriculum; altered course sequence and
content to expose students earlier to required skills/knowledge, studio culture and discipline expectations; and provide one-on-one advising and mentoring. We are also participating in a College-wide, internally funded, retention grant titled, Enhancing Student Experience and Success: A Comprehensive Approach to Student Retention.

**Ethnic and Cultural Diversity.** Ethnic and cultural diversity is a challenge, however we are always striving to make both our faculty and our student body more diverse. We are currently working on cooperative educational agreement with Chongqing University (CU), Chongqing, China that will allow up to 5 CU landscape architecture students to matriculate to our program in their 3rd and 4th years. This would contribute greatly to diversity in our program. We continue to see great room for improvement in this area.

**Facilities.** While the Landscape Architecture program benefits from the many existing facilities in the College, there is a lack of permanent studio space for two LA studios each semester. We are currently using temporary space located in the building immediately north of the College called Brace Hall. Discussion is underway with Space Management to re-allocate existing space in Architecture Hall by fall 2012.

**Nebraska Region.** The Landscape Architecture profession in the State of Nebraska is not as mature in comparison to states with longer standing LA programs, larger number of registered landscape architects and an established tradition for landscape design. As a result, there is limited understanding of the landscape architect’s professional role by most local allied professions (architects, horticulturists, engineers, planners), number of student internship opportunities, number of job opportunities, and examples of ‘good’ projects for students to observe.

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**5. SUBSTANTIAL CHANGES**

**Landscape Architecture and Community and Regional Planning Program Merger.** A University budget reduction implemented in July 2009 resulted in the merger of Community and Regional Planning Program with the Landscape Architecture Program, with one Director serving both Programs. The new unit is called, Landscape Architecture + Community and Regional Planning Programs (LA+CRP). Each program is: governed independently by individual by-laws; principal policy-making body on academic and curricular decisions; and represented on College level committees.

**Three FTE.** Since the New Candidacy review in fall 2008, we have hired three FTE landscape architecture program faculty in the College of Architecture, thus meeting minimum requirement of faculty supporting a Bachelor of Landscape Architecture program.

**College Leadership.** Fall 2011, Wayne Drummond stepped down as Dean of the College of Architecture. Unsure of the College’s future, University administration appointed an Interim Dean and requested the College to develop a strategic plan, called ‘The September Plan’, to assist in determining the fate of the College. The College was asked to consider a range of scenarios, including: continue as an independent College; consolidate/merge as a school in a larger college; or dissolve the college and independently place programs in colleges. Administration’s concerns about the College included ability of a small college to support faculty and programs to be productive/successful and ability to contribute to the goals of University (increase enrollment, increase graduation rate; increase external funding, develop signature programs, and contribute to state-wide economic development).

In November 2011, the University responded to ‘The September Plan’ by keeping the College of Architecture intact and authorizing a search for a new Dean. The search schedule, as outlined by the Vice Chancellor, will have a new Dean in place by fall 2012.

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**6. DESCRIBE WHO PARTICIPATED IN THE LAAB–SER PROCESS**

The LAAB-SER was a collaborative effort between the faculty and staff of the landscape architecture program and various individuals within the College of Architecture. This submission was developed over the last year and included the entire landscape architecture faculty.

The curriculum and overview of the program were vetted by the members of the College Professional Advisory Council representing the landscape architecture profession (David J. Ciaccio ASLA, principal with Community ReDesign, Omaha, NE; Robert J. Mueting, AIA, ASLA, principal with RJM Design Group Inc. Camino Capistrano, CA; and John Royster ASLA, principal with Big Muddy Workshop, Omaha, NE) as well as local practitioners (Dennis Bryers, ASLA, City of Omaha Parks and Recreation; Matthew Gaber, ASLA, Lamp, Rynearson & Associates, INC. Anne Trumble,
Emerging Terrain: Dolores Silkworth, ASLA, RDG Planning and Design; Mary McCawley, ASLA, HDR, INC. and Eileen Bergt, ASLA, UNL Campus Landscape Architect).

Students provided feedback on the curriculum, learning outcomes and the final report draft.
PROGRAM MISSION AND OBJECTIVES
1. PROGRAM MISSION AND OBJECTIVES

Standard 1: The program shall have a clearly defined mission supported by educational objectives appropriate to the profession of landscape architecture and shall demonstrate progress towards this attainment.

Standard 1.A: Program Mission Statement

Assessment 1: State the current program mission and date adopted.

Our current mission statement was generated after our most recent updated College of Architecture Strategic Plan, fall 2011. This mission statement reflects our conviction to educate our students to become professional leaders. The specific pedagogical stance adopted by the program is one of a collaborative design education based on our belief that leaders are people who possess focused expertise while working collaboratively with other disciplines.

Mission Statement:
The Bachelor of Landscape Architecture program is committed to the transformative power of design. The faculty and students come together in a creative environment combining studio-based teaching and learning, innovative research and creative activity, and community focused service and engagement to enable faculty and graduates to address the synthesis of environmental systems and human need with innovative, collaborative, and interdisciplinary action.

Our goal is to nurture responsible citizens to address the complexity of world issues that face our discipline through creative and transformational design. We must:
• achieve academic excellence so qualities of intellectual curiosity, open communication, personal responsibility, collegiality and the skills to work individually and with others are held to rigorously high standards;
• provide students with an educational foundation for a professional career instilled with insightful design and planning ability, key technical skills, ethical judgment, and an ever-enhancing understanding of landscape architecture; and
• introduce a broad base of knowledge within the curriculum, emphasizing connections among subjects that relate to and inform landscape architecture, thereby enabling students to investigate and solve design problems on all scales in a creative manner.

Assessment 2: Describe how the mission statement reflects the purpose and values of the program and how it relates to the institutions mission statement.

This mission statement reflects our central commitment to ensuring the integrity of our program and is strongly linked to the desire of the State of Nebraska citizens' and philosophy of the University as a whole. The people of Nebraska created UNL to provide its citizens with the highest quality of post-secondary education. Therefore the leadership of the University of Nebraska-Lincoln, our College and this program encourages academic excellence.

Below are excerpts from University of Nebraska-Lincoln’s mission statement that reflect how the program’s mission supports the institution’s mission. (University of Nebraska-Lincoln’s mission statement can be found at http://nebraska.edu/history-and-mission/mission-statements.html.)
The University of Nebraska-Lincoln was chartered by the Legislature in 1869, is that part of the University of Nebraska system, which serves as both the land-grant and the comprehensive public University for the State of Nebraska. The role of the University of Nebraska-Lincoln (UNL) as the primary intellectual and cultural resource for the State is fulfilled through the three missions of the University: teaching, research, and service. Through its three primary missions, UNL is the State’s primary intellectual center providing leadership throughout the state through quality education and the generation of new knowledge. UNL’s graduates and its faculty and staff are major contributors to the economic and cultural development of the state. UNL attracts a high percentage of the most academically talented
Nebraskans, and the graduates of the University form a significant portion of the business, cultural, and professional resources of the State. The quality of primary, secondary, and other post-secondary educational programs in the state depends in part on the resources of UNL for curricular development, teacher training, professional advancement, and enrichment activities involving the University’s faculty, museums, galleries, libraries, and other facilities. UNL provides for the people of the state unique opportunities to fulfill their highest ambitions and aspirations, thereby helping the state retain its most talented youth, attract talented young people from elsewhere, and address the educational needs of the non-traditional learner.

Teaching, research, and service take on a distinctive character at the University of Nebraska-Lincoln because of its status as a comprehensive land-grant university. These traits provide opportunities for the integration of multiple disciplines permitting students more complete and sophisticated programs of study. Its land-grant tradition ensures a commitment to the special character of the State and its people.

TEACHING
The people of Nebraska created UNL to provide its citizens with the highest quality of post-secondary education. Therefore, a fundamental mission of the University of Nebraska-Lincoln is teaching. The distinctiveness of the teaching mission at the University of Nebraska-Lincoln lies in its range of undergraduate majors, the character and quality of the faculty, and the extra curricular environment. The University provides students with a wide choice of courses and career options which often expands the scope of their dreams and ambitions. The size and diversity of the University permits students to mature and to develop their own sense of self-confidence and individual responsibility. The course work is enriched by a faculty that is engaged in active research and creative activity and whose frame of reference is the national and international community of scholars.

Having created the first graduate college west of the Mississippi River, the University of Nebraska-Lincoln has historically recognized graduate education to be a central and unique component of its mission. Thus, the UNL has primary responsibility in the State for graduate education, especially at the doctoral and professional levels. UNL is unique in possessing the scope of programs necessary for multidisciplinary instruction at the graduate level, a faculty involved in research necessary to support graduate education, and the libraries, laboratories, computer facilities, museums, galleries, and other ancillary resources required for graduate instruction.

RESEARCH
Basic and applied research and creative activity represent a major component of UNL’s mission, a component that is recognized in Nebraska legislative statutes, and in its status as both a land-grant and an AAU research university. The quest for new knowledge is an essential part of a research university; it helps define and attract the type of faculty necessary to provide a university education; it distinguishes the quality of the undergraduate students’ classroom experience; and it is the necessary component of graduate instruction.

As part of its research mission, UNL is dedicated to the pursuit of an active research agenda producing both direct and indirect benefits to the State. The special importance of agriculture, environment, and natural resources is addressed in its research priorities. In addition, UNL conducts a high level of research and creative activities that address in specific ways the issues and problems that confront Nebraska. Through their research and creative activities, faculty at UNL interact with colleagues around the world and are part of the network of knowledge and information that so influences our society. As a consequence, the University serves as the gateway through which Nebraska participates in and shares the gains from technological and cultural developments.

SERVICE
The land-grant tradition creates for the University of Nebraska-Lincoln a special state-wide responsibility to serve the needs of Nebraska and its citizens. In addition, many of its service aspects extend to regional, national, and international clientele. Special units such as the Division of Continuing Studies, and the Cooperative Extension Division have specific responsibilities to bring the teaching and research resources of the University to a wider clientele. Through Cooperative Extension’s partnership with federal, state, and county agencies, UNL has an outreach program in each county in the state. Moreover, all units of the University have a service and outreach mission.

To help accomplish this mission, UNL delivers educational services through diverse ways including telecommunications methods and as a participant in the development of regional educational centers especially in those areas where it has state-wide responsibilities. The University recognizes its obligation to extend the resources of the University beyond the campus and throughout the State. Serving the needs of Nebraska requires more than
responding to the felt needs of the time. UNL must be visionary in the planning and must help the citizens of the state prepare for the future as well as deal with the present.

Standard 1.B: Educational Goals and Objectives

Assessment 1: State the academic goals of the program.

There are four principal goals for our educational program:

1. **Academic Excellence**: Strengthen the core educational setting to ensure we meet the requirements of a professional program and contribute to the general education mission of the University.

2. **Support Success**: Establish an environment that fosters individual and academic diversity and promotes individual, interdisciplinary, and team-based learning to advance our mission.

3. **Establish a Tradition of Research and Creative Endeavors**: Disseminate new knowledge in the field of landscape architecture through research, scholarship and creative endeavors aligned with state, national and global needs and interests.

4. **Engagement and Service**: Apply landscape architectural knowledge and expertise through engagement and service in partnership with public and private organizations as well as disciplines in the University community to respond to social, environmental, and economic development needs.

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

The academic goals of our program are derived from our program's mission statement (see Standard 1A).

Goal 1 relates to the program's mission of achieving academic excellence and graduating students with knowledge and skills to contribute to the profession at the highest level.

Goal 2 relates to the recognition that in order to be a program that works at the highest level, we need to attract, support, and retain the best faculty, staff and students.

Goals 1, 3 and 4 relate to the program's mission of preparing students to be leaders of the profession. These goals recognize the need to equip students to be lifelong learners, capable of tackling complex problems by bringing together new knowledge, working collaboratively with other disciplines and engaging partners with creativity and innovation.

Standard 1.C: Educational Objectives

Assessment 1: List the educational objectives of the program.

**Goal 1: Academic Excellence.**

**Educational Objectives:**

1. a. We expect our graduates to assume leadership roles in the profession by applying core competencies, abilities, values, ethical principles and global perspectives to address the synthesis of environmental systems and human needs with innovation, collaboration, and interdisciplinary action. To attain this objective, we have developed the following seven overarching learning outcomes to measure student success and attainment of this objective:)

   - **Design Thinking**: Critical thinking, systems thinking and information literacy
     Students apply an intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and evaluating information gathered from or generated by research, observation, experience, reflection, reasoning, or communication.

   - **Communications**
     Students develop skills in writing, speaking, group discussions, and representation to become effective communicators of ideas, knowledge, values and opinions.

   - **Design History and Theory**
     Students develop skills and knowledge to give structure and form to an idea in intelligent, creative, functional and meaningful way. Grounded in sound historical and theoretical understanding of social, cultural and ecological issues, students apply this knowledge to a range of project scales and project types.
• **Ecological and Cultural Literacy**
  Students develop an understanding of the organizational principles of ecological, natural and cultural systems and their application to establish a sustainable human society.

• **Implementation**
  Students develop skills, knowledge, and methods required to translate design ideas or concepts into sustainable landscape architectural solutions.

• **Professional Practice**
  Students develop management and business-oriented skills needed to optimize personal career growth and to successfully win, manage and complete professional commissions.

• **Success Skills**
  Students develop skills which may or may not be related specifically to career success, but which are inherent in the pursuit of higher education and personal enlightenment. Success skills include broadening skills, civic responsibility, flexibility, life-long learning, cultural diversity, collaboration and teamwork, and leadership.

  *(See Addenda G, Assignment 4. for the entire learning outcome goals and objects.)*

1.b  Collaborative design education. Integrate intra-, inter- and trans-disciplinary teaching and learning collaborative design model at strategic points in the core curriculum: visual literacy, foundational design, building and site studio, community planning and design studio, professional practice and professional electives.

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**Goal 2. Support Success.**

**Educational Objectives:**

2.a  Integrate and coordinate student-oriented services and communications to improve overall student success including advising, mentoring, and increasing financial resources.

2.c  Provide a path for students to matriculate through the professional program in a reasonable timeframe.

2.b  Provide safe avenues for students to express concerns about the classroom or campus environment, forums for expressing and incorporate the student voice into ongoing assessments of the quality of the learning environment and student experiences.

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**Goal 3. Establish a Tradition of Research and Creative Endeavors.**

**Educational Objective:**

3.a  Build a vibrant research community that includes undergraduate students by growing our research efforts both in size and scope and increasing financial support.

3.b  Develop undergraduate research and teaching assistantships.

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**Goal 4. Service and Engagement**

**Educational Objectives:**

4.a  Offer a variety of avenues for student to engage with leaders and communities locally and globally to apply their knowledge and skills to improve society in ways that are ethically and environmentally sensitive.

4.b  Strengthen the connection of learning to career aspirations through providing international learning and working experiences, internships, as well as engaging practicing landscape architects and landscape architecture leaders in industry, academia, government and non-traditional paths.

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**Assessment 2: Describe how the educational objectives fulfill the academic goals.**

The educational objectives under each goal provide our college, program and faculty with steps towards attaining our goals of academic excellence, supporting student success, establishing a tradition of research and creative endeavors and continued efforts in service and engagement.
Standard 1.D: Long Range Planning Process

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

Our new program has limited experience with long-range planning. Based on the College of Architecture's updated strategic plan fall 2011 and hiring a new Dean, the program will continue to develop and refine a strategic plan during the 2012-13 academic year. Our future planning cycle will contribute to and be coordinated with the College’s strategic planning process that in turn directly contributes to the University’s regularly re-evaluation of mission and objectives. As we move forward, we will emphasize careful strategic planning, implementation, and monitoring at the core of our administrative approach.

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

The mission of the College of Architecture as stated in the College strategic plan - *brings together an array of disciplines to address real problems and difficult challenges with innovative and collaborative design action. United around a commitment to the transformative power of design, students and faculty representing diverse fields come together in a creative environment combining studio-based teaching, innovative research and creative output, and community-focused service. By merging theory and practice we innovate, add value and give form to all aspects of the designed environment.*

Direct outcomes of the immediate past planning cycle have been strongly influenced by this plan and in turn will contribute significantly to our future direction. Consistent with the College strategic plan, the Landscape Architecture strategic plan employs a three-part structure of Goals, Objectives, and Strategies.

Progress for Attainment

Our 2011 strategic plan identified three principal goals specifically related to our educational program.

1. To achieve academic excellence
2. To support student success
3. Establish a tradition of research and creative endeavors
4. Increase service and engagement

The objectives and strategy steps specified in the College's strategic plan led to the following attainments for our undergraduate academic program.

**Goal 1. Academic Excellence**

**Educational Objectives and Strategies:**

1.1 Strive for a Professional Program of Excellence
   - 1.1.1 Enhance the collaborative design education model
   - 1.1.2 Assess and improve outcome-based curriculum
   - 1.1.3 Explore delivering curricula over 12 month
   - 1.1.4 Build on the professional electives to offer areas of specialization
   - 1.1.5 Increase financial resources to support students in local and international travel
   - 1.1.6 Secure permanent studio facilities
   - 1.1.7 Develop dual degree in Architecture and Landscape Architecture
   - 1.1.8 Establish a Masters of Landscape Architecture program

1.2 Develop comprehensive recruitment strategy
   - 1.2.1 Visit high schools locally and regionally
   - 1.2.2 Target Big Ten geographical region for undergraduate recruitment
   - 1.2.3 Double the size of high school camp
   - 1.2.4 Improve the website and develop marketing materials
   - 1.2.5 Increase faculty involvement in recruitment
   - 1.2.6 Provide scholarships that support incoming students (minority scholarships)
**Goal 2. Support Success**

**Educational Objectives and Strategies:**

2.1 Increase advising efforts to 1st and 2nd year students
   - 2.1.1 Increase faculty advising and mentoring
   - 2.1.2 Develop an upper-class and peer mentoring
   - 2.1.3 Provide faculty development for teaching and advising skills

2.2 Increase number of students accepted into 3rd year
   - 2.2.1 Remove the professional program gate at 3rd year
   - 2.2.2 Develop funding for scholarships that support freshmen and sophomores
   - 2.2.3 Incorporate service-learning initiative into student organizations
   - 2.2.4 Establish an early alert and supplemental instruction program

2.3 Streamline the transfer process from other institutions
   - 2.3.1 Establish a transfer path from Metro, SCC and UNK

2.4 Reduce the undergraduate course credit requirements from 163 to 120 credits.

2.5 Develop funding support
   - 2.5.1 Secure funding to support travel scholarships
   - 2.5.1 Secure funding for scholarships

**Goal 3. Establish a Tradition of Research and Creative Endeavors**

**Educational Objectives and Strategies:**

3.1 Increase undergraduate research
   - 3.1.1 Continue to support undergraduate research through UCARE grants
   - 3.1.2 When possible, incorporate undergraduate research as part of internally and externally funded grants

**Goal 4. Service and Engagement**

4.1 Contribute to the economic development of the State of Nebraska
   - 4.1.1 Appoint a college coordinator for service and engagement activities (clearinghouse)
   - 4.1.2 Develop courses contributing to the UNL Civic Engagement Certificate
   - 4.1.3 Active participation in University’s Institutes (Water for Food and Rural Futures Institutes) through service-learning and undergraduate research
   - 4.1.4 Invest in sponsored studios to function as research and development centers
   - 4.1.5 Track the impact of engagement on economic development
   - 4.1.6 Recognize and reward scholarship of engagement

4.2 Contribute to the economic development of global Initiatives
   - 4.2.1 Develop academic agreements with universities in China, South America, India and Russia
   - 4.2.2 Enhance study abroad opportunities

**Assessment 3: Describe how the long-range plan is reviewed and revised periodically and how it presents realistic and attainable methods for advancing the academic mission.**

The University and all associated units complete strategic plans on a five-year cycle. With the departure of the Dean and joining the Big Ten, the College of Architecture’s 2009-2014 strategic plan cycle was interrupted. During fall 2011, strategic planning at the College and program levels occurred simultaneously, engaging all faculty in a two-month long work effort. The plans, as developed, will be refined with the hiring of a new Dean and reviewed each year, to confirm what the priorities are for the coming year.
Standard 1.E: Program Disclosure

Assessment 1: Describe how program information is disseminated to the public. Provide a link to material on the Internet and copies of the materials to the visiting team.

Program literature fills a variety of different functions. The most important of these is undergraduate student recruitment. The Internet and web-based communication are clearly dominant sources of information on our program for prospective students and their parents. In addition to web-based information, general college brochures are mailed out to high school counselors or targeted teachers and perspective students are given recruiting material at special recruiting events, campus visits and placed in general studies. Second importance is communication with alumni. Although we have very few alumni in landscape architecture, in the long term we seek to garner alumni investment in our program. A major goal of communicating about our program is that of image development among our peer institutions, professional offices, constituents, and other parts of the University. Increasing collaboration with other universities and institutions, with communities, and with other departments on campus, helps to convey information about our program to an increasingly broad array of individuals and professional organizations. Faculty and student presentations at conferences, such as Council of Educators in Landscape Architecture and American Society of Landscape Architecture, to name a few, also increase our program exposure.

Program literature and electronic information for prospective students includes the following:

Primary material:
- A comprehensive web site (http://landscapearchitecture.unl.edu/), providing links to on-line applications, class registration, grade monitoring, computer and academic policies, as well as detailed information on the history and focus of the program and descriptions of the faculty and their teaching foci and current activities.
- On-line University Catalogue/Bulletin (http://bulletin.unl.edu/undergraduate/)
- College brochure, ‘View Book’, describing the landscape architecture program as well as directions to the program web site.

Secondary material:
- College of Architecture bi-annual newsletter
- Bachelor of Landscape Architecture admissions information
- Required courses and typical schedules
- Education abroad information
- Internship
- High School Camp brochure
- On-line and printed class schedules
- Internship publications
- Special events fliers
- College of Architecture Facebook
- Link-In
- Hyde Lecture poster

Collectively, the literature and electronic sources of information listed above describe the program’s philosophy and objectives, program requirements, admissions requirements and procedures, accreditation status, and compliance with federal and state equal opportunity requirements. Samples will be provided during the LAAB team visit.
PROGRAM AUTONOMY, GOVERNANCE & ADMINISTRATION
2. PROGRAM AUTONOMY, GOVERNANCE, & ADMINISTRATION

Standard 2: The program shall have authority and resources to achieve its mission, goals and objectives

Standard 2.A: Program Administration

Assessment 1: Is the program seen as a discrete and identifiable program within the institution?

The University of Nebraska-Lincoln’s Bachelor of Landscape Architecture degree program is located in the College of Architecture, one of nine academic Colleges at UNL: (1) Agricultural Sciences & Natural Resources; (2) Architecture; (3) Arts & Science; (4) Business Administration; (5) Education & Human Sciences; (6) Engineering; (7) Fine & Performing Arts; (8) Journalism & Mass Communications; and (9) Law.

The College of Architecture has no departments or schools. Landscape Architecture Program is one of four programs (Architecture, Interior Design, Landscape Architecture and Community and Regional Planning) within the College of Architecture. A University budget reduction implemented in July 2009 resulted in the merger of Community and Regional Planning Program with the Landscape Architecture Program, with one director serving both programs. The new unit is called, Landscape Architecture + Community and Regional Planning Programs (LA+CRP). Each program is governed independently by individual by-laws, principal policy-making body on academic and curricular decisions, represented on College level committees and offers accredited degrees specific to the discipline. We see many unique opportunities being part of a larger unit while maintaining the autonomy of a program.

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

The primary program administrator is the director and he/she is a member of the program faculty.

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

The director is responsible for all program activities and reports to the dean of the College. The primary responsibilities and authority of the director are the faculty personnel (appointments, annual evaluations, promotion and tenure, salary adjustments, etc.) and maintaining relationships with alumni and professionals. Personnel and financial matters are discussed with the dean, in consultation with the College financial and administrative assistants. The College’s three program directors and faculty representatives from four programs comprise the College Council, which form an advisory leadership body for the College. The council meets bi-weekly to discuss administrative issues, reflect and act on strategic initiatives and advise the dean.

The curriculum resides with the faculty. The director initiates discussion on curricular issues and influences the process. The faculty meet bi-weekly and are fully engaged in all major decisions from curricular changes to faculty hires to some of the general budgetary allocations.

Through the strategic planning process and ongoing conversations with program directors and the dean, the director has the opportunity to make a case for new resources.

Standard 2.B: Institutional Support

Assessment 1: Is funding available to assist faculty and other instructional personnel with continued professional development including support in developing funded grants, attendance at conferences, computers and appropriate software, other types of equipment, and technical support?

In generally, there is a good support system in place for our faculty’s professional development. For clarity, we have categorized that support as follows:
Internal Funding Opportunities:
The University of Nebraska-Lincoln offers an array of funding opportunities to faculty for research, creative activities and instructional development; those most frequently accessed by our faculty are:

- The Layman Seed and New Directions Programs provide funding for projects that will enhance the grantee’s ability to obtain external funding to support prominent scholarly work. Priority across both programs is given to projects of high promise with a compelling case that Layman funding is critical to their success. Awards for Layman Seed grants or Layman New Directions grants are made up to $10,000. Applicants may include a requested budget for an additional $10,000 (e.g., $20,000 total budget request) if supported by an innovative and well-justified plan of work.
- The Arts & Humanities Research Enhancement Program is designed to foster research, scholarship and creative activity in the arts and humanities to support excellence in these disciplines and to increase competitiveness for external grants. Arts & Humanities is interpreted in their broadest sense. Arts & Humanities Seed Grants provide a maximum award of $7,500 and require a match from the grantee’s department, center, and/or College.
- The Kelly Fund is designed to foster research looking to the improvement of teaching in the University. Kelly Funds for the past few years went to research proposals, which emphasized interdisciplinary, intercampus, or international approaches in subject matter or audience. Grants are generally in the range of $5,000 up to $25,000.
- University of Nebraska Online Worldwide has funds to 1) support the development of new undergraduate degree completion, graduate degree, and undergraduate and graduate certificate online programs or the online re-design of existing programs; 2) collaborative program planning; and 3) capacity building within existing online programs. The maximum level of funds may not exceed $4,000 per new or re-designed course.
- The Undergraduate Creative Activities and Research Experiences (UCARE) Program, funded by the Pepsi Endowment, supports opportunities for undergraduates to work alongside faculty members and directly participate in the campus’s research or creative activities. Undergraduates may apply for UCARE awards to incorporate a research or creative experience into their undergraduate education. The maximum UCARE award will be $2,000 for year #1 and $2,400 for year #2, or a total of $4,400 over the two-year period.

Thanks to generous endowments, our faculty also have access to some helpful funding sources within the College of Architecture.

- The Hyde Distinguished Professor - available to faculty in Architecture, Planning and Landscape Architecture faculty. Award of $5,000 per year.
- The Killinger Distinguished Professor of Urban Design and Architecture - available to faculty in Architecture, Planning and Landscape Architecture faculty. Award of $5,000 per year.
- The Robert Douglas Professor in Health Care – available to all faculty in the College of Architecture for proposals that relate to environmental quality. Award of $10,000 per year.
- Steward Distinguished Professor in Sustainability – available to all faculty in the College of Architecture for proposals in energy and sustainability. Award of $10,000 per year.

Travel Support
Our faculty enjoy limited but reasonable funding available for travel to professional conferences. Faculty are supported only if they are participating in some type of scholarly presentation and/or elected to an office or a committee participant in a professional society. Priority is given to non-tenured faculty.

Computers and Software
We give each faculty a computer that meets the computer policy specifications within a given allowance on a three-year rotation. Requests for additional capacity are considered on a case-by-case basis. Faculty are encouraged to use grant money if they wish to enhance their computer beyond the specifications. All the base software required in the computer policy is provided for the faculty with their computer. Additional software is considered on a case-by-case basis.

IT Technical Support
The College enjoys the support of two experts, both of who provide willing expertise to assist with everything from
establishing student server space to updating software and troubleshooting faculty machines. The IT staff are part of the University Information Services group, but are embedded in the College and take their supervisory instruction from the College administration. This arrangement allows the College to be connected to developments in the University System, access training opportunities provided by Information Services and provide partial support for participation in discipline-based support group meetings. Our IT personnel are available from 8-5, Monday through Friday, in the office and are also very responsive to formal requests made via an administrative assistant. Our IT staff train student workers to operate printing, plotting, and scanning equipment and digital fabrication equipment including CNC router and laser cutting equipment.

