

UNIVERSITY OF NEBRASKA-LINCOLN
College of Architecture

LANDSCAPE ARCHITECTURE PROGRAM
SELF EVALUATION REPORT

January 22, 2018



PROGRAM SELF EVALUATION REPORT

For the Academic Years: 2012 - 2018

Program: Landscape Architecture

Degree Title: Bachelor of Landscape Architecture

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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:
 - a. An academic unit that offers a single first-professional program has at least three FTE instructional faculty members who hold professional degrees in landscape architecture, at least one of whom is full-time.
 - b. An academic unit that offers first-professional programs at both bachelor's and master's levels, has at least six instructional FTE, at least five of whom hold professional degrees in landscape architecture, and at least two of whom are full-time.
5. The parent institution is accredited by the institutional accrediting agency.
6. There is a designated program administrator for the program under review.
7. A program accredited by LAAB shall:
 - a. Continuously comply with accreditation standards;
 - b. Pay the annual sustaining and other fees as required; and
 - c. Regularly file complete annual and other requested reports.

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



Kim L. Wilson, Director
Landscape Architecture Program

01-22-18
Date

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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.

- 2000-05 Initial discussion on creating the new Landscape Architecture Program: meeting with Elbert Dickey, Dean & Director of Cooperative Extension Division; Steve Waller, Dean of College of Agricultural Sciences & Natural Resources; and Wayne Drummond, Dean of Architecture
- Joint Architecture/Agriculture Landscape Architecture task force appointed.
- 2005-06 Nebraska Board of Regents approved the Landscape Architecture Program.
- Nebraska Post-secondary Coordinating Commission approved the Landscape Architecture program.
- Professor Mark Hoistad appointed interim director.
- 2006-07 Camilla Rice initial faculty hire.
- 2007-08 First class of students admitted to the program.
- 2008-09 Landscape Architecture faculty officially appointed to the Landscape Architecture program.
- Landscape Architecture Accreditation Board approved New Candidacy, five-year Bachelor of Landscape Architecture program.
- 2009-10 Landscape Architecture Program Bylaws adopted.
- Landscape Architecture and Community and Regional Planning programs merged into one academic unit.
- College conducts a national search for the director of Landscape Architecture program and Kim Wilson is hired.
- 2010-11 Program conducts a national search and Sarah Thomas Karle is hired as assistant professor; the program's third required FTE.
- Assistant Professor Camilla Rice was not re-appointed. Faculty-line retained.
- 2011-12 Dean R. Wayne Drummond stepped down from his leadership position to return to the faculty and full-time teaching. Chancellor Harvey Perlman and Senior Vice Chancellor of Academic Affairs (SVACAA) Ellen Weissinger appoints Dr. James O'Hanlon, interim dean. O'Hanlon previously served as dean of Teachers College, associate vice chancellor for Extended Education, interim director of the Nebraska Alumni Association, interim director of the Durham School of Architectural Engineering and

Construction, and interim dean of the College of Engineering.

Bachelor of Landscape Architecture Program curriculum fully realized - five-year, 150 credit curriculum.

First class graduates from the Bachelor of Landscape Architecture (BLA) program.

College keeps its current fee structure and adds a differential tuition increase for all courses in the college.

Program conducts a national search and Bret Betnar is hired as an assistant professor; the program's third required FTE.

Alan Berger, associate professor, MIT - first Landscape Architecture Hyde Chair of Excellence.

The following are events since the 2012 LAAB SER review.

2012-13 Gina Ford, principal, Sasaki Associates - second Landscape Architecture Hyde Chair of Excellence.

The University of Nebraska Board of Regents mandates all undergraduate degrees become no more than 120-credits. Planning begins to transition from a five-year, 150-credit to a four-year, 120-credit curriculum.

Spring 2012, the program submits the first LAAB SER report and site visit is conducted.

Summer 2012, the Landscape Architecture Accreditation Board grants full accreditation for a six-year period.

The college conducts an unsuccessful national search for a dean and SVCAA Ellen Weissinger appoints Professor Kim Wilson, director of the Landscape Architecture Program, as interim dean and given a three-year contract. She also continues to serve as the director of the Landscape Architecture program.