Teaching Support
The Peer Review of Teaching Project (PRTP) is a UNL campus program that supports teams of faculty in making visible the serious intellectual work of their teaching. Begun in 1994, the project uses the same process one would use to explore a research question by having faculty inquire, analyze, and document their teaching practices and the resulting student learning and then make these results accessible for use, review, and assessment by one’s peers.

Grant Development
Our faculty have access to an array of grant development resources, including:
- The Associate Dean, College of Architecture helps faculty identify external funding sources and also helps faculty improve drafts of proposals to both internal and external funding sources; and
- The UNL Office of Research and Economic Development offers the following:
  - Grant writing seminars that comprehensively address practical and conceptual aspects of the proposal writing process;
  - On-line resources for developing ideas and planning proposals; and
  - Office of Sponsored Programs offers comprehensive services including pre- and post-award services

Library Support
The University Libraries (Don L. Love Memorial Library and six branch libraries), together with the Marvin and Virginia Schmid Law Library, have a collection of over three million print volumes and more than 39,000 serial subscriptions. The in-house Architecture Library contains materials dealing with architecture, community and regional planning, interior design, landscape architecture and other directly related fields. The Visual Resources Collection in the Architecture Library maintains over 175,000 digital images available online through Image & Multimedia Collections. Thousands of digital images are being added each year to Image & Multimedia Collections by faculty requests, donations and purchase of digital image sets from various vendors. In addition to architectural images, the collections cover related areas such as community and regional planning, interior design, landscape architecture, product design, art, textiles, maps and miscellaneous teaching aids including small and large format scanners.

The library staff provides extensive, courteous, and prompt support to the faculty. This year alone, the library set aside $11,000 for the Landscape Architecture faculty to purchase library materials. As with many libraries, adding journals is a more difficult process, but each year’s requests are received and eventually added to the collections. Staff also assist in instructing students about proper research techniques associated with studio/course assignments.

There is a branch library on East Campus that also has material related to the environmental sciences course work.

Assessment 2: What are student/faculty ratios in studio? How are student faculty ratios influenced by the program? What is considered normal?

The BLA program is designed to have 98 students when fully populated (28, year 1; 20, year 2; 15, year three; 15, year four; and 15, year five).

Enrollment in the program has two admission gates integrated into the 5-year curriculum. First gate is located between the second and third years and the second, between the fourth and fifth years. This is designed to control class sizes in the advanced portions of the curriculum.

The larger enrollment numbers occur in the first two years, but these classes have multiple sections and are integrated with students from other Colleges or programs in our College. Visual Literacy (140A, 140B, 141A, 141B, and 143) has students from Architecture, Fine & Performing Arts, Education & Human Sciences, and Journalism &
Mass Communication. Foundation design (210) has students from the Architecture and Interior Design programs. The class sizes in these courses are controlled and the students are uniformly distributed throughout the various sections. Visual literacy studios are limited to 20 students and the instructor is assigned a graduate teaching assistant. The foundation design studios are limited to 30 students and instructor is assigned a graduate teaching assistant.

Admission into the third and fifth years will be limited to 15 students. This ensures a 15:1 student/faculty ratio in the LARC 311 through LARC 413 studio sequence. Currently, student/faculty ratios in studios range from 8:1 to 15:1. The current norm is 8:1 due to low student enrollment.

This range of ratios described above ensures a reasonable amount of individual attention to each student, with the faculty member typically providing each student a one-on-one critique two to three times per week in a studio.

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

The College has both scholarships for incoming students sponsored by the Friends of the College of Architecture and for students after admission into the third year (Douglas J. Thom Memorial Scholarship, Dana and DLR Scholars Fund, Rodger Schluntz Travel Fund, Marvin Johnson Scholarship, Nebraska Concrete Masonry Association Fund, Olsson Associates Scholarship Fund, Robert Mueting Travel Fund). We have also secured a substantial estate gift that will provide scholarship support for our students in the future.

UNL provides strong support for students who qualify for work-study. Both the College and Architecture Library support our student’s through 5 work-study agreements. The College also hires our students in the media center on an hourly basis.

The Undergraduate Creative Activities and Research Experiences (UCARE) Program, funded by the Pepsi Endowment, supports opportunities for undergraduates to work alongside faculty members and directly participate in the campus's research or creative activities. Undergraduates may apply for UCARE awards to incorporate a research or creative experience into their undergraduate education. The maximum UCARE award will be $2,000 for year #1 and $2,400 for year #2, or a total of $4,400 over the two-year period.

Fundraising is an ongoing process of building scholarship support for our students. In the short-term local landscape related industries and professional offices will be approached. Long-term we will secure additional scholarships through our alumni.

Assessment 4: Are adequate support personnel available to accomplish program mission and goals?

On a daily basis the program faculty is supported by one administrative assistants and one admissions coordinator who help with undergraduate admissions, academic advising, registration issues, computer (hardware and software) related issues, graduation, and applying for teaching assistantships, and scholarships. These two positions are critical to our success. They also serve students in the architecture and interior design programs. We fear that budget reductions and the University transferring more responsibilities from higher levels to the unit level – will stretch our staff beyond their limits.

To increase enrollment and bring better visibility to all College programs, we would benefit greatly from a full-time communications director. This person could initiate, plan, develop, and manage the execution of top quality communications strategies to support program’s and the College’s strategic plans. Currently this work is integrated in an upper-level course where students develop all communications materials for the College and programs.

Standard 2.C: Commitment to Diversity

Assessment 1: How does the program demonstrate its commitment to diversity in the recruitment and retention of students, full-time faculty and staff?

UNL has long expressed a belief in the value of a diverse faculty as a necessary component in achieving excellence. It seeks to ensure that its faculty represents a sufficient range of background and experience to create a deep, broad,
and vigorous intellectual environment. The University will retain a place among the best public land-grant universities only if it reaches out to and represents the full spectrum of diverse and talented individuals available.

In 2007, the faculty and administrative leadership of the University of Nebraska-Lincoln collectively discussed and adopted as guiding principles a set of seven core values, which are interdependent. We decided that UNL values learning that prepares students for lifetime success and leadership and that UNL values excellence pursued without compromise. These goals cannot be met unless UNL values a diversity of ideas and people and unless UNL values engagement with academic, business, and civic communities throughout Nebraska and the world.

The Office of Equity, Access and Diversity Programs (EADP) provides key leadership to the campus community in the development of an inclusive and supportive campus climate. EADP serves as the civil rights office of the campus. The office provides educational seminars on the search process, the Americans with Disabilities Act, non-discrimination and a variety of diversity topics. The office has developed a set of documents to support the search process for staff and faculty that demonstrates our efforts and procedures to conduct fair and equitable searches.

Committed to recruiting and retaining a diverse student body, UNL has created and offers a series of programs and organizations designed to meet the needs for first generation, low-income, multicultural, and LGBTQIA students. We participate in University Admissions diversity recruitment events like Big Red Road show, University Honors Program, Nebraska Achievement Banquet, Nebraska Latino Leadership Symposium, and Nebraska Black Leadership Symposium. Additionally, our faculty actively recruit a diversity of students through presentations in the Omaha and the surrounding metropolitan area high schools who have diverse student populations.

**Standard 2.D: Faculty Participation**

**Assessment 1:** Does the faculty make recommendations on the allocation of resources and do they have the responsibility to develop, implement and evaluate, and modify the program’s curriculum and operating practices.

Faculty in the Landscape Architecture Program have complete autonomy in curricular issues, and are free to design the professional BLA curriculum as they chose – constrained only by University-wide general education requirements (Achievement-Centered Education, ACE).

Through the strategic planning process, the program has the opportunity to make a case for new resources, and faculty are fully engaged in this process. The decision-making process in the program consistently involves faculty input, with faculty fully involved in discussions about all major decisions from curricular change to faculty hires to some general budgetary allocations issues.

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

The faculty determines program policy for promotion and tenure within institutional guidelines. The program promotion and tenure guidelines were finalized in 2009 and formalized in the Bylaws. The Promotion and Tenure policy as written in the Bylaws was formally adopted by faculty vote and includes detail criteria for promotion and tenure.

**Assessment 2:** Does the program or institution adequately communicate and mentor faculty regarding policies, expectations and procedures for annual evaluations, and for tenure and promotion to all ranks?

The director is primarily responsible for communicating policies, expectations and procedures for annual evaluations, and for tenure and promotion to all ranks. The director assigns a mentor or mentoring team to every new faculty member who assists in communicating policies, expectations and procedures for annual evolutions and for tenure and promotion.
Standard 2.E: Faculty Numbers

Assessment 1: Does an academic unit that offers a first professional program have a minimum of 5 full-time faculty who hold professional degrees in landscape architecture?

The professional BLA program has 3.5 full-time faculty (FTE) members who hold professional degrees in landscape architecture.

Kim L. Wilson
Director, Landscape Architecture, MLA, BSLA
Professor, Landscape Architecture (1.0 FTE)

Sarah Thomas Karle, MLA, BLA
Assistant Professor, Landscape Architecture (1.0 FTE)

Bret Betnar, MLA, BLA
Assistant Professor, Landscape Architecture (1.0 FTE)

Richard Sutton, PhD, MLA, BS
Professor, Agronomy and Horticulture and Landscape Architecture (.5 FTE)

Assessment 2: Does an academic unit that offers first professional programs at both bachelor's and master's level have a minimum of 7 full-time faculty, at least 5 whom hold professional degrees in landscape architecture?

We only offer the first professional program.

Assessment 3: Does the strategic plan or long range plan include action item(s) for addressing the adequacy of the number of faculty?

We have a small program with 46 students currently enrolled in the 5-year curriculum. Therefore the program has an adequate number of full-time faculty members who hold professional degrees in landscape architecture. Our strategic plan for next five-years identifies the addition of a graduate program. With the addition of a second degreed program, we will be required to add two additional full-time faculty with professional degrees in landscape architecture.

Assessment 4: Is the number of faculty adequate to achieve the program’s mission and goals individual faculty development?

The number of full-time faculty is adequate to achieve the program’s mission and goals individual faculty development. In addition to the 3.5 full-time faculty holding professional degrees in landscape architecture, we have two additional faculty with professional degrees in landscape architecture who provide instructional support in our core curriculum and one is a voting member of our faculty. There are also 6 faculty from other programs or Colleges that provide instructional support in our core curriculum. Four of these faculty are voting members of our program.

Mark Hoistad, MArch, BS
Professor, Architecture and Landscape Architecture (member .10 FTE)

Steve Rodie, MLA, BS
Associate Professor, Horticulture and Agronomy (member 0.13)

Kim Todd, BSLA, MA
Associate Professor, Horticulture and Agronomy (courtesy appointment, 0.25)

Jeff Day, MArch, AB
Associate Professor, Architecture and Landscape Architecture (member)

This criterion does not conflict with the numbers listed in the Minimum Requirements for Achieving and Maintaining Accredited Status of 3 full-time faculty holding professional degrees in landscape architecture. This number is minimum and is expected for emerging programs and programs that are becoming established to enroll a small number of students.
Wayne Drummond, MArch, BS
Professor, Architecture (0.13 FTE)

Zhenghong Tang, PhD, MS, BS
Assistant Professor, Community and Regional Planning (member, 0.25 FTE)

Dennis McCallister, PhD, MS, BS
Professor, Horticulture and Agronomy (courtesy appointment, 0.25 FTE)

Ed Harvey, PhD, MS, BS
Professor, School of Natural Resources (courtesy appointment, 0.13 FTE)

We have established an external Memorandum of Understanding between the College of Architecture and College of Agriculture and Natural Resources to ensure that core courses in the curriculum will be covered by Agronomy and Horticulture faculty and internal agreements with the Architecture and Planning programs to cover other core courses in the curriculum.
PROFESSIONAL CURRICULUM
3. PROFESSIONAL CURRICULUM

Standard 3: The first professional-degree curriculum shall include the core knowledge skills and applications of landscape architecture.

Standard 3.A: Mission and Objectives

Assessment 1: How does the curriculum address the program’s mission, goals and objectives?

The curriculum in the Landscape Architecture Program strives to achieve academic excellence in preparing our students to meet the challenges of both career and life. Excellence is achieved through exposing our students to educational breadth while providing learning experiences to prepare them for a profession that, by definition, is interdisciplinary. Design is at the apex of the professional degree. We expect our students to become leaders in their communities and conduct their life work governed by reason, insight, inquiry and a commitment to civic action. Our curriculum is structured to meet these goals.

The five-year curriculum has a total of 163 credit hours. Breadth is emphasized by a curriculum that offers diversity and yet strikes a balance among general education, environmental sciences and design coursework. UNL’s Achievement-Centered General Education Program (ACE) is built on student learning outcomes focused on what all undergraduate students should know or be able to do upon graduation. ACE courses (30 credits) are general educational courses like English Composition and Statistics as well as discipline-based course like Landscape History and Theory. The ten ACE Program outcomes are organized under the following goals:

1. Develop intellectual and practical skills, including proficiency in written, oral, and visual communications; inquiry techniques; critical and creative thinking; quantitative applications; information assessment; teamwork and problem solving. (ACE 1 – ACE 3)
2. Build knowledge of diverse peoples and cultures and of the natural and physical world through the study of mathematics, sciences and technologies, histories, humanities, arts, social sciences, and human diversity. (ACE 4 – ACE 7)
3. Exercise individual and social responsibilities through the study of ethical principles and reasoning, application of civic knowledge, interaction with diverse cultures, and engagement with global issues. (ACE 8, ACE 9)
4. Integrate these abilities and capacities, adapting them to new settings, questions, and responsibilities. (ACE 10)

The extensive number of environmental science courses (36 credits) also emphasizes curriculum breadth. These courses are primarily taught by faculty from Institute of Agriculture and Natural Resources (IANR) and include soils, hydrology, ecology, and others. With an emphasis on systems thinking, students are expected to integrate environmental science knowledge and skills into studio projects. We consider the environmental science courses a strength of our curriculum.

The balance of the curriculum is dedicated to design studios (50 credits). The curriculum recognizes the value of design as a prime source of innovation and economic development. The studio-based design sequence provides the foundation for students to address complex issues with innovative ideas and implementable solutions. Design drives innovation. Design adds value. Design is thinking by doing.

Our collaborative design education model deliberately integrates learning experiences that build discipline-, transdisciplinary-, and interdisciplinary-based knowledge and skills. The program benefits from the College’s highly integrated curriculum, shared courses, faculty and other resources that reflect real world professional practice. A majority of the first two years of the curriculum is interdisciplinary where students develop common knowledge, language and skills around basic two- and three-dimensional design. During the last three years, students develop discipline-based knowledge and skills that are integrated into interdisciplinary studios including site and building, community planning and design and urban environments. Students participate in myriad of opportunities to support transdisciplinary and interdisciplinary learning, including professional electives, seminars, minors, lecture series, and study abroad.

As we move into a century that is uncertain, our country requires more informed, engaged and socially responsible citizenry. As a result, we place an emphasis on civic education by developing innovative educational practices that advance learning outcomes essential for responsible citizenship, at home and abroad. Such educational innovations include community-based research, global learning focused on real-world challenges, service-learning, diversity
programs, reflective experiential learning, and curricular experiences that teach students how systems work and can be changed.

**Assessment 2: How does the program identify the knowledge, skills, abilities and values it expects students to possess at graduation?**

The program was an outgrowth from two existing programs, Architecture and Landscape Design (IANR). Thus the original curriculum was created using existing courses from both programs. Faculty considered the two sources, the Landscape Architecture Accreditation Board (LAAB) Standards for Accreditation and Landscape Architecture Body of Knowledge (LABOK) when designing the curriculum. The LAAB Standards indicates that the curriculum “must include the core knowledge skills and applications of landscape architecture”. The LABOK Study (2000) identified core competencies and core knowledge a First Professional Landscape Architecture degree program should address.

Since the initial design, the curriculum has gone through a series of modifications primarily due to hiring a director and two landscape architecture faculty. The director’s 30 years of professional practice and 10 years of teaching experience as well as young faculty’s insights garnered from two premier graduate programs continues to shape course content and refine the curriculum sequence.

To ensure we agree on the knowledge, skills, abilities and values expected of our graduates, the faculty spent an academic year developing a comprehensive list of learning goals and outcomes. These learning goals and outcomes are guiding curriculum delivery and assessment (See Standard 3B, Assessment 1 for a detailed list of learning goals and outcomes linked to the curriculum).

Beyond the professional core outcomes, UNL has developed Achievement-Centered General Education Program (ACE) student learning outcomes focused on what all undergraduate students should know or be able to do upon graduation (See Standard 3.A, Assessment 1 for a description of learning goals).

**Standard 3.B: Program Curriculum**

**Assessment 1: How does the program curriculum include coverage of:**

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

The Landscape Architecture Program is organized into three distinct segments and/or degrees: Pre-Landscape Architecture (first two years), Bachelors of Science in Design (end of fourth year) and Bachelor of Landscape Architecture (end of fifth year).

**A. Pre-Landscape Architecture Curriculum (first two years):**

The **first two years** of the program is intended to provide the student with a wide range of backgrounds that will be beneficial when they enter the professional degree program the third year. During these formative years, students take important courses that help them explore Landscape Architecture and develop foundational design skills:

- **LARC 101 Survey of Landscape Architecture: Approach, Process and Practice**, is a course in which students read, write, and discuss the challenges and opportunities faced by contemporary landscape architects;
- **LARC 200 Landscape & Environmental Appreciation**, is a survey course that explores applications of
theory and process of landscape design;

- **Visual Literacy sequence** (LARC 140A, 140B, 141A, 141B, 143) are courses in which students develop literacy around visualization;
- **LARC 210 Fundamentals of Design**, is a course in which students learn spatial constructs applying two- and three-dimensional design principles;
- **LARC 216/217 Introduction to Landscape Design**, is a course in which students learn design process associated with small sites.; and
- **LARC 223 Computer Applications in Design**, is a course in which students learn computer applications to aid in design thinking, representation and communication.

Complementing the development of Landscape Architecture foundational knowledge and skills, students also are exposed to the foundational environmental science courses:

- **HORT 131/133 Plant Science**, is a course in which students learn about biology of plants;
- **LARC 212 and 213 Landscape Plants I and II sequence**, are courses in which students learn plant identification and design, ecological and horticultural traits;
- **HORT 153 Soil Resources**, a course in which students learn characteristics of soils, its uses and protection; and
- **CIVE 353 Hydrology**, is a course in which students are introduced to the principles of hydrology.

Students apply for admission into the professional program after completing the pre-professional curriculum. Criteria used for entrance includes cumulative grade point average, a weighted grade point average in which the LARC courses are given twice the weight as the rest of the courses, and a portfolio.

**B. Bachelor of Landscape Architecture Curriculum** (description inclusive of Pre-Landscape Architecture and Bachelors of Science in Design curriculums)

**Design and Theory Sequence:**

The design and theory sequence is the foundation of our five-year curriculum and is structured by the following expectations:

- Landscape architectural principles and issues are introduced through design explorations and projects, associated seminars, lectures, workshops and field trips, and readings, reading discussions and presentations.
- As the curriculum progresses, principles introduced (or expanded upon) become increasingly complex and build upon prior studio content.
- Site systems, environmental sciences, and sustainability are introduced as essential to design and the achievement of the built environment.
- The design sequence culminates in the capstone experience where students working with a faculty mentor, identify and explore a studio topic, grounded in research methods.
- Emphasized continuously at all studio levels: reference to relevant conditions of precedent; clarity, rigor and evidence of design process; active communication including the integration of computer technology in the communication process; attention to demographic and social factors; and site, system thinking and sustainability principles as progenitors of land use and infrastructure landscapes.

**First-year** design and theory courses.

The design and theory sequence begins with the **first-year** seminar course, **LARC 101, Survey of Landscape Architecture: Approach, Process and Practice**, in which students are introduced to landscape architecture. This is the first of a six-seminar sequence addressing a range of scopes, scales, and issues. **LARC 489, Introduction to Landscape Ecology for Planning and Design** is the last in this sequence and one of four seminar courses linked (adjunct) to design studios in the third, fourth and fifth years (LARC 340, History and Theory in Contemporary Landscape Architecture, CRPL 400 Introduction to Planning, and LARC 461 Urbanism). Each adjunct course will be described in the following text in relationship to the studio it supports. **Visual Literacy** is a two-year design studio sequence beginning the first year. It is seen as the first step for students interested in allied design professions to begin a serious exploration of the visual world. Courses making up this sequence include:

- **LARC 140A Analysis and Composition** is an 8-week, 2 credit studio course focused on the development of creative and analytical skills through problem solving in design. This course emphasizes hand drafting, collage making, model building, orthographic representation, spatial awareness and composition.
- **LARC 140B Perceptual Drawing** is an 8-week, 2 credit studio course focused on the development of creative and analytical skills through drawing from observation.
• **LARC 141A Color** is an 8-week, 2 credit studio course that focused on the development of creative and analytical skills through the study and application of color theory.

• **LARC 141B Speculative Drawing and Design** is an 8-week, 2 credit studio course focused on the development of creative and analytical skills through drawing to investigate, describe, document and communicate as they work back and forth between two and three dimensions and explore a variety of media, materials and processes; and

• **LARC 143 Art and Design** is an on-line lecture course focused on helping students develop the skills to describe, interpret and evaluate images and objects.

**Second-year** design and theory courses are introductory in nature.

• **LARC 210 Fundamentals of Design**, offered fall semester, is an interdisciplinary studio with architecture and interior design students taught by a interdisciplinary team of faculty in which students learn spatial constructs applying two- and three- dimensional design principles. Emphasis is on design process using organizational and graphic techniques, physical and digital modeling, orthographic projection, free hand drawing, and other forms of graphic representation.

• **LARC 216/217 Introduction to Landscape Design**, offered spring semester, is an interdisciplinary lecture/studio with horticulture students in which students are first exposed to site inventory and analysis, planning diagrams, and site plans. Freehand drawings and computer graphics are used in the design of residential scale projects.

Third-year, is the beginning of a six-studio sequence and the first design studio dedicated solely to landscape architecture students. Design and theory is focused on site scale.

• **LARC 310 Design Studio I: Site Design**, offered fall semester, builds upon LARC 210 and LARC 216/217 and covers basic site design including introduction to precedents, design process, design elements, ordering principles, and is focused on spatial design using the palette of landform, plants and structure. Studio focuses on hand-built modeling as the primary design medium. Students learn to use computer-generated diagrams, plans and sections to communication design ideas and process. The studio project types are small in scale.

• The studio work is supported by **LARC 340 History and Theory in Contemporary Landscape Architecture** in which students are introduced to a range of ideas, authors, and agents reshaping the contemporary field of landscape architecture through readings, class discussion and student presentations. Students are expected to apply this knowledge to their design studio process.

• **LARC 330 Site Systems II: Grading and Stormwater Management** is also an adjunct to the studio in which students learn aesthetic and functional landform manipulation and stormwater management. Students are also expected to apply this knowledge to their studio work.

• **LARC 311 Design Studio II: Site and Building**, offered spring semester, is an interdisciplinary studio with architecture students and co-taught by landscape architecture and architecture faculty where students gain an understanding of the relationships between landscape to architecture at multiple site scales, consider the effects of construction and ground manipulation on the perception and experience of space, and explore the possibilities of layering and transparency, enclosure and adjacencies, “in-between” spaces and connectors as they relate to building and site. Ultimately, the studio investigates the intersection of landscape design, architecture, and planning in the making of spaces within an institutional setting. Projects focus on land development integrating natural systems, site circulation and parking, programmatic components and buildings.

**Fourth-year** design and theory courses are more advanced and focused on larger, more complex landscapes.

• **LARC 410 Studio III: Community Planning and Design**, offered fall semester, is an interdisciplinary, vertical studio with graduate architecture and planning students taught by a landscape architect. The service-learning studio partners with a rural Nebraskan community and students learn interdisciplinary teamwork skills, management of grassroots community change, sustainable community planning and design, civic responsibility, critical thinking and design process. Studio work includes students working within and across teams; data collection and documentation regionally and locally on topic areas such as history, demographics, social network, economy, natural systems/environment, land use/building patterns, policy and regulations, and infrastructure; public input process and formal presentations that lay the groundwork for a community plan; and well-defined design proposals based on research.

• The studio is supported by **CRPL 400 Introduction to Planning** in which students are introduced to the history of cities, urbanization, and regionalization, comprehensive planning process, plan implementation, and functional areas of planning. Students are expected to apply knowledge learned in this course to the studio project.
- **LARC 467 Planting Design Studio**, offered fall semester, is an interdisciplinary, vertical studio with horticulture and architecture students taught by a landscape architect. Here students learn how to translate design concepts using plants while negotiating social and environmental factors.

- **LARC 411 Studio IV: Urban Design**, offered spring semester, is another interdisciplinary studio with architecture students co-taught by landscape architecture and architecture faculty. Past projects have dealt with re-purposing of an elevated rail corridor, redevelopment of an urban neighborhood, light-rail-transit based development, and brownfield redevelopment. Students work on interdisciplinary teams to conduct research, collect and document urban focused data, develop a master plan and produce detailed site/architectural design solutions.

- An adjunct course to LARC 411 studio, LARC 461 Urbanism is offered to both architecture and landscape architecture students. The course offers a comprehensive introduction to the fundamental and emerging factions of urbanism current to cities and culture at large. Through lectures, readings, and projects, the course positions urbanism as a dynamic and complex set of relationships continually altering the center, middle, and edge of a city. To enhance the learning outcomes, this course conducts a field trip to a major metropolitan area. For the past two years, the class traveled to Chicago and met with key leaders, explored urban precedents, visited local offices, and mapped the influences on the city. Students are expected to integrate knowledge and skills from this course into the LARC 411 studio project.

At the end of the fourth year, students decide whether to remain in the program and matriculate into the fifth year, Bachelor of Landscape Architecture (BLA) degree or graduate with a Bachelors of Design (BSD) degree. The students with the BSD may matriculate to graduate programs at UNL or other higher educational institutions.

**Fifth-year** is the final year and the last of the six-course design and theory sequence.

- **LARC 412 Studio V: Ecological Planning and Design** explores ways to understand and address issues of landscape systems in a regional context. Past projects considered the placement of a regional linear park and trail system along an environmentally sensitive and highly regulated landscape. Fall 2012, partnering with Scotts Bluff National Monument, the studio will plan and design a trail master plan for the 3,000 acre national monument.

- LARC 412 studio is supported by the adjunct course, LARC 489, *Introduction to Landscape Ecology for Planning and Design*. This course helps students understand the linkages over time and space, of the natural and cultural patterns, and processes at hand before intervening a design proposal into a landscape. The students are expected to apply the ideology of preserving the landscape’s structural integrity and functional stability while changing it into a more beautiful and sustainable place.

- **LARC 486 Research Methods** precedes the capstone studio. This on-line course introduces the students to various research methods. Students are expected to construct a research proposal around their capstone topic informing and guiding the capstone studio work.

- **LARC 413 Capstone**, offered spring semester, provides the students with the opportunity to work on a topic or project that interests them. Aligned with a faculty mentor, the student demonstrates through the studio work a comprehensive, in-depth, understanding of the design process; ability to address and resolve issues related to landscape architecture; creative and critical thinking skills; and ability to communicate the design intent verbally and using appropriate forms of representation. Past projects have varied in scale and scope, including Lincoln Children’s Zoo Master Plan, Elkhorn River Watershed Study, and Onestep: Obesity and Elkhorn Public School Location Criteria.

Students have several opportunities to study abroad. Semester-long study abroad occurs either spring, fourth-year in London or fall, fifth-year in China. We also offer a three-week international service-learning course to Ecuador during summer pre-session open to third, fourth and fifth year students. All three courses engage students in design studio projects and extensive travel throughout the country.

**History and Theory Sequence**

Along with an emphasis on historic precedent in each studio, the curriculum has three courses specifically focused on cultural issues and landscape architecture history. The first course,

1. **LARC 240 Architecture History and Theory I**, is a large lecture course, open to the entire University, providing students with a general orientation to the history of designed environments from prehistoric to the mid-eighteenth century.

2. **LARC 340 History and Theory in Contemporary Landscape Architecture**, is a small seminar course offered the third-year, in which students are introduced to a range of ideas, authors, and agents reshaping the contemporary field of landscape architecture through readings, class discussion, writing exercises, and
student presentations. Students undertake a writing intensive exercise developing a case study on a current landscape project.

3. **LARC 461 Urbanism**, is a large lecture course offered the fourth-year in which students are introduced to the fundamental and emerging factions of urbanism current to cities and culture at large. Through lectures, readings, and projects the course positions urbanism as a dynamic and complex set of relationships continually altering the center, middle, and edge of a city. To enhance the learning outcomes, this course conducts a field trip to a major metropolitan area. For the past two years the class traveled to Chicago and met with key leaders, explored urban precedents, visited local offices, and mapped the influences on the city. The class produces a book that includes written research and mapping exercises about Chicago.

**Site Systems Sequence**
In the second- and third-years, a three-course sequence introduces students to the more technical aspects of design and implementation. These courses use lectures, building exercises, field trips, independent research, drawing and computer drafting as ways to engage the students in the learning process.

1. **LARC 230 Site Systems I: Materiality in Landscape Architecture** is a lecture and lab course in which students are introduced to an extensive body of knowledge related to landscape materials and detailing. Emphasis is placed on material selection based on sustainability and life cycle implications.

2. **LARC 330 Site Systems II: Grading and Stormwater Management** is a lecture and lab course in which students are introduced to the fundamentals of grading, earthwork, road/pathway alignment, and basic techniques of hydrology at a site- and sub-regional scale. This course also introduces students to the Americans with Disabilities Act (ADA) and other regulations.

3. **LARC 331 Site Systems III: Layout, Utilities and Construction Documentation** is a lecture and lab course in which students are introduced to design characteristics and implementation of site components including lighting, irrigation, fountains and pools, site structures, walls and wood construction. Students develop a set of construction drawings that include layout, details, and specifications.

Fall fifth-year, **LARC 480 Professional Practice** provides student with an understanding of contractual obligations, liability, and ethics. Site systems knowledge and skills are integrated into the third-, fourth-, and fifth-year studios as a seamless factor in design.

**Environmental Sciences Sequence**
Faculty from the Institute for Agriculture and Natural Resources (IANR) teach the majority of the environmental science courses required in our curriculum. It is advantageous for students to gain fundamental knowledge about the related disciplines of soil science, plant science, ecology, and hydrology from experts in their respective fields.

The three environmental science related courses required of students located in the LA program are **LARC 212 and LARC 213 Landscape Plants I and II** and **LARC 489, Introduction to Landscape Ecology for Planning and Design**. Environmental sciences are woven into the design and theory studios throughout the core of the curriculum.

**Visual Communications and Computer Technology**
Graphics, visual communication and computer technology are given specific emphasis in two courses.

1. **LARC 223 Computer Applications in Design**, offered the first year, is a lecture and lab course in which students learn computer applications (Adobe Suites, Rhino, Revit) to aid in design thinking, representation and communications. The second course occurs the third-year.

2. **CRPL 430 GIS** offered the third year, is a lab course in which students learn geographic information system as it applies to environmental site planning and design.

Beyond these two courses, issues of visual communication are reinforced as part of each design studio course. Students work on basic drafting conventions and models in the first-two years of studio and more technologically based graphics – renderings, photography, video, and animation - in the upper-level studios.

**Professional Practice and Ethics**
Professional practice is covered in its own course, **LARC 480**, fall fifth year. It is an interdisciplinary course with architecture, planning and interior design students. The class explores a project’s path through the office from marketing, contracts, planning, design and contractual documents through to implementation, construction and management. Also covered are professional and business ethics as well as management principles for the professional office, project organization, and personal and professional development as outlined the Ethical Standards and Accreditation Criteria of each profession. Students develop writing intensive projects including
marketing proposal, contract/scope of work, critical issues in the profession, and structure and management of a major national or international firm.

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

The ten-semester academic plan showing the recommended sequence of courses is provided to students when entering the landscape architecture program in both a list and flow-chart format. Through student advising and course prerequisites, we can ensure that integrity of the curriculum sequence is maintained and followed by all of our students.

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

Professional Curriculum Assessment Plan
1. The landscape architecture program has developed an outcomes-based curriculum around seven learning goals and 37 learning outcomes. Faculty use these learning outcomes to develop and assess student assignments.

2. At the end of the academic year, faculty participate in a day-long work session where we review all core curriculum courses. Each faculty organizes their course/studio presentation by covering course learning outcomes, activities/assignments used to achieve outcomes, assessment tools, level of success in achieving the outcomes and changes for improvement. The sessions are interactive with lively discussion on how to improve the course work. The level of continuity, repetition, overlap and gaps become obvious through this process. The session is summarized in a report and action is taken at both course and curriculum levels to improve learning. As an example, after reviewing the studio sequence, we determined there were too many interdisciplinary studios, thus limiting the students the opportunity to showcase unique and in-depth disciplined-based landscape architecture design work. We decided to reduce the number of interdisciplinary studios by making LARC 411 Urban Environments discipline-based only.

3. We are in the process of developing an assessment plan that will track two or three learning outcomes per year over a three to four year period.

Landscape Architecture Professional Advisory Committee
We invited 15 local practitioners to the College to discuss our program in spring 2011. We shared our current student work with the committee. We also discussed emerging themes in environmental design and how our program might respond. We are in the process of formalizing the professional advisory committee membership and their role with respect to our program. We hope to engage them on an annual basis in support of improving our program and hiring our students in internships and professional practice.

Student Awards and Jurors
Important metrics that the profession uses to determine the success of student learning includes student awards. The international service-learning studio in Ecuador won an American Society of Landscape Architecture Student Honor Award for Service 2010.

The positive feedback from jurors including faculty from related disciplines, local practitioners and nationally recognized practitioners who participated in semester-end reviews, selection of ASLA student Honor and Merit Award, and selection of Herminghaus Outstanding Capstone Project.

Assessment 4: How do the curriculum and other program opportunities enable student to pursue academic interests consistent with institutional requirements and entry into the profession?

The five-year Bachelor of Landscape Architecture Program is both philosophically and pragmatically responsive to meeting professional educational goals. The professional curriculum is structured to provide intensive academic and technical experience and knowledge appropriate to the pursuit of work in planning and design practice. Opportunities to participate in international programs, service-learning projects, discipline- and interdisciplinary-based projects and research expose students to ‘real world’ situations at the forefront of current issues in the profession today.

UNL’s Achievement-Centered General Education Program (ACE) outcome-based curriculum helps students develop intellectual and practical skills, including information literacy, teamwork and problem solving, understanding diverse peoples and cultures and of the natural and physical world, exercising individual and social responsibilities, interacting
with diverse cultures, engagement with global issues and integration abilities and capacities, adapting them to new settings, questions, and responsibilities.

In addition to the ACE and professional education requirements, our curriculum requires 10 credits of open electives and 9 credits of professional electives to allow for a wide range of choice by each student. We encourage students to use this opportunity to develop a minor or area of focus. For example, a student could pursue a series of offerings in business, planning or horticulture.

Standard 3.C: Syllabi

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

We are in the process of developing a standardized syllabus format. We believe the consistency is important so students know expectations are the same in each class. The following are the components of our syllabi:

- **Course number, name, instructor, contact information and semester year**
- **Course description**: course theme(s); importance of the course; teaching philosophy and delivery methods; principles, questions and concepts that will be addressed; and relationship to prior and future courses in the professional curriculum.
- **Course prerequisites**: previous course work/knowledge and skills required for access into the course.
- **Course adjunct**: description of the adjunct course and how the knowledge and skills will be integrated into the course.
- **Learning goals and learning outcomes**: outline of learning goals and description of the knowledge and skills students achieve by the end of the course.
- **Course structure, activities, and assignments**: outline of activities conducted during the semester to help students achieve learning outcomes; and purpose of each activity (general description).
- **Required materials**: required purchases or expenses for supplemental learning material or resources, with explanation of why they are necessary. Including in this description would be textbooks, readings, computer and software requirements and expenses associated with field trips.
- **Course schedule**: timing of course phases, activities and assignments; dates of holidays and special events such as interim and final presentations and Hyde Lectures.
- **Grading policy, criteria and definition**: value of each assignment; evaluation objectives for student performance on assignments, participation and engagement, and progress; and how grades are to be calculated (point scale).
- **Other course policies / statements**: attendance and due date policy; retention of work; academic integrity (university-level policy); studio etiquette (if appropriate); employment policy.

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

Syllabi include a section on grading policy identifying value of each assignment; evaluation objectives for student performance on assignments, participating and engagement, and progress; how grades are to be calculated (point scale); and general evaluation criteria (detailed rubrics are included in separate problem statements).

Standard 3.D: Curriculum Evaluation

Assessment 1: How does the program evaluate how effectively the curriculum is helping students achieve the program learning objectives in a timely way at the course and curriculum levels?

At the end of the academic year, faculty participate in a day-long work session where we review all core curriculum courses. Each faculty organizes their course/studio presentation by covering course-learning outcomes, activities/assignments used to achieve outcomes, assessment tools, level of success in achieving the outcomes and changes for improvement. The sessions are interactive with lively discussion on how to improve the course work. The level of continuity, repetition, overlap and gaps become obvious through this process. The session is summarized in a report and action is taken at both a course and curriculum levels to improve learning. As an example, after reviewing the studio sequence, we determined there were too many interdisciplinary studios, thus limiting the students the opportunity to showcase unique and in-depth disciplined-based landscape architecture design work. We decided to reduce the number of interdisciplinary studios by making LARC 411 Urban Environments discipline-based only.

Peer and external jurors’ review of student work is another one way we receive regular feedback on student and course success. Also, Promotion & Tenure process requires annual peer evaluations of courses and teaching
methods, which are documented in letters to the director. These also provide the faculty with the impetus for discussion about course and curricular changes.

We ensure that students are achieving the prescribed learning outcomes in a course by adhering to a policy which requires students to achieve a grade of ‘C’ or better in all professional courses. Failure to perform at that level results in the student repeating the course and having to delay taking more advanced courses in the curriculum for which that course is listed as a prerequisite.

**Assessment 2: How does the program demonstrate and document ways of:**

- assessing students’ achievements of course and program objectives in the length of time to graduation stated by the program?
- reviewing and improving the effectiveness of instructional methods in curriculum delivery?
- maintaining currency with evolving technologies, methodologies, theories and values of the profession?

**a.** Once students discover the Landscape Architecture Program, a high-percentage of our students graduate within the five-year length. We have very few true freshmen in our first-year. Most first-year students transfer from UNL programs like general studies or architecture in their second year. We average one to two students annually who still need a class or two, typically not required landscape architecture courses and sometimes to accomplish minors or concurrent majors, that add an additional summer or fall semester to their time enrolled at UNL. The typical and above average student can successfully achieve the program objectives within the five-year curriculum length.

**b.** During the yearly, day-long work session where we review all core curriculum courses, each faculty is asked to talk about course pedagogy where they share instructional methods, effectiveness of delivery and student outcomes. We are also fortunate to have several faculty who have specifically focused their research on teaching including outcomes-based assessment, teams, interdisciplinary teaching and service-learning. They have shared their research and findings with our faculty as well as through presentations across campus, at conferences and via scholarly publications.

**c.** Our curriculum is focused on the integration of computer technology at every level, therefore many faculty are dedicated to keeping up to date on the current technology and its appropriate application to the profession of landscape architecture.

The faculty’s program of teaching, engagement and scholarship, and the Promotion and Tenure process require them to be current on methods, theories and values of the profession. This is demonstrated through their success to compete for internal and external grant funding, engage with non-profits and communities on significant and relevant projects, invitations to present at conferences and publish scholarly papers, mentor students in their studio work and ultimately move through the promotion ranks to Full Professor.

**Assessment 3: How do students participate in evaluation of the program, courses, and curriculum?**

Students evaluate each course and each instructor with a standardized evaluation form required by the College of Architecture along with a series of questions that require written responses. Adjustments are made to courses and faculty course assignments as a result of student input.

We will be implementing exit interviews this year with our graduating class. Faculty will develop a series of questions and an objective facilitator, unrelated to our program, will ask the students a series of questions focused on improving the curriculum. This information will be shared with the faculty and adjustments will be made to courses and curriculum.

**Standard 3.E: Augmentation of Formal Educational Experience**

**Assessment 1: How does the program provide opportunities for students to participate in internships, off campus studies, research assistantships, or practicum experiences?**

1. **Internships**

   Between the fourth and fifth years, students are required to participate in a summer-long internship. The director assists students in securing an internship by helping them develop a portfolio and resume, identifying type of practice and location, and supporting them during the interview process. The College has an internship fair each March providing all students with interviewing practice and internship opportunities.
2. **International Service-Learning Experience**
   We offer an international service-learning course in Ecuador. Students learn sustainable community-based development, cultural implications of working within communities, and extensive project planning, management, and evaluation. Partnering with the village, students work in teams with faculty to plan, design, conduct, and evaluate short- and long-term projects in the village.

3. **Community-based Studios**
   Fabrication and Construction Team (FACT) is an opportunity for students to explore the shifting relationship between conceiving and making through hands-on, collaborative experience with actual design-build projects in which students play a decisive role in all aspects of research, design, and construction of the commission. Most recently the FACT class designed and installed an entrance garden at the Bemis Center.

4. **Research Assistantships**
   The Undergraduate Creative Activities and Research Experiences (UCARE) Program, funded by the Pepsi Endowment, supports opportunities for undergraduates to work alongside faculty members and directly participate in the campus’s research or creative activities. Undergraduates may apply for UCARE awards to incorporate a research or creative experience into their undergraduate education. The maximum UCARE award will be $2,000 for year #1 and $2,400 for year #2, or a total of $4,400 over the two-year period. We currently have 5 students who are participating in the UCARE program.

   In addition to formalized research assistantships, faculty seek internal (ex. Layman Grant) and external (ex. EPA) funding that support undergraduate research assistantships.

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**Assessment 2: How does the program identify the objectives and evaluation and effectiveness of these opportunities?**

The above opportunities are either course-based, credit-bearing, learning opportunities or have associated contracts with clearly defined expectations. In the case of internships, service-learning courses and community-based studios faculty syllabi define the learning outcomes, assignments and assessment criteria. When a course was established, it was reviewed and approved by the faculty to ensure it fits within the overall curriculum learning goals and outcomes.

**Assessment 3: Do students report on these experiences to their peers? If so, how?**

The Friday before classes begin in the fall semester, students who participated in summer and off-campus experiences including internships, service-learning projects/course, and community-based studios are required to present their experiences to the faculty and fellow students in a digital format. Each student is given a prescribed outline and 20 minutes. Treated more like a celebration than a formal presentation, the half-day session is accompanied by lively discussion and food. While the internship presentations are assigned a grade, it is our hope that the session is also informative and sets expectations for those students who select or are required to participate in off-campus experiences.

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**Standard 3.F: Coursework**

**Assessment 1: In addition to the professional curriculum, describe how students also pursue coursework in other disciplines in accordance with institutional and program requirements?**

The curriculum requires 97 credits in Landscape Architecture, of which 22 credits are in cross-listed courses and taught by faculty in other departments and colleges. In addition to the 22 credits in cross-listed courses, 66 credits are general studies (ACE) and electives or a total of 88 credits (53%) outside of the program. In particular, our program offers 10 free electives and 9 professional electives to provide students the opportunity to expand their perspectives and explore interests. These elective credits can be taken in widely diverse or highly selective areas, as elected by each student in consultation with the academic advisor. With these 19 credits it is easy for students to create a minor in disciplines for which other coursework is prescribed (planning and horticulture).

**Assessment 2: Do students take courses in the humanities, natural sciences, social sciences or other disciplines?**

The curriculum requires 24 credits of humanities and social sciences, 20 credits of environmental sciences, 9 credits of planning, up to 9 credits of professional electives (from architecture, planning, horticulture and sociology) and 10 free electives.
**Standard 3.G: Areas of Interest** (Narrative below answers 3.G Assessments 1 and 2)

**Assessment 1:** How does the program provide opportunities for students to pursue independent projects, focused electives, optional studios, certificates, minors, etc.?

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

The program allows for flexibility in pursuing areas of interest within the professional curriculum. Many students pursue a minor in community and regional planning where the curriculum requires 9 credits of the required 18 credits for the minor. Others pursue a minor in Horticulture where the curriculum requires 10 credits of the required 18 credits for a minor. The fifth year offers students 9 credits of professional electives where they can enroll in designated courses in architecture, planning, horticulture and sociology to fulfill these requirements.

For those interested, and with the qualifications, the University also has a robust honors program. Here, students either choose to designate a course as honor’s work or to have an honors thesis. Honors classes are then handled as additional work and higher expectations. Honor’s projects typically are developed and implemented over the final year of the student’s tenure.
STUDENT AND PROGRAM OUTCOMES
4. STUDENT AND PROGRAM OUTCOMES

Standard 4: The program shall prepare students to pursue careers in landscape architecture

Standard 4.A: Student Learning Outcomes

Assessment 1: Does student work demonstrate the competency required for entry-level positions in the profession of landscape architecture?

The faculty spent the last year developing learning goals and outcomes that characterize competencies our students need as entry-level professional landscape architects. Outcome-based strategies have faculty designing learning activities around an outcome and then assessing the students’ ability to achieve the expected outcome. Faculty use the learning goals and outcomes as a framework to determine specific course outcomes, learning activities, assessment criteria, and grading standards.

Fourth and fifth year seminar and studio courses provide students with real world experiences in participatory community planning and design, urban design, and ecological planning and design. The student learning experience culminates in a capstone studio where they plan, design, and execute a research project. Each student is expected to integrate knowledge and skills from their past course work. Student work, which is grounded in outcomes-based curriculum, upper-level course work, yearly curriculum assessment, and juried critiques, demonstrates the competencies required for entry-level positions in the profession of landscape architecture.

Assessment 2: How does the program assess student work and how it demonstrates students are competent to obtain entry-level positions in the profession providing students with the appropriate content to enter the profession?

Professional Curriculum Assessment Plan
1. The landscape architecture program developed an outcomes-based curriculum around seven learning goals and 37 learning outcomes. The knowledge and skills articulated in the outcomes characterize the competencies our students need for an entry-level position in the professional of landscape architecture. Faculty use these learning outcomes to develop and assess student assignments and overall course performance. (See Addendum G, Assignment 4.)

2. At the end of the academic year, faculty participate in a daylong work session where we review all core curriculum courses. Each faculty organizes their course/studio presentation by covering course/learning outcomes, activities/assignments used to achieve outcomes, assessment tools, level of success in achieving the outcomes and changes for improvement. The sessions are interactive with lively discussion on how to improve the course work. The level of continuity, repetition, overlap and gaps become obvious through this process. The session is summarized in a report and action is taken at both course and curriculum levels to improve learning.

3. Our assessment plan tracks two or three learning outcomes per year over a three to four year period. The assessment plan includes more detailed criteria and assessment tools, identifies and implements learning strategies, collects and analyzes data at all levels, and determines the level of successes and degree of changes to occur across the curriculum. The first step in the process was to ask the fifth year students to participate in a self-assessment using the learning outcomes. They provided insight and direction for our assessment plan. Our first three outcomes to monitor over the next three years are writing, grading and landscape architectural theory.

Assessment 3: How do students demonstrate their achievement of the program’s learning objectives including critical and creative thinking and their ability to understand, apply and communicate the subject matter of the professional curriculum as evidence through projects definition, problem identification information collection, analysis, synthesis, conceptualization and implementation?

Students demonstrate achievement of program learning outcomes of the professional curriculum’s subject matter at both the lower level required and preparatory courses and the upper level more complex and engaged planning and design courses.

In the lower level courses students are learning contextual knowledge (environmental science, ecology, landscape history, social factors, etc.) of which they are tested (using traditional assessment methods) to demonstrate their critical thinking abilities, communicate skills and understanding of the subject matter. Introductory design studios
advance students from design principles and strategies, to small sites to larger sites with the focus being on the increasing complexity of problem identification, contextual research, and site reconnaissance, synthesis and conceptual design. Competency of course material is demonstrated in projects and assignments evaluated with grading rubrics. Lower level technical courses teach the requisite drawing, grading, horticulture, etc., knowledge domains necessary for advancement to upper level courses that demand more independent and exploratory use of complex skill sets. Students demonstrate their grasp of the technical subject matter through exercises, prescribed projects and low stake examinations.

In upper level design courses, students are offered opportunities to experience more disciplinary and interdisciplinary specific design projects, i.e. community planning and design, urban design, ecologically based design, etc. In upper level design studios, student participates in project definition, issue/problem identification and program development. Research, analysis, synthesis, conceptualization and implementation are often performed in partnership with or executed for a project partner or a community, which offer students opportunities to demonstrate and receive non-academic feedback (in addition to traditional grading rubrics) on their project knowledge and the quality of the critical and design thinking in addressing the project issues. The five-year curriculum culminates with a capstone studio where students initiate all aspects of a project beginning with a research proposal and ending with a completely self-authored project. These projects are assessed by all LA faculty using a rubric that includes a comprehensive list of professionally-based outcomes.

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

Systematic and comprehensive assessment methods contribute to the student’s ongoing development and improvement. The following is a list of assessment methods the Landscape Architecture faculty employ.

Learning Goals and Outcomes (See Addenda G, Assignment 4.) Landscape Architecture faculty developed an outcomes-based curriculum around seven learning goals and 37 learning outcomes. The knowledge and skills articulated in the outcomes characterize the competencies our students need to obtain for an entry-level position in the professional of landscape architecture. Faculty use these learning outcomes to develop and assess student assignments and overall course performance.

Faculty size. The size of the program permits a close relationship between the faculty and students. The LA faculty hold regular meetings to review course outcomes, curriculum and student performance. These meetings, plus informal contacts, provide an opportunity to share information and solicit diverse perspectives before arriving at decisions on how to deal with course/curricular performance.

Year-end review. At the end of each academic year, Landscape Architecture faculty participate in a daylong work session where we review all core curriculum courses. Each faculty organizes their course/studio presentation by covering course-learning outcomes, activities/assignments used to achieve outcomes, assessment tools, level of success in achieving the outcomes and changes for improvement. The sessions are interactive with lively discussion on how to improve the course work. The level of continuity, repetition, overlap and gaps become obvious through this process. The session is summarized in a report and action is taken at both a course and curriculum levels to improve learning.

Rubrics. Faculty use developmental rubrics as a program assessment tool to help strengthen curricula. One such assessment tool is our writing rubric. This rubric is not used for grading but to inform the faculty of the students’ improvement from the lower level, beginning writing exercises to the upper level courses where students are expected to master writing in their discipline. The rubric measures writing skills using the following criteria, content, appropriateness, organization/clarity, completeness, grammar/mechanics, documentation and creativity. We also use rubrics to assess project-learning outcomes for student grades.

Studio Reviews. Studio work and certain class projects are reviewed by faculty (including visiting faculty), advanced students, practicing professionals, and community partners. These reviews provide an opportunity for faculty and students to assess the entire program and one’s place within it, gain critical insight into the pedagogical success of a project through peer review, and bring diverse points of view to bear on the criticism of student work.

Reflective journals. Faculty use reflective journals as a way for students to learn through critical reflection. Directive journal writings are used primarily in our service-learning courses where we can assess critical thinking, course content, personal growth, professional growth and civic learning.

Peer- and self-evaluation. In addition to "hard" skills and factual knowledge, landscape architecture students are required to have "professional" skills and attitudes such as effective communication and collaboration, the ability to adapt to rapidly changing conditions, meeting and expressing constructive criticism, and reflecting and learning from own experience. Peer- and self-evaluations allow students to learn from creating assessment criteria and applying the criteria to assess skills and attitudes of themselves as well as their teammates.
Written assignments and reports. Faculty use written assignments to assess students’ critical thinking, comprehension, and research methods skills. We also measure their ability to clearly communicate an idea and summarize a semester-long project.

Tests. Faculty use written tests to assess the range and accuracy of our student’s knowledge. Test are mostly administered in history, theory, site systems, horticulture, soils science and other basic knowledge building classes.

Academic achievement. Student scholarly achievement is reviewed annually. Students in the Landscape Architecture Program are required to maintain 2.6 accumulative GPA (both for the semester and cumulative) in order to advance in their course work. In addition student scholastic and design achievement is reviewed by a faculty committee prior to their acceptance into the third year of the program. Each reviewer assesses performance by reviewing grades in landscape architecture and general education courses, and a portfolio.

Standard 4.B: Student Advising

Assessment 1: How does the student advising and mentoring program function?

The program considers student advising to be an integral part of each faculty member’s responsibility. Faculty advising is supported by an undergraduate admissions coordinator. During the summer and throughout the academic year, prospective students, incoming freshmen and transfer students meet with the program director and undergraduate admission coordinator. First year advising is conducted by the undergraduate admissions coordinator and the program director. Advising is also integrated into LARC 101 by providing an overview and introduction to program faculty, courses and curriculum sequence, student organizations, national society and professional opportunities. Because we have two new faculty, all students are advised by the program director and undergraduate admissions coordinator. In the next year advising responsibilities will be equally distributed among all faculty and each faculty will have no more than 25 student advisees each.

The director considers counseling both prospective and current students to be an important facet of the job. To permit a strong sense of connection between the director and student, an “open door” policy is maintained for this counsel. All advisors carry full teaching loads and, as such, are in day-to-day contact with the students. Faculty members are required to post office hours – a minimum five hours per week. The faculties maintain an open-door policy on advising as well as general counseling; and students can typically find a faculty member available to answer questions.

In the next year faculty advisors will have access to Starfish. This program allows advisors to monitor first and second year courses identified as difficult, such as math, technology and history, to identify students withdrawing from class or with poor grades. Identified students will be advised and offered supplemental instruction.

The UNL Student Chapter of the American Society of Landscape Architects (UNL-SASLA) kicks off the academic year with a cook out. This event helps foster mentoring relationships between upper and lower classes and information sharing about the program. We are also developing a peer-mentoring ladder where fifth and sixth year professional students will serve as mentors to third and fourth year students. Third and fourth year students will serve as mentors to first and second year students. Mentoring will include scheduled activities centered on academics as well as non-academic activities. A minimum of three scheduled activities will occur per semester.

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

There is no formal means of assessment. However, we know that the College of Architecture as a whole currently has a 50% loss in student enrollees after the second year (from 130 to 65 students). To reverse this trend and to attract more students to design careers, we will be embarking on a series of student retention initiatives, which includes advising assessment to ensure enhanced effectiveness.

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

Academic advising is carried out through regular meetings between student and their advisor. Career development advice and mentoring is carried out through discussion with academic advisor, introductory courses (LARC 101), Professional Practice course (LARC 480), presentations by and mixers with Great Plains Chapter of the American Society of Landscape Architects, internships and discussion with studio faculty.
Assessment 4: Are students aware of professional opportunities, licensure, professional development, advanced educational opportunities and continuing education requirements associated with the professional practice?

Professional opportunities, licensure, professional development, advanced educational opportunities and continuing education requirements associated with the professional practice are all covered in Professional Practice, LARC 480. Additionally these topics often arise during students’ regular discussion with the academic advisor. At our annual mixer with the Great Plains Chapter of the American Society of Landscape Architects students are exposed to a variety of professional opportunities and have the chance to interact one-on-one with the visitors.

Assessment 5: How satisfied are students with academic experiences and their preparation for the landscape architecture profession?

Currently the only formal way we have to assess students’ satisfaction with their academic experience is through course evaluations. These evaluations are conducted on a course-by-course basis and not used in a comprehensive way to evaluate student satisfaction. However, this year we will be implementing exit interviews with our graduating class. Faculty will develop a series of questions and an objective facilitator, unrelated to our program, will ask the students a series of questions focused on improving the curriculum. This information will be shared with the faculty and adjustments will be made to courses, curriculum, and advising.

Standard 4.C: Preparation in Extra Curricular Activities

Assessment 1: What opportunities do students have to participate in institutional/college organizations, community initiatives, or other activities? How do students take advantage of these opportunities?

UNL landscape architecture students are similar to other UNL students in their school spirit and participation in university and college activities and organizations. Many of our students are involved in intramural sports, UNL-SASLA, Tau Sigma Delta, College Ambassadors etc. There are formal and informal ways our students to participate in community initiatives through service-learning course work, independent studies, student organizations, Center for Civic Engagement, local non-profit organizations and local churches.

Assessment 2: To what degree do students participate in events such as LaBash, ASLA Annual Meetings, local ASLA chapter events, and the activates of other professional societies or special interest groups?

Students support the UNL Student Chapter ASLA that meets approximately once per month and organizes a series of formal activities each year, as well as numerous informal activities. Students have planned a lecture this year for both professionals and students featuring Council of Landscape Architecture Registration Board (CLARB) president, talking about CLARB research on welfare. In addition to the lecture, they will organize an informal session for students on resume and portfolio development.

In 2009 nine students attended the Central States ASLA Conference in Omaha. Our students have not attended LaBash or ASLA Annual Meetings due to the cost associated with registration and travel. Some students may participate in the future when events are closer to the University.
FACULTY
5. FACULTY

Standard 5: The qualifications, academic position, and professional activities of faculty and instructional personnel shall promote and enhance the academic mission and objectives of the program.

Standard 5.A: Credentials

Assessment 1: Is the faculty’s balance of professional practice and academic experience appropriate to the program mission?

The mission, as highlighted in Standard 1.A, illustrates the diverse approach of our curriculum. With 3.48 FTE within our college and an additional 1.14 FTE of faculty outside our college committed to delivering coursework in our curriculum, we are fortunate to have a faculty able to cover the full range of subjects and contribute to our program in both scholarly and practice excellence. The activities and qualifications of our faculty reflect the mission. Among our faculty, we have generalists who express a broad interest in our field through teaching, research and/or practice. We also count specialists among our faculty, and in many cases the skill of an individual broadly encompasses the discipline while specializing in a certain aspect of landscape architecture or an allied field. While the majority of the faculty members have landscape architecture training, the others have degrees in planning, architecture, agronomy, horticulture and civil engineering. Overall, we feel our faculty have a solid range of diversity of experience, expertise and practice that more than fulfills our mission.

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

As a small and relatively new program, our faculty were hired with particular expertise and courses in mind. Therefore we are able to have a good fit between faculty skills and knowledge and the course content. Faculty occasionally have to refresh on a topic they have not worked with recently, but overall we feel faculty talents fit well with course content and the program mission.

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

We strive to have the instructors or lead instructors in all required undergraduate classes be a permanent faculty member. However, we do take advantage on occasion of special talents outside the program to enhance particular areas. For example, this year we have two Hyde Chairs of Excellence in Landscape Architecture teaching upper-level studios. Fall semester Alan Berger, MIT faculty, taught our environmental planning and design studio and spring semester and Gina Ford, principal at Sasaki Associates, taught our urban environment studio. Each Hyde Chair has been paired with either a permanent or adjunct faculty. Additionally, use of Hyde Chairs and adjunct faculty provide temporary teaching reductions to permanent faculty in order to pursue special projects or for work that progresses toward tenure.

Standard 5.B: Faculty Development

Assessment 1: How are faculty activities such as scholarly inquiry, research, professional practice and service to the profession, university and community – documented and disseminated through appropriate media, such as journals, professional magazines, community, college and university media?


Additionally, the College of Architecture distributes press releases on faculty accomplishments, college events, research grants and other news to the UNL digital newspaper (UNL Today), as well as local and regional media. Faculty activities are also highlighted in the College of Architecture bi-annual newsletter, a 30-page publication that includes new briefs, alumni news and feature stories on primarily faculty activities. The magazine has an international distribution of approximately 4,000.
Assessment 2: How do faculty teaching and administrative assignments allow sufficient opportunity to pursue advancement and professional development?

The normal teaching assignment for a faculty member with a 100% time allocation involves teaching two full courses each semester including one, 5-credit studio course and one, 3-credit lecture/lab course, and flexible responsibilities such as mentoring capstone projects (approximately 75% of time). Faculty members advise students and student organizations, provide service/engagement to community and profession, and serve on several program, college and university committees (10% of time), and research, publish and pursue other scholarly and creative activities (15% of time). Classroom contact hours vary considerably depending upon the course type. Studio courses involve 12 contact hours per week, while lecture and seminar courses vary from three to four contact hours per week. Faculty are spending up to 16 hours in the classroom leaving the remaining 24 hours for course prep, service and scholarly and creative activity. Most faculty have large blocks of time (4 to 8 hours) to spend focused on advancement and professional development.

Assessment 3: How are the development and teaching effectiveness of faculty and instructional personnel systematically evaluated?

Teaching evaluations. At the conclusion of each course, student evaluations are conducted that measure the effectiveness of the instructor and the course content. These evaluations can enlighten the faculty and program director about successes and problems in the curriculum. Consequently improvements in content, technique, and format can be made and/or faculty assignment varied to fit areas of expertise and current conditions. Student evaluations of teaching effectiveness form an important part of the process of Tenure and Promotion for each faculty member.

Promotion and Tenure. Our Promotion and Tenure guidelines require yearly evaluations by the administrative head. At the end of the academic year, each faculty member submits current vitae and support material to the tenured faculty and director for review. The faculty committee recommends improvements in writing to the director. The director reports the recommendations and includes his/her own recommendations in a written annual evaluation. Performance evaluation includes measures of teaching effectiveness, level of engagement in research and scholarly work, the publications and presentation of research or practice, involvement in service to the program, college, university and professional community. In addition to annual reviews, the Promotion and Tenure process requires a mid-term review where assistant professors are reviewed during their third year. This review includes tenured faculty, director and external reviewers who make recommendations addressing teaching effectiveness.

Year-end curriculum review. During an annual, day-long work session we review all core curriculum courses. Each faculty member talks about course pedagogy and shares instructional methods, effectiveness of delivery and student outcomes. This is an opportunity to evaluate teaching effectiveness, discuss ways to improve the course delivery and content in a specific course as well as across the entire curriculum, and coordinate sequence of content.

Assessment 4: How are the results of these evaluations used for individual and program improvement?

The director and faculty member review development in these areas on an ongoing basis. Annual evaluations determine merit salary increase recommendations, which are then forwarded to the dean. Because annual reports evaluate the same criteria as the promotion and tenure process, these evaluations are relevant to the promotion and tenure track.

The annual curriculum review recommendations are summarized in a report, distributed to all faculty and improvements and changes for the following academic year are discussed with individual faculty or among the entire faculty depending on the topic.

The University offers a formal program called Peer Review of Teaching Project (PRTP) providing faculty with a structured and practical model that combines inquiry into the intellectual work of a course, careful investigation of student understanding and performance, and faculty reflection on teaching effectiveness. We recommend that all new faculty participate in this program after their first year. In addition to this program, the University offers seminars, workshops, and publications to improve instruction.

Assessment 5: How do faculty seek and make effective use of available funding for conference attendance, equipment and technical support, etc?

The program provides travel funds to faculty as a reward to those who have submitted peer-reviewed conference publications, design competition awards, etc., to attend professional and educational meetings. Once faculty establish their creative and scholarly program, they are expected to write travel expenses into their internal and external grants.
The College also offers four professorships where faculty can use the funding for travel. Each semester faculty are asked to submit their travel proposals to the director, who distributes the available funds according to need and program priorities.

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

The program is highly collaborative among all faculty in Landscape Architecture, Architecture, Planning, Interior Design and beyond. This collaboration has grown increasingly interdisciplinary in nature over the past few years. Research-based activities cover a spectrum of topics, ranging from teaching pedagogy to climate change and rural Nebraska to the Dutch Delta region. Practice-related activities also range from green roofs and rain gardens to sustainable village-based planning and design in Ecuador. Peer recognition comes from engagement in such interdisciplinary activities. Faculty collaborators include those from the Departments/Programs of Architecture, Planning, Agricultural Economics, Visual Arts, Engineering, and Agronomy and Horticulture and to name a few.

There are, in addition to these collaborative activities, formal annual and mid-term reviews as well as end of the year curriculum reviews, as stated in Assessment 3 and 4 of this section.

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

Faculty look beyond the program to make connections among the larger University community as well as across the state and region. As a relatively new program, we are in the process of developing an engagement program in which landscape architecture knowledge and skills provide insights about local, state and regional issues.

As discussed above, faculty are assigned a cohort of students to advise. Please also see Standard 6.A for further information about faculty activities that enhance the effectiveness of our program.

Standard 5.C: Faculty Retention

Assessment 1: Are faculty salaries, academic and professional recognition evaluated to promote faculty retention and productivity?

Near the end of every academic year, each faculty member submits an annual report to which the director responds with an annual evaluation. Performance evaluation includes measures of teaching effectiveness, level of engagement in research and creative work, the publications and presentation of research or practice, involvement in service to the program, college, university and professional community. The director and faculty member review development in these areas on an ongoing basis. Annual evaluations determine merit salary increase recommendations, which are then forwarded to the dean. Annual reports evaluate the same criteria as the promotion and tenure process; these evaluations are relevant to the promotion and tenure track process as well.

To assist in their success at UNL, faculty members are assigned a faculty mentor. Mentoring serves an essential role in faculty development and retention. An academic culture that promotes mentoring strengthens all involved: early career faculty are strengthened in their career and social development, mid-career faculty receive and provide useful guidance and are, in turn, invigorated through the process of mentoring others, and senior faculty are honored for all they have to contribute to the academic enterprise. The mentor guides the mentee in their annual, mid-term and promotion and tenure documentation. They also formally present the mentee’s documentation at mid-term and promotion and tenure reviews.

Assessment 2: What is the rate of faculty turnover?

As a new program, we do not have a long record to assess our turnover rate. Since our new candidacy accreditation review in April 2008, we had one assistant professor who was not reappointed.
OUTREACH TO THE INSTITUTION, COMMUNITY, ALUMNI & PRACTITIONERS
6. OUTREACH TO THE INSTITUTION, COMMUNITIES, ALUMNI & PRACTITIONERS

Standard 5: The program shall have a record or plan of achievement for interacting with the professional community, its alumni, the institution, community, and the public at large.

Standard 6.A: Interaction with the Institution and Public

Assessment 1: How are service-learning activities incorporated into the curriculum?
Service-learning pedagogy is one of our signature teaching and learning strategies. Service-learning projects are included in our 3rd, 4th, and 5th level studio courses, professional electives, capstone experience, international pre-summer session in Ecuador, and as a replacement for internships (where there is difficulty finding a summer internship). Since our candidacy review spring 2008, faculty and students have participated in a total of eighteen service-learning projects.

Assessment 2: How are service activities documented on a regular basis?
Service-learning, volunteer work and community-based service is not required to be reported on a regular basis. However, depending on the service-learning project, work is documented in a report format and delivered to the community partner for some level of implementation. Faculty also document their service activities in their annual report. In addition, service-learning work of faculty and students are regularly featured in the bi-annual College of Architecture Newsletter, university publications, and community/partner’s newspapers, websites and blogs.

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

Institution. The faculty of Landscape Architecture is involved in the Drought Mitigation Center, Water Center and Water for Food Institute. All three initiatives are located in the Institute of Agriculture and Natural Resources (IANR) and focus on interdisciplinary research, engagement and teaching activities. In addition, we are participating in the development and implementation of Rural Futures Institute, Nebraska University system-wide initiative, focused on the challenges facing rural communities in Nebraska and the Great Plains region. Faculty serve on many University committees and advisory boards, participate in instructional presentations and participate in campus wide teaching and research initiatives.

Community and Professional Organizations. Our faculty are engaged by serving on many community committees and boards and professional organizations. The following are examples of some of the faculty’s service on boards, committees, and professional organizations: Emerging Terrain, Green Roofs for Healthy Cities, Center for Great Plains, Nebraska Statewide Arboretum, AIA Nebraska Design Awards Program Review Committee, Arts Corridor Committee, Art Farm, Omaha by Design, Nebraska State Board of Landscape Architects, ASLA Emerging Professional Committee, and ASLA Education Committee, Bemis Center for Contemporary Art to name a few.

Assessment 4: How does the program assess its effectiveness in interacting with the institution and the public?
The best measure of the performance of the program in interacting with the institution is the depth and breadth of engagement of faculty in service central to the mission of the university. Interactions with the public are not formally evaluated but are represented by frequent press releases as a result of outreach initiatives. Local and national awards have recognized the quality of the work done by students and faculty in the program. For example, the international pre-session in Ecuador 2010 won a national ASLA Honor award for student service work completed in the Amazon village of Anangu, as well as the LARC 411 Community Planning and Design studio was nominated for Vision Valley County Award for their service-learning project, fall 2011.
Standard 6.B: Interaction with the Profession, Alumni and Practitioners

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

College of Architecture Professional Advisory Council (PAC) is one way we seek input and support from local professionals. In preparation for the Landscape Architecture Program's New Candidacy Submission, the Dean invited three landscape architects to join PAC. Each academic year begins with a two-day retreat where the Dean, Program Directors and PAC members, review the College's successes and challenges, share the 'current state' of professions, exchange ideas and brainstorm around strategies to strengthen all of the College's professional programs.

Spring 2011 we invited 12 local practitioners from the Lincoln and Omaha area to review the curriculum and discuss what skills and knowledge they expect our students to have upon graduation. As a way to promote the program and garner important knowledge about local practice, we envision that this type of meeting will become a yearly 'tradition'.

Our faculty is committed to an educational philosophy that promotes intellectual discourse and experiential learning both in and outside the studio. One path towards meeting this goal has been to establish and maintain relations with the professional community at-large through regular communications, offering the Hyde Lecture series, and participation in our program. Since our candidacy review in April 2008, we have had more than 90 professionals and experts participate in our coursework and studios as well as critics and featured lecturers.

Our first class graduated spring 2011. We plan to include our alumni on the PAC and in all aspects of our program.

Assessment 2: Does the program maintain a current registry of alumni that includes information pertaining to current employment, professional activity, postgraduate study, and significant professional accomplishments?

The University Nebraska Foundation (UNF) maintains a current registry of our alumni. The foundation maintains a computerized directory, mailing list and accurate records of alumni including biographical, educational (postgraduate studies), spousal, professional, and annual giving information. We have a UNF representative assigned to our college and will provide alumni information as needed. In addition to UNF tracking process, the bi-annual newsletter requests alumni updates to be sent to one of our professional staff. Both Linked-In and UNL-College of Architecture Facebook have been helpful in acquiring recent alumni information as well as sharing college activities with our alumni.

Assessment 3: Does the program use the alumni registry to interact with alumni?

We most certainly do! Along with using postal mailing addresses for the bi-annual college newsletter, we use alumni email addresses to send information on Hyde Lecture Series and college news and events.

Assessment 4: How does the program engage alumni, practitioners, allied professionals and friends in activities such as formal advisory board, student career advising, potential employment, curriculum review and development, fund raising, continuing educations, etc.

See 6.B, Assessment 1 for this information.

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

We do not have a formal process to assess effectiveness of this, but one gauge could be the willingness of practitioners to give of their time, talents and resources to our program. Since April 2008, we’ve engaged over 35 landscape architecture practitioners as advisors, lecturers, topic experts, jurors and critics.
7. FACILITIES, EQUIPMENT & TECHNOLOGY

Standard 7: Faculty, students, and staff shall have access to facilities, equipment, library and other technologies necessary for achieving the program's mission and objectives.

Standard 7.A: Facilities

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

Architecture Hall, located on City Campus, was renovated and remodeled in 1987 at the cost of $4.4 million. The project joined two historic buildings (the original Law College and original Library) to provide 101,662 square feet. Administration and staff are located on the first and second floors of the Architecture Hall East as well as second floor of the Architecture Hall West. The Dean and Associate Dean's offices are located first floor of Architecture Hall East and separate from program administrators' offices. The LA program director's office is located on the third floor of the Architecture Hall East. Staff is assigned a 'work space' within administrative office areas. These workspaces are defined by furniture placement only without the use of walls or dividers. In addition to individual work areas and offices, the Dean's office suite includes a shared kitchenette area, copy/storage room and a conference room.

Each faculty is assigned an office equipped with the necessary office furnishings, phone and network connections. Our offices are split between the second floor of the Architecture Hall East and second floor of the Architecture Hall West. We also have colleagues located on East Campus in Keim Hall, as well as UNL's Omaha Campus. In both locations, faculty area assigned similar offices to that in Architecture Hall. We provide a small office space for our faculty who are located on the Omaha Campus.

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

Studio space is assigned based on the student's year. In each studio course, beginning in the second year, every student is assigned their own individual work space that includes a 3' x 5' drafting table with a lockable drawer and chair. Every studio is equipped with hard wire network ports. Wireless network access is also available throughout all studios. The third floor of the original Law Library, commonly referred to as the "barn", accommodates first and second year studio classes. Third, fourth and fifth year studios are currently located in Brace Hall, a temporary studio space just north of Architecture Hall. Capstone studio, spring semester fifth year, students are located on the third floor of the original Library, commonly referred to as the "attic".

Studio space for the program is also located on East Campus. Both the second year, spring semester studio and planting design are taught by faculty who have their offices and studio space in Keim Hall.

Discussion is underway with Space Management to relocate Brace Hall studios to Architecture Hall by re-allocating existing space in Architecture Hall by fall 2012.

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

Beyond re-allocating and renovating existing space in Architecture Hall to accommodate new studio space, there are no serious long-term maintenance issues that need to be addressed. The Office of Facilities Management & Planning provides the maintenance and custodial service to maintain the facility for daily operations. Through a strategic planning process coordinated by the Associate Dean, space needs and maintenance issues are identified, studied and feasibility estimates are developed. This planning cycle is reviewed annually unless a new opportunity is presented.

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

Brace Hall and Keim Hall are compliant in all aspects. The "attic" space in Architecture Hall is not ADA compliant.

Assessment 5: If known deficiencies exist, what steps is the institution taking to correct the situation?

The "attic" space in Architecture Hall represents a small portion of studio space that is not ADA compliant due to the exposed structure system limiting accessibility. If needed, we can alter studio locations to accommodate students/classes in need of ADA access.

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

The College of Architecture maintains an array of information technology support facilities. The College is networked by four internal servers providing connection to various printers located throughout the College and University along with web access. This has been and continues to be high priority for the college to ensure our students have the appropriate facilities to support their activities and match their personal investment in the required laptop computer.

The College has two computer labs, one in the basement of Architecture Hall West (room 23) and the GIS lab on the third floor of Architecture Hall East (room 316). The computer lab in room 23 serves as the foundation computer classroom for the College. This lab provides 15 PC workstations for the classroom portion and six additional workstations for printing scanning, and digital design.

All studios are wired with fiber optic cable for connection to college network. This allows our students to connect to the University network servers to access e-mail, World Wide Web, a host of network servers for storage and file transfer, and other peripherals located all over the campus. Wireless access is available throughout the college. The software applications available to faculty and students for teaching, research and service in the computer lab (room 23) include CAD, solid modeling, animation, image processing, multimedia applications, and tool path. The GIS lab (room 316) offers desktop mapping and cartography applications, geographic information systems, specialized planning applications, and statistical applications. The major lecture hall (room 127) is equipped for multi-media presentations including both PC and Mac computer platforms linked to the University network servers, an overhead projector, a ceiling camera, an overhead presenter, a VCR with recording and playback capabilities, slide digitization, and special aids for the hearing impaired. The Gallery is equipped with an overhead projector. All equipment is managed by Information Services.

All faculty members are equipped with either a desktop or laptop computer loaded with all of the standard software used in the lab. All faculty offices are networked to the University’s internet hub.

The College Media Center and Digital Design Lab, located in the basement of Architecture Hall West, consists of a printing and plotting center, authoring lab, laser cutter, studio for photographing work, and check out storage for digital equipment. This lab has three-color plotters, an OCE large format black and white printer, and small format laser printer. This lab supports special software associated with the digital fabrication equipment including the laser cutter and the CNC router in the shop. The photography studio consists of a large backdrop and lights to provide the students and faculty a place to photograph their work.

The College Media Center also has digital still and video cameras and portable digital equipment available to students and faculty to check out for educational projects. The photography studio provides equipment for both students and faculty to document projects. The Associate Dean manages the media center and it is staffed by student workers. The center is open six days a week for a total of about 70 hours each week.

The University’s New Media Center is located on the lower level of the east building of Architecture Hall. This is a University-wide resource intended to promote and support new educational media delivery systems. The center has authoring and editing facilities for faculty and support staff to assist faculty in their efforts. In addition there is a new media classroom designed for state-of-art distance learning. The College has identified web and other forms of distance education as an area for growth. The inclusion of these facilities funded by the University positions the College well for distance coursework or connections.

Assessment 2: What are the program’s policies on the maintenance, updating, and replacement of computer hardware and software?

The College maintains its own labs and digital technology infrastructure. Computers in the labs are replaced on a three-year cycle to insure their ability to operate within reasonable parameters. This is also true for all faculty and staff computers. The College has contracted with University Information Services for IT support. One staff member works for the College full time and a second one half time. We also hire a number of students to run the Media Center and support the efforts of the IT staff.

Assessment 3: What are the hours that the computer lab and studios are open to students/faculty?

Access to the computer labs and studios are open to students via a swipe card and/or room access code 24 hours a day, seven days a week.
Assessment 4: How does the program determine if these times are sufficient to serve the needs of the program?

We provide the maximum possible access to the studios and computer labs. Access to the College Media Center during mid-semester and end-of-semester due dates is sometimes an issue. However, the Associate Dean works with faculty and students to extend the Centers’ hours during these extenuating circumstances.

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

Because technology is an integral part of achieving our mission and objectives, we evaluate adequacy and effectiveness of our technology resources on an ongoing basis. Faculty, students and the IT specialists are all involved in assessing the adequacy, appropriateness and availability of technology resources. Faculty make requests for hardware and software based on their pedagogical needs for individual studios. Throughout the semester, they receive feedback from the students, both positive and negative regarding the effectiveness of the resources as they work on their projects. Faculty and student feedback is used by the Associate Dean and Dean’s Council to make recommendations to replace or reallocate technology resources on an annual basis.

Standard 7.C: Library Resources

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

The College of Architecture Branch Library along with C. Y. Thompson Library on East Campus have extensive collections pertinent to landscape architecture studies. The College of Architecture Branch contains 55,000 volumes and a growing digital image collection of 125,000 images (1,065 specific to Landscape Architecture). The C. Y. Thompson Library on East Campus contains over 1300 volumes pertaining to landscape architecture with a larger collection pertaining to horticulture, agronomy, and agriculture. Almost all material is available for check out or access online with Content DM by faculty and students. Delivery of a book from East Campus takes less than 24 hours. These facilities serve as a fundamental resource for research and information for students and faculty in the Landscape Architecture Program.

The University of Nebraska-Lincoln library system is a partner in Digital Commons. This searchable electronic archive serves as an active repository for scholarly work of faculty. The program also uses this as a permanent collection for capstone research.

The library staff provides extensive, courteous, and prompt support to the faculty. This year alone, the library set aside $11,000 for the Landscape Architecture faculty to purchase library materials. As with many libraries, adding journals is a more difficult process, but each year’s requests are received and eventually added to the collections. Staff also assist in instructing students about proper research techniques associated with studio/course assignments.

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

The program, as a whole, does not determine if the library collections are adequate to meet its needs. The Architecture College Library has a separate acquisition budget each year for both books and periodicals. Particular publishers have been identified and they purchase all subject-related titles each year. Faculty are free to make specific requests for books and other library material. These requests are filled until the budgeted funds are expended. There is a standing College committee that meets on a periodic basis about acquisitions and other issues related to the library. In addition, the branch librarian meets periodically with the program director regarding future planning and special project funding.

Assessment 3: How does instructional courses integrate the library and other resources?

Architecture Library is attached to Architecture Hall providing direct and easy access to students and faculty. Almost all materials, books, periodicals, video and digital image material are available for checkout by faculty and students. Digital images are easily available on the internet through Content DM for lectures and students for papers. Faculty have the ability to put books on reserve to ensure access to all in their classes and electronic copies are made available through blackboard course management software.

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

Library hours vary seasonally. Spring semester the Library hours are 8:00 – 9pm Mon.-Thurs., 8:00 – 5pm Fri., 1:00 – 5pm Sat., and 1:00 – 9pm Sun.
**Assessment 5: How does the program determine if these hours are convenient and adequate to serve the needs of faculty and students.**

There is a standing College committee that meets on a periodic basis related to the library operations, collections, and resources. In addition, statistics (usage, circulation, etc), library staff, faculty, student comments via a survey, and peer institutional benchmarks are used to determine if these hours are convenient and adequate to serve the needs of the faculty and students.

**Assessment 6: How does the program assess its library resources?**

We do not have a formal assessment process, but have never had any problems or deficiencies with UNL library resources.
ADDENDA
### ADDENDA A: PROGRAM DETAILS

#### Faculty Resources

**Assignment 1. Budgeted Faculty Resources: TOTAL**

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<th>Faculty Role</th>
<th>Current Year</th>
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<th>2009-10</th>
<th>2008-09</th>
<th>4 Years Ago</th>
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**2. Budgeted Faculty Resources: MALE**

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## 2. Budgeted Faculty Resources: FEMALES

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<td>$ 22,083</td>
<td>$ 22,593</td>
<td>$ 22,593</td>
<td>$ 22,593</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assistants</td>
<td>$ 56,343</td>
<td>$113,500</td>
<td>$ 58,500</td>
<td>$ 58,500</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instr/lecturers – tenure track</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Guest faculty/Adjuncts members/speakers</td>
<td>$ 37,500</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year-long appointments</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>One-semester appointments</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Speakers</td>
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<tr>
<td>Endowed positions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergrad teaching assist.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate teaching assist.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergrad research assist.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate research assist.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate research assist.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Others</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## 4. Number Of Faculty Members With Undergraduate / MLA / Doctorate Degrees

<table>
<thead>
<tr>
<th>Role</th>
<th>Undergrad degree in landscape architecture (BLA or BSLA)</th>
<th>MLA</th>
<th>Doctorate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professors</td>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Associates</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Assistants</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Instr/lecturers – tenure track</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part-time/adj (non-tenure)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*The above tabulation includes Landscape Architecture Program voting faculty members.*
**ADDENDA B: CURRICULUM**

**Assignment 1: Required / Elective Courses**

a. Total Units/Credit Hours required to graduate: 163 credit hours
b. Elective Units / Credit Hours required to graduate: 10 credit hours

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Landscape Architecture</td>
<td>97 cr. (22 cr. crosslisted)</td>
</tr>
<tr>
<td>Architecture</td>
<td>3 cr.</td>
</tr>
<tr>
<td>City &amp; Regional Planning</td>
<td>9 cr.</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>20 cr.</td>
</tr>
<tr>
<td>Horticulture</td>
<td>17 cr.</td>
</tr>
<tr>
<td>Engineering</td>
<td>3 cr.</td>
</tr>
<tr>
<td>Art or Design</td>
<td>9 cr.</td>
</tr>
<tr>
<td>Computer Applications/Technology</td>
<td>6 cr.</td>
</tr>
<tr>
<td>General studies</td>
<td>66 cr.</td>
</tr>
<tr>
<td>Other</td>
<td>-</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group or Controlled Elective Choices</th>
<th>Units/Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Natural Sciences</td>
<td>-</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>9</td>
</tr>
<tr>
<td>English, Speech, Writing</td>
<td>-</td>
</tr>
<tr>
<td>Professional Electives</td>
<td>9</td>
</tr>
<tr>
<td>Free Electives</td>
<td>10</td>
</tr>
</tbody>
</table>
Assignment 2: Typical Program of Study – Identify length of term/semester and relation of contact hours to unit/credit hours. List courses (instructional units) for a typical program of study, using the format given below.

Instructions
1. List specific LA courses required (e.g., LA 31 Landscape Architecture Studio 4).
2. Show group or controlled elective requirements by title (e.g., Social Science Elective, Planning Elective).
3. List free electives as "Electives."
4. The sequence of courses is to be typical student coursework.
5. Reproduction of appropriate pages from the program catalog may be used for this description providing they contain the required information.

<table>
<thead>
<tr>
<th>Landscape Architecture BLA Curriculum: Typical Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall</strong></td>
</tr>
<tr>
<td><strong>1st year</strong></td>
</tr>
<tr>
<td>LARC 140 A Visual Literacy Studio</td>
</tr>
<tr>
<td>LARC 140 B Visual Literacy Studio</td>
</tr>
<tr>
<td>LARC 101 Intro to LA</td>
</tr>
<tr>
<td>AGRO 131/HORT 133</td>
</tr>
<tr>
<td>English Comp</td>
</tr>
<tr>
<td>Communications</td>
</tr>
<tr>
<td>LIBR 110</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>1st year Total</strong></td>
</tr>
<tr>
<td><strong>2nd year</strong></td>
</tr>
<tr>
<td>LARC 210 Elements I Studio</td>
</tr>
<tr>
<td>LARC 240 Architectural History I</td>
</tr>
<tr>
<td>LARC 212 Plants I</td>
</tr>
<tr>
<td>HORT 153</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>2nd year Total</strong></td>
</tr>
<tr>
<td><strong>3rd year</strong></td>
</tr>
<tr>
<td>LARC 310 Site Design Studio</td>
</tr>
<tr>
<td>LARC 330 Site Systems II</td>
</tr>
<tr>
<td>LARC 340 Landscape History/Theory</td>
</tr>
<tr>
<td>BIOS 220 Ecology</td>
</tr>
<tr>
<td>Elective (ACE 6)</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>3rd year Total</strong></td>
</tr>
<tr>
<td><strong>4th year</strong></td>
</tr>
<tr>
<td>LARC 410 Com. Plan &amp; Design Studio</td>
</tr>
<tr>
<td>CRPL 400 Planning Theory</td>
</tr>
<tr>
<td>HORT 457 Planting Design</td>
</tr>
<tr>
<td>LARC 453 Urban Soils</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>4th year Total</strong></td>
</tr>
<tr>
<td><strong>5th year</strong></td>
</tr>
<tr>
<td>LARC 495 Internship</td>
</tr>
<tr>
<td>or LARC 497 Study Abroad</td>
</tr>
<tr>
<td><strong>5th year</strong></td>
</tr>
<tr>
<td><strong>5th year Total</strong></td>
</tr>
<tr>
<td><strong>TOTAL CREDITS</strong></td>
</tr>
</tbody>
</table>
## Assignment 3: Landscape Architectural Courses Offered During Past Academic Year

List all landscape architecture courses offered during the past academic year and who taught each. Course numbers must correspond with those used in other sections of this report. Course descriptions should be in the Appendix.

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Course Number</th>
<th>Instructor</th>
<th>Credit Hours</th>
<th>Contact Hrs. Week</th>
<th># of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visual Literacy: Analysis and Composition</td>
<td>LARC 140A</td>
<td>various</td>
<td>2</td>
<td>9</td>
<td>15</td>
</tr>
<tr>
<td>Visual Literacy: Perceptual Drawing</td>
<td>LARC 140B</td>
<td>various</td>
<td>2</td>
<td>9</td>
<td>15</td>
</tr>
<tr>
<td>Visual Literacy: Color</td>
<td>LARC 141A</td>
<td>various</td>
<td>2</td>
<td>9</td>
<td>15</td>
</tr>
<tr>
<td>Visual Literacy: Speculative Drawing</td>
<td>LARC 141B</td>
<td>various</td>
<td>2</td>
<td>9</td>
<td>15</td>
</tr>
<tr>
<td>Visual Literacy: Art &amp; Design</td>
<td>LARC 143</td>
<td>various</td>
<td>2</td>
<td>2</td>
<td>60</td>
</tr>
<tr>
<td>Survey of Landscape Architecture: Approach, Process and Practice</td>
<td>LARC 101</td>
<td>Wilson</td>
<td>2</td>
<td>3</td>
<td>20</td>
</tr>
<tr>
<td>Computer Applications in Design</td>
<td>LARC 223</td>
<td>Hardy</td>
<td>3</td>
<td>6</td>
<td>20</td>
</tr>
<tr>
<td>Landscape Appreciation</td>
<td>LARC 200</td>
<td>Sutton</td>
<td>3</td>
<td>3</td>
<td>60</td>
</tr>
<tr>
<td>Fundamentals of Design</td>
<td>LARC 210</td>
<td>various</td>
<td>5</td>
<td>8</td>
<td>80</td>
</tr>
<tr>
<td>Architecture History and Theory I</td>
<td>LARC 240</td>
<td>Olshavsky</td>
<td>3</td>
<td>3</td>
<td>35</td>
</tr>
<tr>
<td>Introduction to Landscape Design</td>
<td>LARC 216</td>
<td>Sutton</td>
<td>2</td>
<td>2</td>
<td>25</td>
</tr>
<tr>
<td>Introduction to Landscape Design Studio</td>
<td>LARC 217</td>
<td>Sutton</td>
<td>2</td>
<td>2</td>
<td>25</td>
</tr>
<tr>
<td>Landscape Plants I</td>
<td>LARC 212</td>
<td>Sutton</td>
<td>3</td>
<td>3</td>
<td>25</td>
</tr>
<tr>
<td>Landscape Plants II</td>
<td>LARC 213</td>
<td>Todd</td>
<td>3</td>
<td>3</td>
<td>25</td>
</tr>
<tr>
<td>Design Studio I: Site Design</td>
<td>LARC 310</td>
<td>Thomas</td>
<td>5</td>
<td>12</td>
<td>8</td>
</tr>
<tr>
<td>Site Systems I: Materiality</td>
<td>LARC 230</td>
<td>Thomas</td>
<td>3</td>
<td>4</td>
<td>10</td>
</tr>
<tr>
<td>Design Studio II: Site and Building</td>
<td>LARC 311</td>
<td>Thomas /Day</td>
<td>5</td>
<td>12</td>
<td>20</td>
</tr>
<tr>
<td>Site Systems II: Grading and Stormwater Management</td>
<td>LARC 330</td>
<td>Betnar</td>
<td>3</td>
<td>4</td>
<td>10</td>
</tr>
<tr>
<td>History &amp; Theory in Contemporary Landscape Architecture</td>
<td>LARC 340</td>
<td>Thomas</td>
<td>3</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>Site Systems III: Layout, Utilities and Construction Documentation</td>
<td>LARC 331</td>
<td>Rodie</td>
<td>3</td>
<td>4</td>
<td>10</td>
</tr>
<tr>
<td>Design Studio III: Community Planning and Design</td>
<td>LARC 410</td>
<td>Wilson</td>
<td>5</td>
<td>12</td>
<td>15</td>
</tr>
<tr>
<td>GIS in Environmental Design</td>
<td>CRPL 430</td>
<td>Tang</td>
<td>3</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>Planting Design Studio</td>
<td>LARC 467</td>
<td>Todd</td>
<td>4</td>
<td>4</td>
<td>25</td>
</tr>
<tr>
<td>Urban Soils Property and Management</td>
<td>LARC 453</td>
<td>McCallister</td>
<td>3</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>Design Studio IV: Urban Design</td>
<td>LARC 411</td>
<td>Wilson/Hoistad</td>
<td>5</td>
<td>13</td>
<td>15</td>
</tr>
<tr>
<td>Urbanism</td>
<td>LARC 461</td>
<td>Karle</td>
<td>3</td>
<td>3</td>
<td>50</td>
</tr>
<tr>
<td>Internship</td>
<td>LARC 495</td>
<td>Wilson</td>
<td>3</td>
<td>NA</td>
<td>9</td>
</tr>
<tr>
<td>Sustainable Village-based Design, Ecuador</td>
<td>LARC 497</td>
<td>Wilson</td>
<td>varies</td>
<td>NA</td>
<td>14</td>
</tr>
<tr>
<td>Design Studio V: Ecological Planning and Design</td>
<td>LARC 412</td>
<td>Wilson</td>
<td>5</td>
<td>12</td>
<td>10</td>
</tr>
<tr>
<td>Introduction to Landscape Ecology</td>
<td>LARC 487</td>
<td>Sutton</td>
<td>3</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td>Understanding Research in the Built Environment</td>
<td>LARC 470</td>
<td>Handa</td>
<td>3</td>
<td>online</td>
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<tr>
<td>Professional Practice</td>
<td>LARC 480</td>
<td>Drummond</td>
<td>3</td>
<td>3</td>
<td>50</td>
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<tr>
<td>Capstone Studio</td>
<td>LARC 413</td>
<td>Wilson</td>
<td>5</td>
<td>12</td>
<td>10</td>
</tr>
<tr>
<td>Professional Elective: Green Roofs</td>
<td>LARC 497</td>
<td>Sutton</td>
<td>3</td>
<td>3</td>
<td>20</td>
</tr>
<tr>
<td>Professional Elective: Stormwater Management</td>
<td>LARC 497</td>
<td>Rodie</td>
<td>3</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td>Professional Elective: Landscapism</td>
<td>LARC 497</td>
<td>Day</td>
<td>3</td>
<td>3</td>
<td>25</td>
</tr>
</tbody>
</table>

Course titles and numbers on this chart may be different from those on the syllabi contained in the CD. Many of the courses have been reviewed internally and approved but not have matriculated through to the University Curriculum Committee.
ADDENDA C: STUDENT INFORMATION

Assignment 1: Overview
Include only full-time students recorded as majors in the program being reviewed for the last five years.

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>In-State</th>
<th>Out-of-State</th>
<th>Foreign</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>Current Year</td>
<td>27</td>
<td>8</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>2010-11</td>
<td>38</td>
<td>7</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>2009-10</td>
<td>33</td>
<td>7</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>2008-09</td>
<td>24</td>
<td>4</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>4 Years Ago</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Assignment 2. Ethnic Group/Diversity
Include only full-time current landscape architecture students.

- 0.0 % American Indian
- 2.6 % Hispanic
- 2.6 % Black (non-Hispanic)
- 92.0 % Caucasian
- 2.6 % Asian or Pacific Islander
- 0.0 % Other

Assignment 3. Applications

<table>
<thead>
<tr>
<th></th>
<th>Current Year</th>
<th>2010-11</th>
<th>2009-10</th>
<th>2008-09</th>
<th>4 Years Ago</th>
<th>5 Years Ago</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of applications</td>
<td>-</td>
<td>12</td>
<td>12</td>
<td>16</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Applications from males</td>
<td>-</td>
<td>9</td>
<td>8</td>
<td>11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Applications from females</td>
<td>-</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Assignment 4. Enrollments

<table>
<thead>
<tr>
<th></th>
<th>Current Year</th>
<th>2010-11</th>
<th>2009-10</th>
<th>2008-09</th>
<th>4 Years Ago</th>
<th>5 Years Ago</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total enrollment</td>
<td>39</td>
<td>48</td>
<td>43</td>
<td>33</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Males</td>
<td>29</td>
<td>40</td>
<td>35</td>
<td>28</td>
<td></td>
<td></td>
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<tr>
<td>Females</td>
<td>10</td>
<td>8</td>
<td>8</td>
<td>5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Assignment 5. Student Ethnic Backgrounds

<table>
<thead>
<tr>
<th></th>
<th>Caucasian</th>
<th>African-American</th>
<th>African Descent</th>
<th>Asian/Pacific</th>
<th>Hispanic</th>
<th>Native American</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>36</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Males</td>
<td>26</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Females</td>
<td>10</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
ADDENDA D: ALUMNI INFORMATION

Assignment 1: Degrees Awarded
Tabulate the number of degrees awarded in the present year (estimated) and for the years since the last SER.

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Males</th>
<th>Females</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Year</td>
<td>4</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>2010-11*</td>
<td>9</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>2010-09</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>2009-08</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>4 Years Ago</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>5 Years Ago</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>6 Years Ago</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

* First Bachelor of Landscape Architecture graduating class.

Assignment 2. Record of Advanced Study
Tabulate for the years since the last SER all alumni who were or are engaged in advanced study in any field. (Include alumni who are in the process of earning an advanced degree.)

First Bachelor of Landscape Architecture graduated in 2011. No students are engaged in advanced study in any field.

<table>
<thead>
<tr>
<th>Institution</th>
<th>Degree</th>
<th>Number of Students</th>
<th>Year LA degree awarded</th>
<th>Year advanced degree awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<tr>
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</tbody>
</table>

Assignment 3. Current Employment
Tabulate the present employment of those having the degree conferred by the program since the last SER.

<table>
<thead>
<tr>
<th>Present Occupation</th>
<th>Males</th>
<th>Females</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Study and Research</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Private Practice</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Public Practice</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Landscape Hort./Design Build</td>
<td>9</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>Volunteer Service (Specify)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (Specify)</td>
<td></td>
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</tr>
<tr>
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<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>9</td>
<td>1</td>
<td>10</td>
</tr>
</tbody>
</table>
ADDENDA E: FACULTY INFORMATION

Assignment 1. Previous and Present Faculty
Tabulate faculty and staff specifically assigned and budgeted to the particular program under review. The number listed in the TOTAL column should agree with the information provided for Standard 2.C (Faculty Numbers). Use the following format:

<table>
<thead>
<tr>
<th>Rank/Title</th>
<th>Current</th>
<th>2011-10</th>
<th>2010-09</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor/Landscape Architecture</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>Assoc. Professor/Landscape Architecture</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Asst. Professor/Landscape Architecture</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Instructor</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Professor/Architecture</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Assoc. Professor/Architecture</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Asst. Professor/CRP</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Professor/ Horticulture and Agronomy</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Assoc./ Horticulture and Agronomy</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>Professor/Civil Engineer</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Visiting Lecturer/ Adjunct</td>
<td>3</td>
<td>-</td>
<td>-</td>
<td>3</td>
</tr>
<tr>
<td>TOTALS</td>
<td>15</td>
<td>12</td>
<td>10</td>
<td>26</td>
</tr>
</tbody>
</table>

Assignment 2. Instructional Assignments
Complete the following table for all full and part time instructors. Begin with the Program Administrator and list in order of rank.

- **Teaching:** Percentage FTE assigned to courses taught/instruction.
- **Research:** Include only the percentage of time specifically assigned to research and so recognized by reduction in full-time teaching load. Do not include research efforts normally considered a part or full-time faculty members’ contributions.
- **Administration:** Include only the percentage of time devoted to regularly assigned administrative responsibilities. Do not include incidental ad hoc administrative duties, i.e., committee work, visiting lecturer arrangements, student advisement.

<table>
<thead>
<tr>
<th>Faculty member</th>
<th>Degree</th>
<th>Teaching %</th>
<th>Research %</th>
<th>Adm/other %</th>
<th>TOTAL %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kim L. Wilson</td>
<td>MLA</td>
<td>0.30</td>
<td>0.06</td>
<td>.64</td>
<td>1.00</td>
</tr>
<tr>
<td>Sarah Thomas</td>
<td>MLA</td>
<td>0.75</td>
<td>0.15</td>
<td>0.10</td>
<td>1.00</td>
</tr>
<tr>
<td>Bret Betnar</td>
<td>MLA</td>
<td>0.75</td>
<td>0.15</td>
<td>0.10</td>
<td>1.00</td>
</tr>
<tr>
<td>Richard Sutton</td>
<td>PhD</td>
<td>0.50</td>
<td>0.00</td>
<td>0.00</td>
<td>1.00</td>
</tr>
<tr>
<td>Mark Hoistad</td>
<td>MArch</td>
<td>0.10</td>
<td>0.07</td>
<td>0.45</td>
<td>1.00</td>
</tr>
<tr>
<td>Steve Rodie</td>
<td>MLA</td>
<td>.13</td>
<td>0.07</td>
<td>0.09</td>
<td>1.00</td>
</tr>
<tr>
<td>Kim Todd</td>
<td>MA</td>
<td>0.25</td>
<td>0.13</td>
<td>0.08</td>
<td>1.00</td>
</tr>
<tr>
<td>Wayne Drummond</td>
<td>MArch</td>
<td>0.13</td>
<td>0.35</td>
<td>0.17</td>
<td>1.00</td>
</tr>
</tbody>
</table>

Addenda E: Faculty Information | 61
Assignment 3. Courses Taught by Individual Faculty Members

Complete the following table for each instructor:

- **Courses Taught:** Use current year or last academic year depending on time of report preparation
- **Term Symbols:** Use the institutional terminology. For example: Fall Semester - FS, Spring Semester, SS, Fall Quarter - FQ, Winter Quarter - WQ, Spring Quarter SQ, Summer Term - ST.
- **Contact Hours:** Actual number of scheduled contact hours per week between instructor and students.
- **FTE Students:** Actual number of scheduled contact hours per week between instructor and students. Multiply credit hours by number of students and divide by 15 for undergraduate courses, 12 for graduate level courses.

<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>Course Taught</th>
<th>Course Number</th>
<th>Term</th>
<th>Credit Hours</th>
<th>Contact Hrs / Week</th>
<th># Of Students</th>
<th>FTE Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zhenghong Tang</td>
<td>Fundamentals of Design</td>
<td>LARC 210</td>
<td>FS11</td>
<td>5.0</td>
<td>8.0</td>
<td>15</td>
<td>5.00</td>
</tr>
<tr>
<td></td>
<td>Site Systems II: Grading and Stormwater Management</td>
<td>LARC 330</td>
<td>FS11</td>
<td>3.0</td>
<td>4.0</td>
<td>10</td>
<td>2.00</td>
</tr>
<tr>
<td>McCallister</td>
<td>Design Studio III: Community Planning and Design</td>
<td>LARC 410</td>
<td>FS11</td>
<td>5.0</td>
<td>12.0</td>
<td>15</td>
<td>5.00</td>
</tr>
<tr>
<td></td>
<td>Site Systems I: Materiality</td>
<td>LARC 412</td>
<td>SS10</td>
<td>3.0</td>
<td>3.0</td>
<td>10</td>
<td>3.33</td>
</tr>
<tr>
<td></td>
<td>Capstone Studio Coordinator and Mentor</td>
<td>LARC 413</td>
<td>SS10</td>
<td>5.0</td>
<td>4.0</td>
<td>2</td>
<td>0.67</td>
</tr>
<tr>
<td></td>
<td>International Service-Learning in Ecuador</td>
<td>LARC 497</td>
<td>ST10</td>
<td>3.0</td>
<td>40hr/3wks</td>
<td>14</td>
<td>2.80</td>
</tr>
<tr>
<td></td>
<td>Internship Coordination</td>
<td>LARC 494</td>
<td>ST10</td>
<td>3.0</td>
<td>1</td>
<td>9</td>
<td>1.80</td>
</tr>
<tr>
<td>Ed Harvey</td>
<td>Fundamentals of Design</td>
<td>LARC 210</td>
<td>FS11</td>
<td>5.0</td>
<td>8.0</td>
<td>15</td>
<td>5.00</td>
</tr>
<tr>
<td></td>
<td>Site Systems II: Grading and Stormwater Management</td>
<td>LARC 330</td>
<td>FS11</td>
<td>3.0</td>
<td>4.0</td>
<td>10</td>
<td>2.00</td>
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**Faculty Name: Kim Wilson**

<table>
<thead>
<tr>
<th>Course Taught</th>
<th>Course Number</th>
<th>Term</th>
<th>Credit Hours</th>
<th>Contact Hrs / Week</th>
<th># Of Students</th>
<th>FTE Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Survey of Landscape Architecture: Approach, Process and Practice</td>
<td>LARC 101</td>
<td>SS10</td>
<td>3.0</td>
<td>3.0</td>
<td>10</td>
<td>2.00</td>
</tr>
<tr>
<td>Design Studio V: Urban Design</td>
<td>LARC 412</td>
<td>SS10</td>
<td>5.0</td>
<td>12.0</td>
<td>7</td>
<td>2.33</td>
</tr>
<tr>
<td>Capstone Studio Coordinator and Mentor</td>
<td>LARC 413</td>
<td>SS10</td>
<td>5.0</td>
<td>4.0</td>
<td>2</td>
<td>0.67</td>
</tr>
<tr>
<td>International Service-Learning in Ecuador</td>
<td>LARC 497</td>
<td>ST10</td>
<td>3.0</td>
<td>40hr/3wks</td>
<td>14</td>
<td>2.80</td>
</tr>
<tr>
<td>Internship Coordination</td>
<td>LARC 494</td>
<td>ST10</td>
<td>3.0</td>
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<td>9</td>
<td>1.80</td>
</tr>
<tr>
<td>Survey of Landscape Architecture: Approach, Process and Practice</td>
<td>LARC 101</td>
<td>FS11</td>
<td>3.0</td>
<td>3.0</td>
<td>20</td>
<td>4.00</td>
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<tr>
<td>Design Studio III: Community Planning and Design</td>
<td>LARC 410</td>
<td>FS11</td>
<td>5.0</td>
<td>12.0</td>
<td>15</td>
<td>5.00</td>
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**Faculty Name: Sarah Thomas**

<table>
<thead>
<tr>
<th>Course Taught</th>
<th>Course Number</th>
<th>Term</th>
<th>Credit Hours</th>
<th>Contact Hrs / Week</th>
<th># Of Students</th>
<th>FTE Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Design Studio II: Site and Building</td>
<td>LARC 101</td>
<td>SS10</td>
<td>5.0</td>
<td>12.0</td>
<td>10</td>
<td>3.33</td>
</tr>
<tr>
<td>Site Systems I: Materiality</td>
<td>LARC 412</td>
<td>SS10</td>
<td>3.0</td>
<td>3.0</td>
<td>10</td>
<td>3.33</td>
</tr>
<tr>
<td>Capstone Studio (mentor)</td>
<td>LARC 413</td>
<td>SS10</td>
<td>5.0</td>
<td>4.0</td>
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<td>0.67</td>
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<tr>
<td>Design Studio I: Site Design</td>
<td>LARC 230</td>
<td>SS11</td>
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<td>8</td>
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<td>History &amp; Theory in Contemporary Landscape Architecture</td>
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<td>FS 11</td>
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**Faculty Name: Bret Betnar**

<table>
<thead>
<tr>
<th>Course Taught</th>
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<th>Term</th>
<th>Credit Hours</th>
<th>Contact Hrs / Week</th>
<th># Of Students</th>
<th>FTE Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fundamentals of Design</td>
<td>LARC 210</td>
<td>FS11</td>
<td>5.0</td>
<td>8.0</td>
<td>15</td>
<td>5.00</td>
</tr>
<tr>
<td>Site Systems II: Grading and Stormwater Management</td>
<td>LARC 330</td>
<td>FS11</td>
<td>3.0</td>
<td>4.0</td>
<td>10</td>
<td>2.00</td>
</tr>
<tr>
<td>Faculty Name</td>
<td>Course Taught</td>
<td>Course Number</td>
<td>Term</td>
<td>Credit Hours</td>
<td>Contact Hrs / Week</td>
<td># Of Students</td>
</tr>
<tr>
<td>---------------------------</td>
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<td>--------------</td>
<td>-------------------</td>
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</tr>
<tr>
<td>Richard Sutton</td>
<td>Introduction to Landscape Design</td>
<td>LARC 216</td>
<td>SS10</td>
<td>2.0</td>
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<td>25</td>
</tr>
<tr>
<td></td>
<td>Professional Elective: Green Roofs</td>
<td>LARC 497</td>
<td>SS10</td>
<td>3.0</td>
<td>3.0</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Introduction to Landscape Design Studio</td>
<td>LARC 217</td>
<td>SS10</td>
<td>2.0</td>
<td>2.0</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>Capstone Studio (mentor)</td>
<td>LARC 413</td>
<td>SS10</td>
<td>5.0</td>
<td>2.0</td>
<td>1.0</td>
</tr>
<tr>
<td></td>
<td>Landscape Plants I</td>
<td>LARC 212</td>
<td>ST10</td>
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<td>3.0</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>Introduction to Landscape Ecology</td>
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<td>3.0</td>
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</tr>
<tr>
<td>Steve Rodie</td>
<td>Site Systems III: Site Systems III: Layout, Utilities and Construction Documentation</td>
<td>LARC 331</td>
<td>SS10</td>
<td>3.0</td>
<td>4.0</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Professional Elective: Stormwater Management</td>
<td>LARC 497</td>
<td>SS10</td>
<td>3.0</td>
<td>3.0</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Capstone Studio (mentor)</td>
<td>LARC 413</td>
<td>SS10</td>
<td>5.0</td>
<td>2.0</td>
<td>1.0</td>
</tr>
<tr>
<td>Kim Todd</td>
<td>Landscape Plants II</td>
<td>LARC 213</td>
<td>SS10</td>
<td>3.0</td>
<td>3.0</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Planting Design Studio</td>
<td>LARC 467</td>
<td>FS11</td>
<td>3.0</td>
<td>4.0</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>Capstone Studio (mentor)</td>
<td>LARC 413</td>
<td>SS10</td>
<td>5.0</td>
<td>2.0</td>
<td>2.0</td>
</tr>
<tr>
<td>Wayne Drummond</td>
<td>Professional Practice</td>
<td>LARC</td>
<td>FS11</td>
<td>3.0</td>
<td>3.0</td>
<td>50</td>
</tr>
<tr>
<td>Zhenghong Tang</td>
<td>GIS Application in Environmental Design*</td>
<td>CRPL 495P</td>
<td>SS10</td>
<td>3.0</td>
<td>3.0</td>
<td>10</td>
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<tr>
<td></td>
<td>Environmental Planning Policy*</td>
<td>CRPL 470</td>
<td>FS11</td>
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<td>3.0</td>
<td>15</td>
</tr>
</tbody>
</table>

* Although these courses are listed as CRPL, these courses were developed specifically for the landscape architecture students/curriculum.
Faculty Name: Dennis McCallister

<table>
<thead>
<tr>
<th>Course Taught</th>
<th>Course Number</th>
<th>Term</th>
<th>Credit Hours</th>
<th>Contact Hrs / Week</th>
<th># Of Students</th>
<th>FTE Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Urban Soils Property and Management</td>
<td>LARC 453</td>
<td>SS10</td>
<td>3.0</td>
<td>3.0</td>
<td>15</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Faculty Name: Ed Harvey

<table>
<thead>
<tr>
<th>Course Taught</th>
<th>Course Number</th>
<th>Term</th>
<th>Credit Hours</th>
<th>Contact Hrs / Week</th>
<th># Of Students</th>
<th>FTE Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hydrology</td>
<td>CIVE 353</td>
<td>SS10</td>
<td>3.0</td>
<td>3.0</td>
<td>10</td>
<td>2.00</td>
</tr>
</tbody>
</table>

* Although this course is listed as CIVE course, this course was developed specifically for the landscape architecture students/curriculum.

Assignment 4. Visiting Lecturers/Critics

List the name, specialty, dates in attendance and the contribution of visiting critics and lecturers, resource personnel, etc. who served the program. List only persons who were brought in for the program under review. Indicate by an asterisk (*) those sponsored jointly with other departments or sponsored at the college or school level. Use the format below to list this information for the present and two preceding academic years.

<table>
<thead>
<tr>
<th>Name</th>
<th>Field/Specialty</th>
<th>Date(s)</th>
<th>Contribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lynn Johnson</td>
<td>Director/Landscape Architect City of Lincoln Parks and Recreation Department</td>
<td>Fall 2009</td>
<td>Service-Learning Partner, Critic</td>
</tr>
<tr>
<td>J. J. Yost</td>
<td>Planning and Construction Manager City of Lincoln Parks and Recreation Department</td>
<td>Fall 2009</td>
<td>Service-Learning Partner, Critic</td>
</tr>
<tr>
<td>Scott Wieskamp</td>
<td>Director of Facilities and Maintenance Lincoln Public Schools</td>
<td>Fall 2009</td>
<td>Service-Learning Partner, Critic</td>
</tr>
<tr>
<td>Pat Leach</td>
<td>Library Director Lincoln Public Libraries</td>
<td>Fall 2009</td>
<td>Service-Learning Partner, Critic</td>
</tr>
<tr>
<td>Barbara A Bettin</td>
<td>President/CEO Lincoln YMCA</td>
<td>Fall 2009</td>
<td>Service-Learning Partner, Critic</td>
</tr>
<tr>
<td>Tom Malmstrom</td>
<td>Natural Resource Coordinator Saline Wetland Project Coordinator</td>
<td>Fall 2009</td>
<td>Service-Learning Partner, Critic, Lecturer</td>
</tr>
<tr>
<td>Dan Schulz</td>
<td>Resource Coordinator Lower Platte South NRD</td>
<td>Fall 2009</td>
<td>Service-Learning Partner, Critic</td>
</tr>
<tr>
<td>Ted La Grange</td>
<td>Wildlife Biologist Nebraska Game &amp; Parks</td>
<td>Fall 2009</td>
<td>Lecturer</td>
</tr>
<tr>
<td>P. Zilling</td>
<td>Agricultural Engineer Nebraska Game &amp; Parks</td>
<td>Fall 2009</td>
<td>Lecturer</td>
</tr>
<tr>
<td>A. Vaquis</td>
<td>Associate Director National Park Service</td>
<td>Fall 2009</td>
<td>Lecturer</td>
</tr>
<tr>
<td>Dennis Scheer</td>
<td>Principal/Landscape Architect Clark-Enersen Partners</td>
<td>Fall 2009</td>
<td>Lecturer</td>
</tr>
<tr>
<td>Nicole Fleck-Tooze</td>
<td>Landscape Architect/ Special Projects Admin. Public Works and Utilities, City of Lincoln</td>
<td>Fall 2009</td>
<td>Lecturer</td>
</tr>
<tr>
<td>Gary Wells</td>
<td>Landscape Architect USDA/NRCS</td>
<td>Fall 2009</td>
<td>Lecturer</td>
</tr>
<tr>
<td>Paul Zillig</td>
<td>Lower Platte South NRD</td>
<td>Fall 2009</td>
<td>Lecturer</td>
</tr>
<tr>
<td>Gary Bentrup</td>
<td>Landscape Ecologist USDA/Forest Service</td>
<td>Fall 2009</td>
<td>Lecturer</td>
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<tr>
<td>Mike Fritz</td>
<td>Natural Heritage Zoologist Nebraska Game and Parks Commission</td>
<td>Fall 2009</td>
<td>Lecturer</td>
</tr>
<tr>
<td>Roberta Young</td>
<td>Landscape Architect National Park Service Regional Headquarters, Omaha</td>
<td>Fall 2009</td>
<td>Lecturer</td>
</tr>
<tr>
<td>Name</td>
<td>Field/Specialty</td>
<td>Date(s)</td>
<td>Contribution</td>
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<tr>
<td>Gary Bentrup</td>
<td>Landscape Ecologist /Landscape Architect USDA Forest Service</td>
<td>Spring 2010</td>
<td>Lecturer</td>
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<tr>
<td>Mark Canney</td>
<td>Landscape Designer Lincoln Parks and Recreation Department</td>
<td>Spring 2010</td>
<td>Critic</td>
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<tr>
<td>Greg Simmons</td>
<td>Landscape Architect Rodd Rose Inc.</td>
<td>Spring 2010</td>
<td>Lecturer/Critic</td>
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<tr>
<td>Alison Kroh</td>
<td>Landscape Architect Nebraska Department of Roads</td>
<td>Spring 2010</td>
<td>Lecturer/Critic</td>
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<tr>
<td>Grace La and James Dallman</td>
<td>Environmental Designers La Dallman, Milwaukee, WI</td>
<td>Spring 2010</td>
<td>Lecturer</td>
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<tr>
<td>Eric Casper</td>
<td>Landscape Architect The Clark Enersen Partners</td>
<td>Spring 2010</td>
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<td>Kris Kubiek</td>
<td>Landscape Designer HDR</td>
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<td>Dipti Trivedi</td>
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<td>Spring 2010</td>
<td>Lecturer</td>
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<tr>
<td>Ed Ulher, FAIA</td>
<td>Design Director Millennium Park Project, Chicago, Illinois</td>
<td>Spring 2010</td>
<td></td>
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<tr>
<td>Julia Bachrach</td>
<td>Landscape Architect Chicago Park District</td>
<td>Spring 2010</td>
<td>Lecturer</td>
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<tr>
<td>Ted Wolff, FASLA</td>
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<td>Spring 2010</td>
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<tr>
<td>Matthew Gaber</td>
<td>Landscape Architect Lamp Rynearson &amp; Associates</td>
<td>Spring 2010</td>
<td>Critic</td>
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<tr>
<td>Anne Trumble</td>
<td>Landscape Architect Emerging Terrain</td>
<td>Spring 2010</td>
<td>Critic</td>
</tr>
<tr>
<td>Jenny Chavez</td>
<td>President, Verde Milenio, Quito, Ecuador</td>
<td>Spring 2010</td>
<td>Service-Learning Partner, Critic</td>
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<tr>
<td>Andrew tenBrink</td>
<td>Landscape Designer Harvard Graduate School of Design</td>
<td>Spring 2010</td>
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<tr>
<td>Sarah Thomas</td>
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<td>Alejandro Banos</td>
<td>Architect, Verde Milenio, Quito, Ecuador</td>
<td>Spring 2010</td>
<td>Service-Learning Partner, Critic</td>
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<tr>
<td>David Witte</td>
<td>Landscape Architect Olin Studios</td>
<td>Spring 2010</td>
<td>Partner, lecturer, Critic</td>
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<tr>
<td>Karen Nolow</td>
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<td>Fall 2010</td>
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<tr>
<td>Dennis Bryers</td>
<td>Park Planner and Landscape Architect Omaha Parks and Recreation and Public Property Dept.</td>
<td>Fall 2010</td>
<td>Tour of Omaha waterfront</td>
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<tr>
<td>Sandy Scofield</td>
<td>Director University of Nebraska Rural Initiative</td>
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<td>Connie Francis</td>
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<td>Dave Ciaccio</td>
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<td>Fall 2010</td>
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<tr>
<td>Brandon Garrett</td>
<td>Long-Range Planner City of Lincoln, Nebraska</td>
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<td>Mike Brienzo</td>
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<td>Alison Krohn, ASLA</td>
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<td>Tom Liptan, FASLA</td>
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<td>Spring 2011</td>
<td>Lecturer</td>
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<td>Peter Macdonagh, ASLA</td>
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<td>Laura Knowles Verden,</td>
<td>Landscape Architect</td>
<td>Spring 2011</td>
<td>Lecturer, Office Tour</td>
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<td>Johnson, Johnson, and Roy, Chicago, Illinois</td>
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<td>Jeffery Bruce</td>
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<td>Jeffrey L. Bruce &amp; Company, LLC</td>
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<td>Jenny Chavez</td>
<td>President, Verde Milenio, Quito, Ecuador</td>
<td>Spring 2011</td>
<td>Partner and Critic</td>
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<tr>
<td>Alejandro Banos</td>
<td>Architect, Verde Milenio, Quito, Ecuador</td>
<td>Spring 2011</td>
<td>Partner and Critic</td>
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<td>David Witte</td>
<td>Landscape Architect</td>
<td>Spring 2011</td>
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<td>Bruce Ferguson, FASLA</td>
<td>Professor University of Georgia, Landscape Architecture</td>
<td>Spring 2011</td>
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<tr>
<td>Selma Kessler, P.E.</td>
<td>Manager, Post Construction Stormwater Runoff Program Env. Services Division, Public Works, City of Omaha</td>
<td>Spring 2011</td>
<td>Lecture</td>
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<tr>
<td>Jim Kee</td>
<td>Env. Quality Control Technician, Soil Scientist Env. Services Division, Public Works, City of Omaha</td>
<td>Spring 2011</td>
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<tr>
<td>Ted Hartsig, CPSS</td>
<td>Olsson Associates, Overland Park, KS</td>
<td>Spring 2011</td>
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<tr>
<td>Rock Krzycki</td>
<td>Senior Engineer, Water Quality and Education Program, Watershed Management, City of Lincoln</td>
<td>Spring 2011</td>
<td>Lecture</td>
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<tr>
<td>Nate Hartman,</td>
<td>REHS, CCIS, NPDES Program Specialist</td>
<td>Spring 2011</td>
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<td>Lincoln/Lancaster County Health Department</td>
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<td>Ryan Bentley, ASLA</td>
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<td>Spring 2011</td>
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<td>Big Muddy Workshop, Omaha</td>
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<td>Spring 2011</td>
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<td>Gary Wells, ASLA</td>
<td>Landscape Architect</td>
<td>Spring 2011</td>
<td>Lecturer</td>
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<tr>
<td>Katie Pekarek,</td>
<td>Extension Educator</td>
<td>Spring 2011</td>
<td>Lecturer</td>
</tr>
<tr>
<td></td>
<td>University of Nebraska-Lincoln (Biosystems Eng)</td>
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<tr>
<td>Name</td>
<td>Field/Specialty</td>
<td>Date(s)</td>
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<tr>
<td>Chris Reed</td>
<td>Landscape Architect stoss LU</td>
<td>Spring 2011</td>
<td>Hyde Lecturer, Critic</td>
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<td>Alan Berger</td>
<td>Landscape Architect MIT</td>
<td>Fall 2011</td>
<td>Hyde Chair of Excellence and Hyde Lecturer</td>
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<td>Caleb Pollard</td>
<td>Planner and Economic Developer City of Ord</td>
<td>Fall 2011</td>
<td>Service-Learning Partner, Lecturer, Critic</td>
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<td>Marvin Krout</td>
<td>Planner Director ACIP Lincoln/Lancaster County Planning</td>
<td>Fall 2011</td>
<td>Critic</td>
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<td>Gary Bentrup</td>
<td>Landscape Ecologist Architect USFS</td>
<td>Fall 2011</td>
<td>Critic</td>
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<td>Nicole Fleck-Tooze</td>
<td>Landscape Architect/ Special Projects Admin. Public Works and Utilities, City of Lincoln</td>
<td>Fall 2009</td>
<td>Lecturer</td>
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<td>Sean Ray,</td>
<td>Landscape Architect Clark Enersen Partners</td>
<td>Fall 2011</td>
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<tr>
<td>Tony Tolstedt</td>
<td>Planner, City Administrator Broken Bow, NE</td>
<td>Fall 2011</td>
<td>Service-Learning Partner, Critic</td>
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<tr>
<td>Anne Trumble</td>
<td>Director Emerging Terrain</td>
<td>Fall 2011</td>
<td>Lecturer</td>
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<tr>
<td>Alexis Carter</td>
<td>Landscape Designer Sasaki Associates, Inc.</td>
<td>Spring 2012</td>
<td>Lecturer</td>
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<tr>
<td>Scott Page</td>
<td>Urban Designer and Planner, Principal, Interface Studio</td>
<td>Spring 2012</td>
<td>Lecturer</td>
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<tr>
<td>Mike Lydon</td>
<td>Planner Street Plans Collaborative</td>
<td>Spring 2012</td>
<td>Lecturer</td>
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<tr>
<td>Tatiana Choulika</td>
<td>Landscape Architect Field Operations</td>
<td>Spring 2012</td>
<td>Lecturer</td>
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<tr>
<td>Nick Bowden</td>
<td>Planner Mind Mixer</td>
<td>Spring 2012</td>
<td>Lecturer</td>
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<td>Tim Marshall</td>
<td>Landscape Architect ETM Associates, LLC</td>
<td>Spring 2012</td>
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<td>Hardy Stecker</td>
<td>Landscape Architect Ken Smith Landscape Architect</td>
<td>Spring 2012</td>
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<td>Blaine Merker</td>
<td>Landscape Architect REBAR</td>
<td>Spring 2012</td>
<td>Lecturer</td>
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<td>Claire Agre</td>
<td>Landscape Architect West 8</td>
<td>Spring 2012</td>
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<td>Lara Rose</td>
<td>Landscape Architect Hargreaves</td>
<td>Spring 2012</td>
<td>Lecturer</td>
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<td>Dennis Bryers</td>
<td>Park Planner and Landscape Architect Omaha Parks and Recreation and Public Property Dept.</td>
<td>Spring 2012</td>
<td>UNL-SASLA Speaker</td>
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<tr>
<td>John Royster</td>
<td>Landscape Architect, Owner Big Muddy Workshop, Omaha</td>
<td>Spring 2012</td>
<td>UNL-SASLA Speaker</td>
</tr>
</tbody>
</table>
INDIVIDUAL TEACHER'S RECORD

Name: Kim L. Wilson  Rank: Professor

DEPARTMENT OR UNIT IF NOT A PART OF THE PROGRAM UNDER REVIEW:

EDUCATION. (College and higher)

<table>
<thead>
<tr>
<th>Institution</th>
<th>Number of Years Attended</th>
<th>Degree/Date Granted</th>
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</thead>
<tbody>
<tr>
<td>University of Michigan</td>
<td>2</td>
<td>MLA / 1982</td>
</tr>
<tr>
<td>Pennsylvania State University</td>
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<td>BSLA / 1978</td>
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TEACHING EXPERIENCE. (College level)

<table>
<thead>
<tr>
<th>Institution</th>
<th>Years Taught</th>
<th>Subjects</th>
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<tbody>
<tr>
<td>University of Nebraska-Lincoln</td>
<td>2009-present</td>
<td>community planning and design, urban design</td>
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<tr>
<td>Purdue University</td>
<td>1999-2009</td>
<td>landscape representation, community planning and design, urban design</td>
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<tr>
<td>Colorado State University</td>
<td>1986-88; 1996-98</td>
<td>site design and engineering, planning, landscape representation</td>
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PRACTICE EXPERIENCE. (Brief listing)

<table>
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<tr>
<th>Firm or Agency</th>
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<th>Responsibilities</th>
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<tr>
<td>The Office of Kim Wilson</td>
<td>1996-98</td>
<td>Owner</td>
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<tr>
<td>Sasaki Associates</td>
<td>1988-96</td>
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<td>Johnson, Johnson, and Roy, Inc</td>
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<td>Smith Group</td>
<td>1978-80</td>
<td>Junior Civil Engineer</td>
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PROFESSIONAL REGISTRATION. Give profession and state(s)

Landscape Architect, State of Ohio (#439); Landscape Architect, State of Rhode Island (#263)

PROFESSIONAL & ACADEMIC ACTIVITIES.

Awards and Honors

- 2012 Book of Great Teachers, Purdue University.
- 2010 Honor Award in Student Service - Faculty Mentor, American Society of Landscape Architecures, Student Awards.
- 2007 The Outstanding Counselor in the Department of Horticulture and Landscape Architecture, Purdue University.
- 2006 Named Fellow, Purdue University Teaching Academy, Purdue University.
- 2006 Charles B. Murphy Outstanding Undergraduate Teaching Award, Purdue University.
- 2006 North American Colleges & Teachers of Agriculture (NACTA) Teaching Award of Merit.
- 2006 Richard L. Kohl's Outstanding Undergraduate Teacher, College of Agriculture.
- 2006 Brian Douglas Hiltunen Faculty Award for Outstanding Contribution to the Scholarship of Engagement, Indiana Campus Compact.
- 2005,06 The Outstanding Teacher in the Department of Horticulture and Landscape Architecture, Purdue University.
- 2005,06 The Outstanding Teacher in Landscape Architecture, Department of Horticulture and Landscape Architecture, Purdue University.

Professional Societies

- 2011 Tau Sigma Delta
- 2004 - American Society of Landscape Architects (ASLA)
- 1999 - Xi chapter of the Honor Society of Sigma Lambda Alpha
- 1999 - Urban Land Institute (ULI)
- 1996 - Council of Educators in Landscape Architecture (CELA)
2003-08  Regional Representative, Council of Educators in Landscape Architecture

PUBLICATIONS.

CONTRIBUTIONS:
Member of the planning team developing the Rural Futures Institute, a Nebraska University system-wide initiative focused on innovative research, teaching and engagement to support the long-term success of the rural landscape. A conference will be held May 2012 bringing together 40-60 of the nation’s premier thought leaders in rural affairs along with faculty, stakeholders and potential partners to: (a) stimulate and guide creative and innovative thinking in research and educational programming relevant to the rural landscape, and (b) engage them in defining the role higher education should play to support long-term positive rural futures.
INDIVIDUAL TEACHER’S RECORD

Name: Sarah Thomas Karle  Rank: Assist Professor

DEPARTMENT OR UNIT IF NOT A PART OF THE PROGRAM UNDER REVIEW:

EDUCATION: (College and higher)

<table>
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<th>Number of Years Attended</th>
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<td>Louisiana State University</td>
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<td>BLA / 2005</td>
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TEACHING EXPERIENCE. (College level)

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<tr>
<td>University of Nebraska-Lincoln</td>
<td>2010-Present</td>
<td>site design, building and site, site systems I; history/theory</td>
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<tr>
<td>Harvard Graduate School of Design</td>
<td>2010</td>
<td>landscape studio; representation; research assistant</td>
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PRACTICE EXPERIENCE. (Brief listing)

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<td>EDAW/AECOM</td>
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<td>Designer/Summer Intern</td>
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<td>Hughes Good O’Leary and Ryan</td>
<td>2005-08</td>
<td>Designer</td>
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<td>EDSA</td>
<td>2005</td>
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<td>P.L. Design</td>
<td>2004</td>
<td>intern</td>
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PROFESSIONAL & ACADEMIC ACTIVITIES.

Honors and Awards
2011  Mortar Board Professor of the Month, University of Nebraska-Lincoln
2011  University of Nebraska-Lincoln Parent Association and Teaching Council Certificate of Recognition for Contribution to Students
2010  Harvard GSD Norman T. Newton Prize

Grants
2011  De-Poldering the Dutch Delta: A Response to Climate Change, University of Nebraska-Lincoln Layman Award ($10,000).
2010  Concrete Habitat: Bats in Bridges, Harvard GSD Penny White Research Grant; ($2,000).
2009  A Resilient Agricultural Enclave, Harvard GSD Penny White Research Grant, ($3,000).

Exhibitions
2010  De-Damming Urbanism, UNESCO Delta Competition, (Honorable Mention).
2010  Subtropical Sydney: Projecting the Future of Sydney’s Next Urban Century with an Intertidal Infrastructure for the Metropolitan Region, Sydney’s Sea Change 2030+International Design Competition, (Finalist, First Place).
2009  Exposition Operation Campus, Beyond Paris Studio, Paris, France.

PUBLICATIONS.

Refereed Articles

**Juried Work**
2010  *Subtropical Sydney: Projecting the Future of Sydney’s Next Urban Century with an Intertidal Infrastructure for the Metropolitan Region*, Sydney’s Sea Change 2030+International Design Competition, (Finalist, First Place).
2009  Urban Land Institute Student Competition (Honorable Mention).
2008  think Toronto Urban Design ideas Competition (Finalist).
2007  Emerging Green Builder Natural Talent Design Competition, National Award (3rd place).
2007  Emerging Green Builder Natural Talent Design Competition, Regional Award (1st place).

**Published Abstract**

**Article Written by Others about Work**

**CONTRIBUTIONS:**
2010- Advisor, Student Chapter of American Society of Landscape Architects, University of Nebraska-Lincoln.
2011  National Conference of the Beginning Design Student, University of Nebraska, Lincoln. Peer reviewer of abstracts in Site and Building tract for the National Conference in Lincoln, Nebraska.
INDIVIDUAL TEACHER'S RECORD

Name: Bret Betnar  
Rank: Assistant Professor

DEPARTMENT OR UNIT IF NOT A PART OF THE PROGRAM UNDER REVIEW:

EDUCATION. (College and higher)

<table>
<thead>
<tr>
<th>Institution</th>
<th>Number of Years Attended</th>
<th>Degree/Date Granted</th>
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<tbody>
<tr>
<td>University of Pennsylvania</td>
<td>2</td>
<td>MLA/ 2010</td>
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<td>Louisiana State University</td>
<td>5</td>
<td>BLA / 1997</td>
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TEACHING EXPERIENCE. (College level)

<table>
<thead>
<tr>
<th>Institution</th>
<th>Years Taught</th>
<th>Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Pennsylvania</td>
<td>2009</td>
<td>Site Engineering and Water Management</td>
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PRACTICE EXPERIENCE. (Brief listing)

<table>
<thead>
<tr>
<th>Firm or Agency</th>
<th>Number of Years</th>
<th>Responsibilities</th>
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<tbody>
<tr>
<td>Lee and Associates, Inc.</td>
<td>2010-11</td>
<td>design development drawings</td>
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<tr>
<td>Phoenix: Dragon Design Build</td>
<td>2000-03</td>
<td>designed and built residential designs</td>
</tr>
<tr>
<td>dKahn Studio</td>
<td>2002-03</td>
<td>design and construction documents</td>
</tr>
<tr>
<td>Winston Associates, Inc.</td>
<td>1998-02</td>
<td>planning and design documents</td>
</tr>
</tbody>
</table>

PROFESSIONAL REGISTRATION: Give profession and state(s)

None

PROFESSIONAL & ACADEMIC ACTIVITIES.

2010 ASLA Student Award of Excellence: Analysis+ Planning, Sh*tscape: Mumbai’s Landscape In-Between
2008-10 Chair’s Merit Scholarship, Department of Landscape Architecture University of Pennsylvania

PUBLICATIONS.

"The Unmentionable: A Tale of Sanitation". SHIFT:Infrastructure, 2010

CONTRIBUTIONS:

Briefly described your involvement in advancing the knowledge or capability of the profession of landscape architecture in the last five years.
INDIVIDUAL TEACHER'S RECORD

Name: Richard K. Sutton    Rank: Professor

DEPARTMENT OR UNIT IF NOT A PART OF THE PROGRAM UNDER REVIEW:
Landscape Architecture 50%; Agronomy and Horticulture 50%

EDUCATION. (College and higher)

<table>
<thead>
<tr>
<th>Institution</th>
<th>Number of Years Attended</th>
<th>Degree/Date Granted</th>
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<tbody>
<tr>
<td>UW-Madison</td>
<td>2</td>
<td>Ph. D. Land Resources / 1997</td>
</tr>
<tr>
<td>Utah State University</td>
<td>4</td>
<td>MLA / 1975</td>
</tr>
<tr>
<td>Colorado State University</td>
<td>4</td>
<td>BS Forest Biology / 1970</td>
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TEACHING EXPERIENCE. (College level)

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<thead>
<tr>
<th>Institution</th>
<th>Years Taught</th>
<th>Subjects</th>
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<tbody>
<tr>
<td>UN-Lincoln</td>
<td>1975-1991, 1993-2012</td>
<td>landscape design, landscape architecture</td>
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<tr>
<td>UW-Madison</td>
<td>1991-1993</td>
<td>landscape architecture</td>
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PRACTICE EXPERIENCE. (Brief listing)

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<th>Firm or Agency</th>
<th>Number of Years</th>
<th>Responsibilities</th>
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<tbody>
<tr>
<td>Landscape Architectural Services</td>
<td>1979-2006</td>
<td>Owner and Principal</td>
</tr>
<tr>
<td>Sasaki, Walker, Roberts</td>
<td>1974</td>
<td>Design intern</td>
</tr>
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PROFESSIONAL REGISTRATION. Give profession and state(s)

Landscape Architect Nebraska (# 131)

PROFESSIONAL & ACADEMIC ACTIVITIES.

2010- present  Green Roof Professional 2010, GRHC GRP Member Services Committee
2007- present  Emerging Terrain, Inc. Board of Directors, Secretary
2007-2009      Program Chair Central States ASLA Meeting
2006-2008      ASLA GP Chapter Member-at-Large

PUBLICATIONS.


A Prairie Green Roof. Summer 2007 Center For Grasslands Studies Newsletter 13(3):4
CONTRIBUTIONS.
2008-2012 Created cooperative agreements with 4 local owners to conduct long-term research on the use of native graminoids and forbs on their extensive or semi-intensive green roofs. Research includes selection of plants and their cultivars, cost effective improvements in planting techniques, and examination of maintenance methods.
2011 Led the initiation of the Herminghaus Prize for the most outstanding Landscape Architecture capstone project at UNL.
2011 Created and taught the first green roof course at UNL.
2010 Garnered grant funds and hosted the first Great Plains Prairie Green Roof Research meeting at UNL.
2009 Chaired the Planning and Program Committee for the highly successful Central States ASLA Conference in Omaha.
2008 Initiated and advised the Beta Eta Chapter of Sigma Lambda Alpha at the University of Nebraska-Lincoln.
INDIVIDUAL TEACHER'S RECORD

Name: Mark Hoistad  
Rank: Professor

DEPARTMENT OR UNIT IF NOT A PART OF THE PROGRAM UNDER REVIEW:

EDUCATION. (College and higher)

<table>
<thead>
<tr>
<th>Institution</th>
<th>Number of Years Attended</th>
<th>Degree/Date Granted</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Houston</td>
<td>2</td>
<td>M. Arch. / 1983</td>
</tr>
<tr>
<td>Georgia Institute of Technology</td>
<td>4</td>
<td>BS (Arch) / 1977</td>
</tr>
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TEACHING EXPERIENCE. (College level)

<table>
<thead>
<tr>
<th>Institution</th>
<th>Years Taught</th>
<th>Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Nebraska-Lincoln</td>
<td>1989-present</td>
<td>architecture design, site planning, urban</td>
</tr>
<tr>
<td>University of Houston</td>
<td>1987-89</td>
<td>design, theory, and product design</td>
</tr>
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</table>

PRACTICE EXPERIENCE. (Brief listing)

<table>
<thead>
<tr>
<th>Firm or Agency</th>
<th>Number of Years</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>KX International Design &amp; Planning</td>
<td>2009-</td>
<td>Urban &amp; Architecture Design</td>
</tr>
<tr>
<td>Davis Design</td>
<td>1996-2004</td>
<td>Design Architect</td>
</tr>
<tr>
<td>Mark Hoistad, Architect</td>
<td>1992-96</td>
<td>Principal</td>
</tr>
<tr>
<td>Tapley Lunow</td>
<td>1985-1989</td>
<td>Design Architect</td>
</tr>
<tr>
<td>Mitchell Carlson</td>
<td>1984</td>
<td>Design</td>
</tr>
<tr>
<td>Ceria Couple USA</td>
<td>1983</td>
<td>Design</td>
</tr>
<tr>
<td>Llwyen Davies Sanhi</td>
<td>1982</td>
<td>Urban Design</td>
</tr>
<tr>
<td>Bechtel Inc.</td>
<td>1979-1981</td>
<td>Designer</td>
</tr>
<tr>
<td>C &amp; I Girdler</td>
<td>1977-1979</td>
<td>Intern</td>
</tr>
</tbody>
</table>

PROFESSIONAL REGISTRATION. Give profession and state(s)

Architect, Nebraska (# A-2329) ; Texas(# 11558); NCARB Certified (#35,801)

PROFESSIONAL & ACADEMIC ACTIVITIES.

2003-  Associate Dean, College of Architecture
2006-09  Director, Landscape Architecture Program
2003-09  Director, Architecture Program
2001-03  Chair, Department of Architecture and Interior Design

PUBLICATIONS.

Hoistad, M., and Goedert, J.;; Building Information Modeling: Case Study and Roundtable; American Institute of Architects
2007    Large Firm Roundtable Grant; $25,000

CONTRIBUTIONS.

2009- Engaged in urban design activities with a Landscape Architecture/Urban Design Practice in China (KX International)
2009- Ran the Killinger China Program which is open to Landscape Architecture students the first one going in 2011.
2007-09 Directed the Landscape Architecture Program establishing its candidacy status.
INDIVIDUAL TEACHER'S RECORD

NAME: Steven Rodie RANK: Associate Professor

DEPARTMENT OR UNIT IF NOT A PART OF THE PROGRAM UNDER REVIEW:
Agronomy & Horticulture

EDUCATION. (College and higher)

<table>
<thead>
<tr>
<th>Institution</th>
<th>Number of Years Attended</th>
<th>Degree/Date Granted</th>
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<tbody>
<tr>
<td>Kansas State University</td>
<td>3</td>
<td>M. L. A., 1985</td>
</tr>
<tr>
<td>Colorado State University</td>
<td>4</td>
<td>B. S. Forest Mgmt, 1977</td>
</tr>
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TEACHING EXPERIENCE. (College level)

<table>
<thead>
<tr>
<th>Institution</th>
<th>Years Taught</th>
<th>Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Nebraska-Lincoln</td>
<td>1994 - present</td>
<td>plant identification, landscape design, landscape &amp; environmental appreciation, landscape construction, stormwater management</td>
</tr>
<tr>
<td>Colorado Mountain College</td>
<td>1989 – 1990</td>
<td>introductory computer applications</td>
</tr>
<tr>
<td>U. of Colorado-Colorado Springs</td>
<td>1987</td>
<td>planning principles (graduate)</td>
</tr>
<tr>
<td>Pikes Peak Community College</td>
<td>1987</td>
<td>introductory computer applications</td>
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PRACTICE EXPERIENCE. (Brief listing)

<table>
<thead>
<tr>
<th>Firm or Agency</th>
<th>Number of Years</th>
<th>Responsibilities</th>
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<tbody>
<tr>
<td>Dames &amp; Moore</td>
<td>1990-1994</td>
<td>Project Landscape Architect, Project Manager – focus on visual resources and environmental planning/assessment</td>
</tr>
<tr>
<td>Colorado Department of Highways</td>
<td>1990</td>
<td>Temporary Landscape Architect – focus on revegetation/irrigation, Glenwood Canyon I-70 project</td>
</tr>
<tr>
<td>Sundesigns Architects</td>
<td>1988-1990</td>
<td>Project Landscape Architect – focus on residential design and land/park planning</td>
</tr>
<tr>
<td>Design Workshop, Inc.</td>
<td>1987-1988</td>
<td>Project Landscape Architect – focus on environmental planning/assessment</td>
</tr>
<tr>
<td>PGAV, Inc.</td>
<td>1986-1987</td>
<td>Staff Landscape Architect – focus on commercial/office park projects</td>
</tr>
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PROFESSIONAL REGISTRATION. (Give profession and state(s))

Landscape Architect Nebraska (# 202), California (# 3581), and Kansas (# 494)

PROFESSIONAL & ACADEMIC ACTIVITIES.

2006-present Member (Chair, 2009-2010) – Landscape Architecture Professional Program Committee
2010-present Member, Advisory Committee, Omaha by Design, Member, Curriculum Assessment Committee
2010-present Department of Agronomy/Horticulture, UNL
2007-present Member, Design Review Committee, Metropolitan Community College
2007-present Advisory Member, Board of Directors, Nebraska Arborists
2008-present Co-Chair, Fellows Nominating Committee, Great Plains Chapter, ASLA, Professional
2004-2009 Member, Nebraska State Board of Landscape Architects
2002-2008 Trustee, Great Plains Chapter, American Society of Landscape Architects (ASLA),
2005-06, 2007-11 Member (Chair, 2010) - Emerging Professionals Committee
1993-2006 ASLA PPN Rural Landscape
2006 ASLACIP Grant Task Force, ASLA
PUBLICATIONS.


CONTRIBUTIONS.

Approximately 80 presentations, workshops, etc. for public (home owners, master gardeners, acreage owners, garden clubs, etc.) and green industry employees (Nebraska Nursery and Landscape Association, Nebraska Arborists Association, Nebraska Master Gardeners, Nebraska League of Municipalities, Iowa State University Extension, International Erosion Control Association, etc.) focused on sustainable landscape design/planning, including the varied roles of design professionals in quality design, specific roles and specialized skills of landscape architects in planning and design, and stormwater management/green infrastructure.

Instituted a Landscape Architecture Professional Elective on Integrated Stormwater Management in 2011; capstone project was a Concept Master Plan for green infrastructure at the Cabela’s Store/World Headquarters in Sidney, NE. The plan has helped initiate approximately $200,000 in stormwater management improvements at the site.

Co-Leader of a three-year (2009-2012), $544,500 USDA stormwater management grant focused on education, demonstrations and academic training across Nebraska.

Working on several committees (within the Planning and Public Works Departments) for the City of Omaha to enhance sustainable green streets design as well as revise the post-construction stormwater management regulations for the City.
INDIVIDUAL TEACHER’S RECORD

Name: Kim Todd   Rank: Assistant Professor

Department or unit if not part of the program under review:
Agronomy & Horticulture

EDUCATION. (College and higher)

<table>
<thead>
<tr>
<th>Institution</th>
<th>Number of Years Attended</th>
<th>Degree/Date Granted</th>
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<tbody>
<tr>
<td>University of Nebraska-Lincoln</td>
<td>2</td>
<td>MA / 1982</td>
</tr>
<tr>
<td>Iowa State University</td>
<td>5</td>
<td>BSLA / 1975</td>
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TEACHING EXPERIENCE. (College level)

<table>
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<tr>
<th>Institution</th>
<th>Years Taught</th>
<th>Subjects</th>
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<tbody>
<tr>
<td>University of Nebraska-Lincoln</td>
<td>2002-</td>
<td>Plants and design</td>
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<tr>
<td>University of Nebraska-Lincoln</td>
<td>1995-2000</td>
<td>Plants and design</td>
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PRACTICE EXPERIENCE. (Brief listing)

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<tr>
<th>Firm or Agency</th>
<th>Number of Years</th>
<th>Responsibilities</th>
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</thead>
<tbody>
<tr>
<td>Finke Gardens &amp; Nursery</td>
<td></td>
<td>Landscape Architect</td>
</tr>
<tr>
<td>University of Nebraska-Lincoln</td>
<td></td>
<td>Campus Planner</td>
</tr>
<tr>
<td>University of Nebraska-Lincoln</td>
<td></td>
<td>Campus Landscape Architect</td>
</tr>
<tr>
<td>Nebraska Statewide Arboretum</td>
<td></td>
<td>Interim Director</td>
</tr>
<tr>
<td>Davis Fenton Stange Darling</td>
<td></td>
<td>Landscape Architect</td>
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<tr>
<td>Brown Healy Bock</td>
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<td>Landscape Architect</td>
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PROFESSIONAL REGISTRATION. (Give profession and state(s))

Landscape Architect # 130

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

- American Society of Horticultural Science
- Nebraska Nursery and Landscape Association
- Nebraska Statewide Arboretum
- Capitol Environments Commission
- Urban Design Committee
- Friends of Maxwell Arboretum

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

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

- Backyard Farmer, Nebraska Public Television
- Evasco Garden
INDIVIDUAL TEACHER'S RECORD

Name: Jeffery L. Day  
Rank: Associate Professor

Department or Unit If Not Part of the Program Under Review:
Architecture & Landscape Architecture

EDUCATION. (College and higher)

<table>
<thead>
<tr>
<th>Institution</th>
<th>Number of Years Attended</th>
<th>Degree/Date Granted</th>
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<tbody>
<tr>
<td>University of California Berkley</td>
<td>3</td>
<td>Master of Architecture/1995</td>
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<tr>
<td>Harvard College</td>
<td>4</td>
<td>AB/1988</td>
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TEACHING EXPERIENCE. (College level)

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<th>Institution</th>
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<tbody>
<tr>
<td>UN-Lincoln</td>
<td>2000 to present</td>
<td>Architecture, Landscape Architecture</td>
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PRACTICE EXPERIENCE. (Brief listing)

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<th>Firm or Agency</th>
<th>Number of Years</th>
<th>Responsibilities</th>
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<tbody>
<tr>
<td>Childs, Bertman, Tsekares and Casendino</td>
<td>1987</td>
<td>Design intern</td>
</tr>
<tr>
<td>Lahn Architects</td>
<td>1995</td>
<td>Design intern</td>
</tr>
<tr>
<td>Fernau &amp; Hartman Architects</td>
<td>1996-2000</td>
<td>Architect</td>
</tr>
<tr>
<td>Min</td>
<td>Day</td>
<td>2000 to present</td>
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PROFESSIONAL REGISTRATION. Give profession and state(s)

Architect #A3278 Nebraska; Architect #26653 California; NCARB certificate

PROFESSIONAL & ACADEMIC ACTIVITIES.

Board member, Art Farm (a non-profit arts organization)
Founding Board Member, Design Alliance Omaha (daOMA)
Chair, Architecture Professional Program Committee
Chair, faculty search committee, “Digital Design”
Chair: College Speakers and Exhibits Committee
Chair: College Of Architecture Curriculum Committee
Member of various academic committees at UN-Lincoln

Honors and Awards:

- AIA Nebraska Honor Award for Details (Bemis Soft Cube), Oct. 2011
- AIA Nebraska Citation Award for Interior Architecture (Fogscape/Cloudscape), Oct.2011
- Designer of Distinction, Residential Creative Spaces, San Francisco Design Center 2011
- Residential Architect Rising Star Award 2010, December 2010
- AIA Nebraska Merit Award for “extended use / details” (Bemis InfoShop), Oct. 2010
- AIA Central States Region Honor Award, interior design (Bemis InfoShop), Sept.2010
- AIA Central States Region Honor Award, unbuilt (Art Farm Campus), Sept. 2010
- AIA Central States Region Honor Award, unbuilt (CROPS Food Center), Sept. 2010
- AIA Central States Region Honor Award, unbuilt (Reflecting Wall), Sept. 2010
- AIA San Francisco Honor Award for Interior Architecture (L Residence), May 2010
- AIA San Francisco Citation Award for Unbuilt Design (CROPS), May 2010
- ACSA Faculty Design Award (House on Lake Okoboji) 2010
- Architectural Record, Design Vanguard 2009, Dec., 2009
Addenda E: Faculty Information

AIA Central States Region Honor Award (House on Lake Okoboji), Oct. 2009
AIA Central States Region Merit Award (Fogscape-Cloudscape), Oct. 2009
AIA Nebraska Honor Award for “extended use” (Red Shed Video Lounge), Sept. 2009
AIA Nebraska Merit Award for unbuilt work (Reflecting Wall), Sept. 2009
AIA Nebraska Merit Award for “extended use” (L Residence), Sept. 2009
AIA Nebraska Merit Award for detail (Scribble Wall – L Residence), Sept. 2009
New Practices San Francisco, AIA, Min | Day selected as winning firm, April 2009
AIA National Small Project Honor Award (Saratoga Pool), March 2009
AIA San Francisco Special Achievement Award for Slow Food Nation 2008, March 2009
finalist, Emerging Voices, Architectural League of New York, November 2008
AIA Central States Region Citation Award (Art Farm: Red Shed Video Lounge), Oct. 2008
AIA Nebraska Honor Award for new construction (Okoboji House), Sept. 2008
AIA Nebraska Honor Award for detail (Lake Cabinet – Okoboji House), Sept. 2008
Emerging Talent Award, Monterey Design Conference, Oct. 2007
AIA Nebraska Honor Award for unbuilt work (Okada Ceramics Center), Oct. 2007
AIA Kansas City Honor Award (Ferrous Park, Constructing Urbanism), Nov. 2006
AIA Central States Region Honor Award for unbuilt/commissioned work (Ferrous Park), Sept. 2006

PUBLICATIONS.

Authored Publications
**“Surrounded Not Grounded”, by Jeffrey L. Day, sole author, National Conf. on the Beginning Design Student, Lincoln, NE, April 2011
**“Post-Agricultural Speculations”, by Jeffrey L. Day, sole author, Bracket, On Farming, Actar Press, October 2010

Published Design Work
The Accessible Home (Saratoga House & Pool), by Deborah Pierce, Taunton Press, forthcoming 2012
The Home, (Okoboji House), by Maya Ninova, Bulgaria, June, 2011
Design Bureau Magazine, “Living By the Lake” (Okoboji House), July/August 2011, p. 75
Financial Times, “California Dreaming” (Pool House), by Nathan Brooker, June 3, 2011
Nya RUM, “KULÖRT KRONA PÅ VERKET” (L Residence), by Hedvig Andersson, Stockholm, Sweden, March 2011
Robb Report / Exceptional Properties (story on House on Lake Okoboji, includes cover photo), January/February 2011
1000 Architectural Details, (L Residence) by Álex Sánchez Vidiella, Firefly Books, Ontario, Canada, 2010
The Power of Pro-Bono, (Soft Cube), John Cary, ed. Metropolis Books, October 2010
Metropolitan Home Design 100: The Last Word on Modern Interiors, by Michael Lassel, (Okoboji House), Filipacchi Publishing, October 2010
Architectures À Vivre #56, “Au bord du lac” by Elisabeth Karolyi, (Okoboji House), September-October 2010
Omaha World Herald, “Politics the inspiration for summer exhibit at Bemis Center” by John Pitcher, June 17, 2010
Harvard Design Magazine, “The New Small Architectural Practices”, (Min | Day cited) by Sebastian Schmaling, Spring/summer 2010 “...studios with close ties to academia - Office dA, Kennedy & Violich, Min|Day, nARCHITECTS, MOS and Lewis.Tsurumaki.Lewis, just to name a few - are increasingly setting the agenda for today's architectural discourse, in both theory and practice.”
Renovated Spaces: New Life for Old Homes, (L Residence), Loft Publications, 2010
Omaha World Herald, “Ice designers have a ball”, (Ice Garden) by John Pitcher, March 1, 2010
Architectural Record, Design Vanguard 2009, by Mae Ryan, December 2009
1000 Ideas by 100 Architects, (including 10 tips by Min | Day) by Sergi Costa Duran and Marianna R. Eguaras, Rockport Publishers, November 2009
Abode, Issue 51, “Q & A with Jeff Day” (interview) by Holly Nowikowski, Print Communications, Doha, Qatar 2009
Summa+ 98, “Experiencia Focalizada” (Okoboji House), by Luis O’Grady, December 2008
Metropolitan Home Magazine, “The Future According to...” (interview regarding the future of design), by Katherine Lagomarsino, November 2008
1000 x Architecture of the Americas, (Palo Alto Pool House) Verlagshaus-Braun, October 2008
Residential Architect, “A Matter of Fact” (interview concerning Min | Day + FACT’s collaboration at Art Farm), by Meghan Drueding, August 2008
Pool Design, (Saratoga Pool featured) Daab gmbh, Cologne 2008
Omaha World Herald, “Shed your rigid ideas about ‘art’”, Dane Stickney (Art Farm @ Sheldon) January 6 2008
Architectural Record, Design Vanguard 2009, by Mae Ryan, December 2009
1000 Ideas by 100 Architects, (including 10 tips by Min | Day) by Sergi Costa Duran and Marianna R. Eguaras, Rockport Publishers, November 2009
Abode, Issue 51, “Q & A with Jeff Day” (interview) by Holly Nowikowski, Print Communications, Doha, Qatar 2009
Summa+ 98, “Experiencia Focalizada” (Okoboji House), by Luis O’Grady, December 2008
Metropolitan Home Magazine, “The Future According to...” (interview regarding the future of design), by Katherine Lagomarsino, November 2008
1000 x Architecture of the Americas, (Palo Alto Pool House) Verlagshaus-Braun, October 2008
Residential Architect, “A Matter of Fact” (interview concerning Min | Day + FACT’s collaboration at Art Farm), by Meghan Drueding, August 2008
Pool Design, (Saratoga Pool featured) Daab gmbh, Cologne 2008
Omaha World Herald, “Shed your rigid ideas about ‘art’”, Dane Stickney (Art Farm @ Sheldon) January 6 2008
Exhibitions
UnMade in China (juried group show featuring Faux Gardens), Shanghai, China, March 2012.
Bemis Gardens (group show / design charrette), curated by Hesse McGraw, Bemis Center for Contemporary Arts, Omaha, NE, April 29-July 30, 2011
Hopey Changey Things (CalmDome with Carnal Torpor), curated by Hesse McGraw, Bemis Center for Contemporary Arts, Omaha, NE July 11-September 4, 2010
Vertical Gardens (group show featuring CROPS Food Center), AIA San Francisco Gallery, February 25 – May 14, 2010
Heartland (CalmDome w/ Carnal Torpor), Smart Museum, University of Chicago, Chicago, IL, Oct 1, 2009 – Jan. 17, 2010

CONTRIBUTIONS.

Principal in the award winning design firm Min | Day since 2000 and director of FACT, a student-staffed design lab at UN-Lincoln College of Architecture since 2001. Both practices seek to integrate landscape architectural procedures into architectural projects at a variety of scales.
INDIVIDUAL TEACHER’S RECORD

Name: Wayne Drummond, FAIA  Rank: Professor

DEPARTMENT OR UNIT IF NOT A PART OF THE PROGRAM UNDER REVIEW:
Architecture

EDUCATION. (College and higher)

<table>
<thead>
<tr>
<th>Institution</th>
<th>Number of Years Attended</th>
<th>Degree/Date Granted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rice University</td>
<td>2</td>
<td>March / 1969</td>
</tr>
<tr>
<td>Louisiana State University</td>
<td>5</td>
<td>BA / 1968</td>
</tr>
<tr>
<td>University of Southwestern Louisiana</td>
<td>2</td>
<td></td>
</tr>
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</table>

TEACHING EXPERIENCE. (College level)

<table>
<thead>
<tr>
<th>Institution</th>
<th>Years Taught</th>
<th>Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Nebraska Lincoln</td>
<td>2001-</td>
<td>Dean, professional practice, healthcare</td>
</tr>
<tr>
<td>University of Florida</td>
<td>1990-1999</td>
<td>Dean</td>
</tr>
<tr>
<td>Texas Tech University</td>
<td>1987-1990</td>
<td>Dean</td>
</tr>
<tr>
<td>Rice University</td>
<td>1984-1985</td>
<td>senior research associate</td>
</tr>
<tr>
<td>Auburn University</td>
<td>1979-1987</td>
<td>Department Head</td>
</tr>
<tr>
<td>University of Kansas</td>
<td>1977-1979</td>
<td>architectural design</td>
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PRACTICE EXPERIENCE. (Brief listing)

<table>
<thead>
<tr>
<th>Firm or Agency</th>
<th>Number of Years</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caudill, Rowlett and Schott Architects</td>
<td>1977-1979</td>
<td>design</td>
</tr>
<tr>
<td>Henningson, Durham and Richardson</td>
<td>1969</td>
<td>planning and design</td>
</tr>
</tbody>
</table>

PROFESSIONAL REGISTRATION. Give profession and state(s)

Louisiana #1504, 1970; Alabama #2966, 1985; Texas #12302, 1987; Florida #0013995, 1991; NCARB Certificate #32407

PROFESSIONAL & ACADEMIC ACTIVITIES.

Honors and Awards
Alpha Rho Chi Award, Louisiana State University
Who’s Who Among Students in American Universities, Louisiana State University
National AIA Student Gold Medal, Louisiana State University

PUBLICATIONS.

CONTRIBUTIONS:
Led the endeavor to establish the Landscape Architecture Program.
INDIVIDUAL TEACHER’S RECORD

Name: Zhenghong Tang  Rank: Assistant Professor

DEPARTMENT OR UNIT IF NOT A PART OF THE PROGRAM UNDER REVIEW:
Landscape Architecture + Community and Regional Planning Programs

EDUCATION. (College and higher)

<table>
<thead>
<tr>
<th>Institution</th>
<th>Number of Years Attended</th>
<th>Degree/Date Granted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Texas A&amp;M University</td>
<td>4</td>
<td>Ph.D/2007</td>
</tr>
<tr>
<td>Huazhong Agricultural University</td>
<td>3</td>
<td>Master/2000</td>
</tr>
<tr>
<td>Hunan Normal University</td>
<td>4</td>
<td>BS/1997</td>
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TEACHING EXPERIENCE. (College level)

<table>
<thead>
<tr>
<th>Institution</th>
<th>Years Taught</th>
<th>Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Nebraska-Lincoln</td>
<td>3</td>
<td>Environmental Planning; GIS</td>
</tr>
</tbody>
</table>

PRACTICE EXPERIENCE. (Brief listing)

<table>
<thead>
<tr>
<th>Firm or Agency</th>
<th>Number of Years</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wake County Planning Department, NC</td>
<td>1</td>
<td>Land Use Planner</td>
</tr>
</tbody>
</table>

PROFESSIONAL REGISTRATION: Give profession and state(s)
N/A

PROFESSIONAL & ACADEMIC ACTIVITIES.

2009 - Courtesy Assistant Professor, School of Natural Resources, University of Nebraska – Lincoln
2008 - Faculty Fellow, Water Center, University of Nebraska – Lincoln
2008 - Faculty Fellow, Center for Advanced Land Management Information Technologies, University of Nebraska – Lincoln
2009 - Research Fellow, Environmental Planning and Sustainability Research Unit, Hazard Reduction and Recovery Center, Texas A&M University

PUBLICATIONS. (all publications are peer-reviewed)


**CONTRIBUTIONS.**

I am a faculty member in the Landscape Architecture program at University of Nebraska-Lincoln and actively participate in the development of the Landscape Architecture Program

I teach undergraduate and graduate classes in Environmental Planning and Policy, Planning Theory, Environmental Impact Assessment, GIS in Environmental Design.

I serve as an Editorial Board Member for *International Journal of Disaster Risk Science.*

I have served as a reviewer for the following journals and federal agencies: U.S. Department of State; U.S. National Oceanic and Atmospheric Administration (NOAA); US Environmental Protection Agency (EPA); U.S. National Estuarine Research Reserve System (NERRS); Journal of Environmental Management; Local Environmental; International Journal of Environmental Pollution; Population and Environment; Environmental Management; Environmental Monitoring and Assessment Journal; Journal of Environmental Planning and Management; Sustainability Journal, Natural Hazards Review, Carbon Management, Environment and Planning A, Educational Research, Ashgate Publisher, Natural Hazards, Landscape and Urban Planning
INDIVIDUAL TEACHER'S RECORD

Name: Dennis Lee McCallister      Rank: Professor

DEPARTMENT OR UNIT IF NOT A PART OF THE PROGRAM UNDER REVIEW:
Agronomy & Horticulture

EDUCATION. (College and higher)

<table>
<thead>
<tr>
<th>Institution</th>
<th>Number of Years Attended</th>
<th>Degree/Date Granted</th>
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</thead>
<tbody>
<tr>
<td>Texas A&amp;M University</td>
<td>3</td>
<td>Ph.D., Soil Science (1981)</td>
</tr>
<tr>
<td>The Ohio State University</td>
<td>2</td>
<td>M.S., Soil Science (1977)</td>
</tr>
<tr>
<td>University of Notre Dame</td>
<td>4</td>
<td>B.S., Chemistry (1972)</td>
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TEACHING EXPERIENCE. (College level)

<table>
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<tr>
<th>Institution</th>
<th>Years Taught</th>
<th>Subjects</th>
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</thead>
<tbody>
<tr>
<td>Professor, UNL</td>
<td>2003-</td>
<td>soils and soil chemistry</td>
</tr>
<tr>
<td>Associate Professor, UNL</td>
<td>1988-2003</td>
<td>soils and soil chemistry</td>
</tr>
<tr>
<td>Assistant Professor, UNL</td>
<td>1980-1988</td>
<td>soils and soil chemistry</td>
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PROFESSIONAL REGISTRATION. (Give profession and state(s))
None, scientist

PROFESSIONAL & ACADEMIC ACTIVITIES.

Honors and Awards
National Association of Colleges and Teachers of Agriculture (NACTA) Fellow, 1989
E.B. Knight NACTA Journal Award, 1993
Nominee, Association of Students at the University of Nebraska-Lincoln (ASUN) Outstanding Teacher of the Year Award, 1996
UNL Gamma Sigma Delta Teaching Award, 1997
UNL Distinguished Teaching Award, 1998

Professional Societies
American Society of Agronomy
Soil Science Society of America
Clay Minerals Society
North American Colleges and Teachers of Agriculture
Gamma Sigma Delta

Professional and Public Service
Chair, American Society of Agronomy Division A-1a (Student Activities)(1998 - 1999).

PUBLICATIONS.


McCallister, Dennis, Christoph Geiss, Martha Mamo, Timothy Kettler, James Ippolito, Ronald Reuter, Patricia Morner, Jody Soester. Soil Genesis and Development: Rocks and Minerals. Journal of Natural Resources and Life Science Education. 38:238 *


**CONTRIBUTIONS.**

Development of an urban soils course for the core curriculum.
**ADDENDA F: FACILITIES INFORMATION**

**Assignment 1. Instructions**
1. Tabulate space data as shown below.
2. Describe any steps that are being taken to improve the spaces.
3. Include floor plan(s) on standard 8 1/2" x 11" sheets. Label these plans to identify various types of spaces and who controls/uses it.
4. If spaces are shared by other programs or departments, indicate this on the spaces affected.

**Program Facilities**

<table>
<thead>
<tr>
<th>Room #</th>
<th>Size (SF)</th>
<th>Max. Capacity</th>
<th>Type of Space (studio, office, storage, etc.)</th>
<th>Shared Use (S)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Architecture Hall</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ARCH 302A</td>
<td>205 SF</td>
<td>3</td>
<td>Director's Office</td>
<td>E</td>
</tr>
<tr>
<td>ARCH 303</td>
<td>170 SF</td>
<td>1</td>
<td>Faculty Office</td>
<td>E</td>
</tr>
<tr>
<td>ARCH 217</td>
<td>149 SF</td>
<td>1</td>
<td>Faculty Office</td>
<td>E</td>
</tr>
<tr>
<td>ARCH 307</td>
<td>89 SF</td>
<td>1</td>
<td>Faculty Office</td>
<td>E</td>
</tr>
<tr>
<td>ARCH 232</td>
<td>1,187 SF</td>
<td>4</td>
<td>Program Offices</td>
<td>SU</td>
</tr>
<tr>
<td>ARCH 216-232, 232-246, 304, 313-315, 307-309</td>
<td>3,110 SF</td>
<td>27</td>
<td>Faculty Offices</td>
<td>SU</td>
</tr>
<tr>
<td>ARCH 23A, 23B, 133, 232, 205, 203, 302, 322, 420325, 327-329</td>
<td>4,244 SF</td>
<td>9</td>
<td>Staff Offices</td>
<td>SU</td>
</tr>
<tr>
<td>ARCH 18A, 18B, 127AB, 129AB, 122, 224, 225, 226, 234-240, 322</td>
<td>20,826 SF</td>
<td>350-380 students</td>
<td>Studios</td>
<td>SU</td>
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<tr>
<td>ARCH 131, 233, 305, 2,238 SF</td>
<td>55-60 students</td>
<td>Classrooms, Seminar, Lecture</td>
<td>SU</td>
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<tr>
<td>ARCH 125, 222</td>
<td>2,452 SF</td>
<td>Variable</td>
<td>Gallery/Exhibit</td>
<td>SU</td>
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<tr>
<td>ARCH 247A, 322</td>
<td>1,560 SF</td>
<td>Variable</td>
<td>Review Space (other)</td>
<td>SU</td>
</tr>
<tr>
<td>ARCH 109AA, 240, 308</td>
<td>8,613 SF</td>
<td>N/A</td>
<td>Library</td>
<td>SU</td>
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<tr>
<td>ARCH 330 SF</td>
<td>N/A</td>
<td>Materials Library/Collection</td>
<td>SU</td>
<td></td>
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<tr>
<td>ARCH 126</td>
<td>512 SF</td>
<td>N/A</td>
<td>Archives</td>
<td>SU</td>
</tr>
<tr>
<td>ARCH 120</td>
<td>385 SF</td>
<td>N/A</td>
<td>Vending/Cafe</td>
<td>SU</td>
</tr>
<tr>
<td>ARCH 23, 316</td>
<td>1,114 SF</td>
<td>20</td>
<td>Computer Center</td>
<td>SU</td>
</tr>
<tr>
<td>ARCH 20-22</td>
<td>1,468 SF</td>
<td>N/A</td>
<td>Media Center</td>
<td>SU</td>
</tr>
<tr>
<td>ARCH 20-22</td>
<td>38,899 SF</td>
<td>N/A</td>
<td>Circulation</td>
<td>SU</td>
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<tr>
<td>Brace Hall *</td>
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<td></td>
</tr>
<tr>
<td>BRACE 101</td>
<td>1,696 SF</td>
<td>33 – 40 students</td>
<td>Studios</td>
<td>SU</td>
</tr>
<tr>
<td>BRACE 104</td>
<td>47 SF</td>
<td>15 – 20 students</td>
<td>Review</td>
<td>SU</td>
</tr>
<tr>
<td>BRACE 103</td>
<td>110 SF</td>
<td>N/A</td>
<td>Archive</td>
<td>E</td>
</tr>
</tbody>
</table>

* Space indicated above as shared includes space used by Architecture, Interior Design and Planning Programs (some exclusive to each program and some shared by all programs).

* We are currently using temporary space located in the building immediately north of the College called Brace Hall. Discussion is underway with Space Management to re-allocate existing space in Architecture Hall by fall 2012. See Architecture Hall First Floor plan for location of re-allocated space.
Addenda G: Miscellaneous Program Information
ADDENDA G: MISCELLANEOUS PROGRAM INFORMATION

Assignment 1. Key Websites

UNL Strategic Plan  http://www.unl.edu/ucomm/chancel/compass/
UNL Benefits     http://hr.unl.edu/benefits/
UNL Promoting Academic Excellence http://www.unl.edu/svcaa/resources/promotion/
UNL Undergraduate Bulletin http://bulletin.unl.edu/undergraduate/
UNL Office of Research http://research.unl.edu/
UNL College of Architecture http://archweb.unl.edu/
UNL Landscape Architecture Program http://landscapearchitecture.unl.edu/
UNL Water for Food Institute http://waterforfood.nebraska.edu/

Assignment 2. Undergraduate Bulletin 2011-12, Landscape Architecture Course Descriptions

LARC 140A Visual Literacy Lab: Analysis and/or Composition
Crosslisted as ARCH 140A, IDES 140A, LARC 140A, JGEN 140A, TXCD 140A
Prereqs: ARTP: Art major or candidate for teaching endorsement in art. ARCH: Admission to the College of Architecture. IDES: Admission to the College of Architecture. JGEN: College of Journalism and Mass Communications major and 2.75 GPA. LARC: Admission to the College of Architecture. TXCD: Textiles, Clothing and Design major or minor.
Development of creative and perceptual analytic skills through problem solving in design. Composition and analysis.

LARC 140B Visual Literacy Lab: Perceptual Drawing
Crosslisted as ARCH 140B, IDES 140B, LARC 140B, JGEN 140B, TXCD 140B
Prereqs: ARTP: Art major or candidate for teaching endorsement in art. ARCH: Admission to the College of Architecture. IDES: Admission to the College of Architecture. JGEN: College of Journalism and Mass Communications major and 2.75 GPA. LARC: Admission to the College of Architecture. TXCD: Textiles, Clothing and Design major or minor.
Development of creative and perceptual analytic skills through problem solving in drawing and design. Composition and perceptual drawing.

LARC 141A Visual Literacy Lab: Color
Crosslisted as ARCH 141A, IDES 141A, LARC 141A, JGEN 141A, TXCD 141A
Prereqs: ARTP: Art major or candidate for teaching endorsement in art. ARCH: Admission to the College of Architecture. IDES: Admission to the College of Architecture. JGEN: College of Journalism and Mass Communications major and 2.75 GPA. LARC: Admission to the College of Architecture. TXCD: Textiles, Clothing and Design major or minor.
Development of creative and perceptual analytic skills through problem solving in drawing and design. Composition and color theory application.

LARC 141B Visual Literacy Lab: Speculative Drawing
Crosslisted as ARCH 141B, IDES 141B, LARC 141B, JGEN 141B, TXCD 141B
Prereqs: ARTP: Art major or candidate for teaching endorsement in art. ARCH: Admission to the College of Architecture. IDES: Admission to the College of Architecture. JGEN: College of Journalism and Mass Communications major and 2.75 GPA. LARC: Admission to the College of Architecture. TXCD: Textiles, Clothing and Design major or minor.
Development of creative and perceptual analytic skills through problem solving in drawing and design. Composition and perceptual drawing.

LARC 143 Visual Literacy: Art and Design
Crosslisted as ARTP 143X, ARCH 143/143X, IDES 143/143X, JGEN 143/143X, TXCD 143/143X
Prereqs: ARTP: Art major or candidate for teaching endorsement in art. ARCH: Admission to the College of Architecture. IDES: Admission to the College of Architecture. JGEN: College of Journalism and Mass Communications major and 2.75 GPA. LARC: Admission to the College of Architecture. TXCD: Textiles, Clothing and Design major or minor.
Introduction to issues in Visual Literacy as they relate to art and design. Formal and critical analysis.
LARC 101 Survey of Landscape Architecture: Approach, Process and Practice
Introductory theories, methods and applications of landscape architecture.

LARC 223 Computer Applications in Design
Crosslisted as IDES 223, ARCH 223
This course is a prerequisite for: ARCH 423, LARC 210
Application of computer technology to architectural and interior design. Effective use of computer technology to aid investigation in design studios.

LARC 200 Landscape and Environmental Appreciation
Crosslisted as GEOG 200, LARC 200
This course is a prerequisite for: HORT 265
Values and processes in human landscapes and natural environments. Concepts and tools to understand the context of local and global environments and significant historical landscapes. Landscape as an indicator of aesthetic quality, design principles and processes as integrators of humans and nature, and the garden as a model for creating sustainable landscapes.

LARC 210 Fundamentals of Design
Crosslisted as IDES 210, LARC 210
This course is a prerequisite for: HORT 467, TXCD 314
ARCH/IDES/LARC 210 is ‘Letter grade only’
Formal analysis and abstract design applied to the making of spatial and formal constructs with specific attention towards strategies of order and proportion. Focus on the process of design through organizational and graphic techniques derived from explicit relationships, physical and digital modeling, orthographic projection, free hand drawing, and other forms of graphic representation.

LARC 240 Architecture History and Theory I
Sophomore standing and permission.
This course is a prerequisite for: ARCH 341, LARC 340
Survey of the development of architecture from prehistory to the mid-eighteenth century.

LARC 216 Introduction to Landscape Design
Crosslisted as HORT 267
Prereqs: HORT/GEOG/LARC 200 or HORT 265; HORT/LARC/NRES 212 or equivalent; ARCH/IDES/LARC 220.
This course is a prerequisite for: HORT 300
Landscape design, analysis, and process for design of the landscape site. Problems in examining residential sites; basic uses of plants, land form, and other landscape materials and concepts; and introduction to the concepts of sustainable design.

LARC 217 Introduction to Landscape Design Studio
Crosslisted as HORT 267
Prereqs: HORT/GEOG/LARC 200 or HORT 265; HORT/LARC/NRES 212 or equivalent; ARCH/IDES/LARC 220.
HORT 267/LARC 217 requires individual and team projects, studio critiques, presentations, and may require off-campus site visits outside of scheduled class time.
Analysis, design, and detailing of residential landscapes.

LARC 212 Landscape Plants I
Crosslisted as NRES 212, HORT 212
Prereqs: HORT 130.
Requires Saturday off-campus field trips.
Identification using botanical and common names for herbaceous annuals, perennials, grasses, ground covers, vines, trees, and shrubs commonly found in Great Plains gardens, parks, and landscapes is stressed through field visits.

LARC 213 Landscape Plants II
Crosslisted as NRES 213, HORT 213
Prereqs: HORT/LARC/NRES 212.
Continuation of HORT/LARC/NRES 212.
Site requirements, landscape use, natural history, and specific needs of herbaceous ornamentals, grasses, ground covers, vines, trees, and shrubs commonly found in Great Plains gardens, parks, and landscapes. Common cultivars and additional species not covered in HORT/LARC/NRES 212.
LARC 230 Site Systems I: Materiality in Landscape Architecture
Prereqs: Admission to the College of Architecture.
This course is a prerequisite for: LARC 330
Relationship between design and implementation through construction processes, detailing as an extension of design, landscape architectural materials, basic structural theory, detailing and structures, and technical specifications as a means of ensuring design intent.

LARC 310 Design Studio I: Site Design
Prereqs: Formal acceptance into the Landscape Architecture program by faculty.
This course is a prerequisite for: LARC 311, LARC 330
Design studio that applies theoretical, analytical, conceptual, design, and communication skills in landscape architecture. Applied problem types at various scales, emphasize procedures and skills needed for the translation of research, site analysis, programming and conceptual ideas, from two-dimensional media to physical design of three-dimensional form. Emphasis is on the development of critical thinking, spatial literacy, and design process skills.

LARC 311 Design Studio II: Site and Building
Prereqs: LARC 310.
This course is a prerequisite for: LARC 410
Interdisciplinary studio. The integrated relationship between architecture and landscape design. Site circulation, land use regulation, water resource management, and land development.

LARC 330 Site Systems II: Grading and Stormwater Management
Prereqs: LARC 230; Concurrent registration in LARC 310.
This course is a prerequisite for: LARC 331
Investigation and application of landscape architectural design analysis, process and technology to aesthetic/functional landform manipulation, earthwork estimation, and stormwater management.

LARC 340 History and Theory in Contemporary Landscape Architecture
Prereqs: LARC 240.
Examines significant techniques and strategies of landscape design that have prevailed over the past century through an inquiry of exemplary landscape, architecture and urban propositions. Investigation of key theoretical, historical, and ideological underpinnings of movements in western landscape architecture thought that took place during the twentieth century and their repercussions for contemporary landscape architecture practice.

LARC 311 Site Systems III: Layout, Utilities and Construction Documentation
Prereqs: LARC 330.
Investigation and application of landscape architectural design analysis, process and technology to landscape utility/circulation systems, structures, site layout, construction observation and implementation.

LARC 410 Design Studio III - Community Planning and Design
Prereqs: LARC 311.
This course is a prerequisite for: ARCH 461
Critical issues of human settlement and community development. Community development or redevelopment projects are used to examine traditional and contemporary theory and practice and provide communities with an informed basis for coordinated public- and private-sector action.

CRPL 430 GIS for Environmental Planning (currently not listed in the online bulletin)

LARC 453 Urban Soil Properties and Management
Crosslisted as AGRO 453, SOIL 453, LARC 453
Prereqs: AGRO/HORT/SOIL 153.
Characteristics of soils in urban settings. Evaluation of soils intended for intensive human uses. Manipulation and remediation of soils subject to construction and other stresses.

LARC 411 Design Studio IV - Urban Design
Prereqs: Parallel LARC 461.
This course is a prerequisite for: ARCH 461
Intermediate, interdisciplinary studio. Landscape design in the urban and suburban context. Projects that emerge from research explore how landscape influences and organizes the contemporary city.

LARC 461 Urbanism
Crosslisted as LARC 461
Prereqs: For ARCH 461: ARCH 410 and 430; parallel ARCH 411. Prereq for LARC 461: LARC/NRES 389 and LARC 410; parallel LARC 411. This course is a prerequisite for: ARCH 411, ARCH 461

Issues of contemporary urbanism and the processes of urban design. Experiential nature of cities, role of public policy, ideology, genesis and development of urban form and space.

**LARC 467 Planting Design Studio**
Crosslisted as ARCH 467/567/867, LARC 467
Prereqs: HORT/LARC/NRES 212; ARCH 210 or HORT/LARC 266.
Design processes, principles, and elements as applied to the use of native and ornamental plant materials. Aesthetic, functional, and micro-climatic arrangements of plant material in parks, on commercial property, on home grounds, along roadways, and in urban open spaces. Develop a palette of plants and graphics for designs.

**LARC 495 Internship**
Exposure to the landscape architectural profession through professional office experience or project work that polishes old skills and generates new competencies that cannot be duplicated in a traditional university setting.

**LARC 412 Design Studio V - Ecological Planning and Design**
Prereqs: Parallel LARC 489.
This course is a prerequisite for: LARC 411
Landscape design in relation to ecological and cultural landscape systems. Projects that emerge from research explore ecological design and the design and management of infrastructure and natural resources at both the site and regional scales.

**LARC 413 Capstone Studio**
Prereqs: LARC 412, LARC 487
As the culmination of studying Landscape Architecture, students conduct a semester-long design project, initiated by the student and under the supervision and guidance of a faculty mentor.

**LARC 487 Introduction to Landscape Ecology**
Crosslisted as NRES 487
Prereqs: AGRO/HORT/SOIL 153 and BIOS/NRES 220. HORT/LARC/GEOG 200, CIVE 353/853/NRES853, and CRPL 470 recommended.
The history, principles, and concepts of landscape ecology. Use and application of landscape structure, function in the planning, the design, and management of human and natural landscapes.

**LARC 485 Understanding Research in the Built Environment** (currently not listed in the online bulletin)

**LARC 480 Professional Practice** (currently not listed in the online bulletin)

**LARC 497 Selected Topics in Landscape Architecture**
Prereqs: Permission.
Group investigation of a topic in landscape architecture. Courses listed under this number include professional electives (Green Roofs, Stormwater Management, Study Abroad), new courses and independent studies.
Addenda G: Miscellaneous Program Information

Assignment 3. Curriculum Flow-Chart

First Year
- Fall Semester
  - Design Sequence/Adjunct
  - LARC Support
- Spring Semester
  - Environmental/Social Sciences
  - General Education/Minors

Second Year
- Fall Semester
  - Design Sequence/Adjunct
  - LARC Support
  - Environmental/Social Sciences
- Spring Semester
  - General Education/Minors

Third Year
- Fall Semester
  - Design Sequence/Adjunct
  - LARC Support
  - General Education/Minors
- Spring Semester
  - Environmental/Social Sciences

Fourth Year
- Fall Semester
  - Design Sequence/Adjunct
  - LARC Support
  - General Education/Minors
- Spring Semester
  - Environmental/Social Sciences
  - General Education/Minors

Fifth Year
- Fall Semester
  - Design Sequence/Adjunct
  - LARC Support
  - General Education/Minors
- Spring Semester
  - Environmental/Social Sciences
  - General Education/Minors

Pre-Landscape
63 Credit Hours

BSD
120 Credit Hours for Degree

BLA (professional degree)
163 Credit Hours for Degree
Assignment 4. Learning Outcomes

The following learning outcomes are used by faculty to set course outcomes and measure students’ success towards a professional degree in landscape architecture.

Teaching and Learning Goal:
Bachelor of Landscape Architecture graduates assume leadership roles in the profession by applying core competencies, skills, values, ethical principles and global perspectives addressing the synthesis of environmental systems and human needs with innovation, collaboration, and interdisciplinary action. To attain this objective, we have developed the following seven overarching learning outcomes to measure student success and attainment of this objective:

Teaching and Learning tactics include: Lectures, seminars, workshops, integrated interdisciplinary curriculum, inter- and intra-disciplinary- based studios, vertical studios, service-learning, visiting faculty and critics, student service organization, study abroad, undergraduate research, capstone studio, minors, internships, advising and travel scholarships.

Learning Goals and Outcomes:
Educational/Learning Goals and Outcomes (total of seven learning goals and 37 learning outcomes)

I. Design Thinking: Critical thinking, systems thinking and information literacy
Students are able to apply an intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and evaluating information gathered from or generated by research, observation, experience, reflection, reasoning, or communication.
1. Problem definition – raise vital questions and formulate them clearly and precisely.
2. Data collection, analysis, synthesis - gather and assess relevant information, use abstract ideas and sound methods to interpret it effectively, come to well-reasoned conclusions and solutions, test them against relevant criteria and standards and articulate the complex relationships’ into an organization.
3. Conceptualizing - demonstrate the ability to relate facts to propositions and theories in a systematic and constructive way.
4. Alternative solutions – demonstrate the ability to think open-mindedly within alternative systems of thought and recognize and assess assumptions, implications, and practical consequences.
5. Discussion and presentations – communicate effectively with others in figuring out solutions to complex problems.

II. Communications
Students develop skills in writing, speaking, group discussions, and representation to become effective communicators of ideas, knowledge, values and opinions.
1. Verbal communication - effective verbal communications skills in public presenting, discussing, negotiating, defending and debating.
2. Written communication - effective written communication skills in reflective journals, interoffice memos, critiques, evaluations, proposals, scholarly papers, reports, site notes and field-trip notes.
3. Graphic representation - effective graphic communication skills using hand graphics, computer technology, and models.

III. Design Theory
Students develop skills and knowledge to give structure and form to an idea in an intelligent, creative, functional and meaningful ways. Grounded in sound historical and theoretical understanding of social, cultural and ecological issues, students apply this knowledge to a range of project scales and project types.
1. Design vocabulary – apply fundamental 2-dimensional, 3-dimensional spatial elements and principles (visual elements – line, shape, direction, size, form/volume, texture, color, value; visual principles – balance, gradation, repetition, contrast, harmony, dominance, unity, emphasis, rhythm).
2. Site design components – translate design ideas using aesthetic design characteristics of landform, vegetation, buildings, pavement, site structures, hydrology, circulation systems, and art.
3. Landscape architectural history – understand and contextualize a range of social, economical and political forces that influence major design movements including: Beaux Arts, City Beautiful, Modernism, Post-Modernism, Regionalism, Environmentalism, and Landscape Urbanism.
4. Landscape architectural theory – evaluate and apply western methodological frameworks grounded in built examples and exemplary text that underpin contemporary landscape architecture practices.
a. **Design process** – apply procedural theories that underpin contemporary landscape architecture resulting in a design process based on systematic research, analysis, creative synthesis; site planning; ecological method; and community design (Sasaki, Lynch, Simonds, McHarg, Hester, Hargreaves, Halprin, Koolhaas, Corner, Waldheim)

b. **Form, meaning and experience** – apply the theory and design strategies that underpin the multiple interrelationships among form, meaning, and experience in the creation of space including landscapes expression as a distillation of essential qualities of human experience; meaningful experiences through clarity of the designers vision of nature and humanity; and explored as part of a “field” of relationships. (Olin, Walker, Treib, Thayer, Jacobs, Schwartz)

c. **Society, language, and representation** – apply the theory and design strategies that underpin form and meaning based upon representing different relationships involving nature, culture and technology. (Spír, Potteiger, Corner, Meyer)

d. **Ecological design and sustainability** – apply the theory and design strategies that underpin the aesthetics of ecologically based design. (McHarg, Spír, Lyle, Thayer, Lister, Hill, Bargmann)

e. **Integrating site, place and region** – apply the theory and design strategies that underpin the integration of diverse values associated with site, place and region. (Hough, Harkness, Woodward, Jackson, Marx)

5. **Environmental and community planning history and theory** – apply key theoretical concepts that underpin historical and contemporary environmental land planning.

6. **Urban design history and theory** – apply key theoretical concepts that underpin historical and contemporary urban design.

7. **Architectural history and theory** – apply key theoretical concepts that underpin historical and contemporary architecture.

### IV. Ecological and Cultural Literacy

Students develop an understanding of the organizational principles of ecological, natural and cultural systems and their application to establish a sustainable human society.

1. **Soils** - apply basic understanding of soils including: content, classification, use and management in undisturbed and urban contexts.

2. **Hydrology** - apply fundamental hydrologic principles in water resources management.

3. **Vegetation** – identify the botanical and horticultural aspects of plant function and processes and become skilled at learning plants by taxonomic nomenclature, design qualities, ecological requirements and horticultural aspects.

4. **Ecology** - understand the basics of ecology; apply methods and techniques of landscape ecology to land use site planning and design decisions.

5. **Sociology/Psychology** - be aware of basic human organizational characteristics; understand the social and behavioral aspects of human/environment interactions.

6. **Geospatial and environmental analysis** – apply GIS skills in site analysis, land suitability assessment, and environmental spatial analysis.

### V. Implementation

Students develop skills, knowledge, and methods required to translate design ideas or concepts into sustainable landscape architectural solutions.

1. **Public and participatory process** – apply methods and techniques used to involve the public in short- and long- term implementation strategies. Demonstrate the ability to work with people in the ‘real’ world.

2. **Grants and funding** - demonstrate an awareness of the grants and funding opportunities and process.

3. **Planning documents** – develop planning documents as part of an implementation strategy including master plans, framework plans, design guidelines, and policy.

4. **Site systems** - students apply sustainable site implementation strategies that integrate ecological, environmental, economic, and impact to user’s health, safety and welfare.
   a. **Materials and methods** – apply the skills, knowledge and methods associated with material selection and implementation.
   b. **Vegetation** – apply the skills, knowledge and methods associated with plant selection and implementation.
   c. **Grading** – apply the skills and knowledge associated with grading including program, design intent, standards, regulations, and context (environmental and functional).
d. **Storm water management** – apply the skills, knowledge, and methods associated with the development of an environmentally responsible storm water management system.

e. **Earthwork** – apply the skills, knowledge, and methods associated with determining sequence and volume of earthmoving.

f. **Circulation** – apply skills, knowledge and methods associated with the layout of low speed roads, entrance and service drives, parking areas, walks, and trails that integrate program, design intent, regulations, and context (environmental and functional).

g. **Structures** – apply skills, knowledge and methods associated with the development of construction details for simple landscape structures.

h. **Lighting** - apply skills, knowledge and methods associated with the development of lighting plan and details.

i. **Water features** - apply skills, knowledge and methods associated with the development and detailing of water features.

4. **Construction documentation** - apply methods and standards for construction documenting, estimating, bidding, and management.

**VI. Professional Practice**

Students develop management and business-oriented skills needed to optimize personal career growth and to successfully win, manage and complete professional commissions.

1. **Business management** – describe business management practices including organizational models, business plan, marketing, office records, intra and extra-office communications, and legal liability.

2. **Project management** – describe the components, stages, and methods of a well managed project including development and administration of contracts, project development and budget, standard products of performance, design services and deliverables, construction documents, technical specifications, bidding and negotiations, construction administration, post-project evaluation.

3. **Professional development** – describe the continuum of professional development including forms of professional practice, professional organizations and civic responsibility, self-promotion and marketing, career growth, licensure, and personal fulfillment.

4. **Ethics** - commit to the highest standards of professional integrity and ethical values.

**VII. Success Skills**

Students develop skills which may or may not be related specifically to career success, but which are inherent in the pursuit of higher education and personal enlightenment.

1. **Broadening skills** - develop broadening skills and experiences necessary to understand and appreciate fields beyond or related to the scope of landscape architecture including but not limited to: art, literature, science, history, etc.

2. **Civic responsibility** - demonstrate civic responsibility by actively participating in the public life of a community in an informed, committed, and constructive manner, with a focus on the common good.

3. **Flexibility** – deal with and adapt to change (flexibility).

4. **Life long learning skills** - explain the skills necessary for life long learning.

5. **Cultural diversity skills** - work with and/or interact with individuals from diverse cultures.

6. **Collaboration and teamwork** - work effectively with others and facilitate team projects.

7. **Leadership** - provide leadership in a variety of situations.

**Assignment 5. A Targeted Plan for Outcomes Assessment**

The faculty have developed an initial assessment plan based on student self-assessment, year-end reviews, studio juries and discussions about important student skills and abilities. For the next three years we will assess (1) writing, (2) grading and (3) history/theory. Each year we will add one or two additional outcomes to our targeted assess plan. The following is our plan for assessing all three outcome areas.

1. **Writing Assessment Plan**

   **Assessment Plan for 2012-13**
A. Committee develops writing standards, criteria and rubric. Committee also brings in ‘experts’ to assist in understanding ways to improve writing across the curriculum (spring 2012).

B. Assessment Plan Academic Year 2012-13

First Year (base data and first assessment)
- SAT, ACT College Entrance Exam writing scores
- LARC101 Survey of Landscape Architecture - writing exercise to be assessed using the writing rubric.
- LARC 200 Landscape Appreciation – review writing exercises using the writing rubric.

Second Year
- LARC 240 Architecture History and Theory – assess writing examples from course writing assignments using writing rubric.
- English Composition, final course grades

Third Year
- LARC 340 Landscape Architecture History and Theory – develop short writing exercises intended to improve writing (critical analysis, case studies, article review).
- LARC 310/311 Studios - develop writing exercises where students describe their design process and final designs. Assess writings using writing rubric.

Fourth Year
- LARC 410/411 Studios – student describe their research, design process and final designs. Students are evaluated at multiple points by multiple evaluators using rubrics.
- LA461 Urbanism – assess writings examples from this class using writing rubric.

Fifth Year
- LARC 480 Professional Practice – review selected papers.
- LARC 466 Research in the Built Environment – assess research proposals as they are developed and edit for improvement.
- Outcomes survey, self-assessment of graduating seniors.

C. Review assessment data

D. Determine Assessment Plan for Academic Year 2013-14

2. Grading Assessment Plan

Assessment Plan for 2012-13

A. Committee develops grading standards, criteria and assessment tool(s) (Spring 2012).

B. Assessment Plan Academic Year 2012-13

First Year
- LARC 101 Survey of Landscape Architecture – introduce topographic concepts and develop a model showing topographic change. Assess understanding of basic concepts.

Second Year
- LARC 216/217 Introduction to Landscape Design – grading and topography is introduced as part of site inventory and analysis. Assess understanding and application as it applies to a small site context.

Third Year
- LARC 330 Site Systems II Grading and Drainage – students develop comprehensive set of grading skills. Faculty review all exercises and projects.
- LARC 310/311 Studios – grading is integrated into all studio projects.

Fourth Year
- LARC 410/411 Studios – grading is integrated into all studio projects

Fifth Year
- LARC 412 Studio - grading is integrated into all studio projects
- Outcomes survey, self-assessment of graduating seniors.
- Students complete LAAB grading problem.
C. Review assessment data
D. Determine Assessment Plan for Academic Year 2013-14

3. Landscape History and Theory Assessment Plan
   Assessment Plan for 2012-13
   A. Fall 2012 committee develops:
      • Landscape Architecture (LA) History and Theory body of knowledge
      • Audit courses to determine overlaps and gaps
      • Develop standards, criteria and assessment tool(s)
   B. Fall 2012 develop LA History and Theory Assessment Plan
   C. Spring 2012 Implement LA History and Theory Assessment Plan
Assignment 6. Memorandum of Understanding

Memorandum of Understanding.

Date: June 12, 2006
Participants: Wayne Drummond
Mark Hoiland
Steve Waller
Dean, College of Agricultural Sciences and Natural Resources
Mark Lagrimini
Head, Department of Agronomy & Horticulture

Subject: Course delivery commitments for the Landscape Architecture Program.

The Landscape Architecture Program has been a partnering effort between the College of Architecture and the College of Agricultural Sciences and Natural Resources. The Program has been designed to be administratively housed in the College of Architecture, because of its professional school structure, but relies heavily on the professional, Landscape Architecture faculty in the Agronomy & Horticulture Department. A number of the core courses in the curriculum are delivered by the Horticulture faculty. These are as follows:

- AGRO 131 Plant Science 3 ch. D. Lea/S. Mason
- HORT/LARC 200 Landscape Appreciation 3 ch. R. Sutton
- HORT/LARC 212 Landscape Plants I 3 ch. R. Sutton
- HORT 153 Soil Resources 4 ch. M. Mamoli/T. Ketler
- HORT/LARC 266/267 Introduction to Landscape Design 4 ch. R. Sutton
- HORT/LARC 213 Landscape Plants II 3 ch. K. Todd
- HORT 457/LARC 310 Planting Design 4 ch. K. Todd
- LARC 390 Introduction to Landscape Ecology 3 ch. R. Sutton
- LARC 496 Urban Soils 3 ch. D. McCallister

A flow chart depicting the current Landscape Architecture curriculum has been attached to show where these courses are situated in the curriculum.

The purpose of this memorandum is to formalize a commitment from the College of Agricultural Sciences and Natural Resources and Department of Agronomy and Horticulture to deliver these courses in the semesters they are currently scheduled, and provide the seats required by the Landscape Architecture Program. The number of seats required is as follows in the following courses:
Pre-Professional Landscape Architecture

<table>
<thead>
<tr>
<th>Course</th>
<th>course title</th>
<th>seats required</th>
<th>1st year offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>AGRO 131</td>
<td>Plant Science</td>
<td>20 seats (8 in 08)</td>
<td>08-09</td>
</tr>
<tr>
<td>HORT/LARC 200</td>
<td>Landscape Appreciation</td>
<td>20 seats (8 in 09)</td>
<td>06-07</td>
</tr>
<tr>
<td>HORT/LARC 212</td>
<td>Landscape Plants I</td>
<td>20 seats (10 in 08)</td>
<td>07-08</td>
</tr>
<tr>
<td>HORT 153</td>
<td>Soil Resources</td>
<td>20 seats (10 in 09)</td>
<td>07-08</td>
</tr>
<tr>
<td>HORT/LARC 265/267</td>
<td>Introduction to Landscape Design</td>
<td>20 seats (10 in 08)</td>
<td>07-08</td>
</tr>
<tr>
<td>HORT/LARC 213</td>
<td>Landscape Plants II</td>
<td>20 seats (10 in 09)</td>
<td>07-08</td>
</tr>
</tbody>
</table>

Professional Landscape Architecture

<table>
<thead>
<tr>
<th>Course</th>
<th>course title</th>
<th>seats required</th>
<th>1st year offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>HORT 457/LARC 310</td>
<td>Planting Design</td>
<td>15 seats (11 in 08)</td>
<td>08-09</td>
</tr>
<tr>
<td>LARC 390</td>
<td>Introduction to Landscape Ecology</td>
<td>15 seats (11 in 09)</td>
<td>09-10</td>
</tr>
<tr>
<td>AGRO/LARC 496</td>
<td>Urban Soils</td>
<td>15 seats (11 in 09)</td>
<td>09-10</td>
</tr>
</tbody>
</table>

One note relative to enrollment numbers, the Landscape Architecture Program has an admission gate at the end of the second year so our enrollment is fixed for the three courses that occur after the gate (LARC 310/390/496) in the professional portion of the curriculum. All the other classes are listed at target enrollments because they occur in the open enrollment pre-professional portion of the curriculum. At the present time our numbers have not reached those levels, but we hope to get to them in those levels in the coming years.

The College of Architecture understands that the credit hour production for all these courses taught by faculty in the Agronomy and Horticulture Department should be credited to that Department not the Landscape Architecture Program.

It is also understood that thirty percent of the professional fees generated by Landscape Architecture students in the courses listed above will be channeled back to the Agronomy and Horticulture Department for use in enhancing these particular courses. Presently the courses cross listed with a LARC prefix will generate $24 per credit hour for each Landscape Architecture student. At the full enrollment levels indicated above this would yield $3,384 per year for the Agronomy and Horticulture Department.

The following arrangement has been agreed to on this day by the undersigned:

Wayne Drummond
Dean, College of Architecture

Steve Waller
Dean, College of Agricultural Sciences and Natural Resources

Mark Hoistad
Director, Landscape Architecture Program

Mark Lagrange
Head, Department of Agronomy & Horticulture
Assignment 7. CD containing SER Report, Digital Portfolio, Syllabi and Misc. Documents