The college engages in a yearlong strategic planning process. This process brought about significant changes towards a more robust interdisciplinary and collaborative design education where all three undergraduate academic programs, including Landscape Architecture, collaborate on the development of disciplinary- and interdisciplinary-focused four-year curricula. The new four-year, 120-credit Landscape Architecture program curriculum was adopted and required by all incoming freshman.

2013-14 SVCAA Ellen Weissinger requests the Colleges of Architecture and Fine and Performing Arts merge to become a new college. Planning begins immediately with the goal that the College of Architecture will become a unit in the Hixson-Lied College of Fine and Performing Arts by July 2015. SVCAA made a commitment that all four of the academic units, including Landscape Architecture, will remain intact and their curricula, financial support and academic lines to remain unchanged.

Assistant Professor Bret Betnar resigns to relocate for family reasons. The program hires a yearlong lecturer, Dr. Jeremy Merrill as the third required FTE.

- 2014-15 The program conducts a failed faculty search.
- Dr. Richard Sutton, a program faculty member and landscape architect who's FTE is in the College of Agricultural Sciences & Natural Resources, receives an appointment in the college.
- 2015-16 Due to the overwhelming lack of support for the merger by local practitioners and alumni, the newly hired University of Nebraska president, Hank Bounds removes consideration of the merger between College of Architecture and Hixson-Lied College of Fine and Performing Arts from the June University of Nebraska Board of Regents agenda. President Bounds and the interim SVCAA, Ronnie Green decide to keep the College of Architecture as an independent college, appoint an interim dean and conduct a national search for a dean in the next eighteen months.
- Interim dean, Kim Wilson fulfilled her contract and continues as the director of the Landscape Architecture program. Scott Killinger, College of Architecture alum and Professional Advisory Board member, is appointed interim dean.
- The merged programs of Landscape Architecture and Community and Regional Planning become independent units in the college with their own program directors. Kim Wilson continues as the Landscape Architecture program director and Gordon Scholz is appointed interim director of the Community and Regional Planning program.
- Program conducts a national search and hires Catherine De Almeida as an assistant professor, the program's third required FTE.
- The program graduates the first class under the new, four-year, 120-credit curriculum.
- 2016-17 College conducts a national search and Katherine Ankerson is hired and joins the college as dean.
- The program reviews and updates their strategic plan in preparation for LAAB SER.
- 2017-18 Sarah Thomas Karle receives tenure and is promoted to associate professor.
- Professor Kim Wilson steps down as the program director and returns to full-time teaching and Professor Mark Hoistad is appointed interim director.

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.

The following contains The University of Nebraska-Lincoln 2012 Accreditation Review visiting team's recommendations and responses made on annual interim reports. Suggestions are included also with these responses.

STANDARD 1. Program Mission and Objective: 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.

Recommendation affecting accreditation:

None

Suggestions affecting accreditation:

None

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

Recommendations affecting accreditation:

It is imperative that a new dean of the college be appointed. The dean needs to continue to effectively promote and advocate for interdisciplinary design education, including support for the landscape architecture program's vision of leadership and capacity for collaboration with Agriculture.

Response:

In spring 2016, the university hired Katherine Ankerson, AIA, FIDEC, IIDA, NCARB, as dean. Dean Ankerson is the former department head of Interior Architecture & Product Design, College of Architecture, Planning & Design at Kansas State University. Prior to this appointment, Dean Ankerson was professor of Interior Design for fifteen years and the associate dean of research, College of Architecture, and University of Nebraska-Lincoln for three years. Dean Ankerson's institutional experience and leadership position in our college and her experience at Kansas State University has prepared her to be an effective promoter and advocate for interdisciplinary design education as well as supporting the Landscape Architecture program's for maintaining a strong relationship and collaboration with the College of Agriculture Science and Natural Resources.

In spring 2012, the College of Architecture conducted a failed search for a new dean. The SVCAA Ellen Weissinger appointed Professor Wilson, director of the Landscape Architecture program, as interim dean for three years. Even in the midst of the interim leadership, progress was made in several key academic areas:

- Established a Common First Year (from here out to be called d.ONE) that included all three of the undergraduate professional programs. All first year students learn common skills and knowledge foundational for their undergraduate education. Courses in this first year include drawing, technology, introduction to design, introduction to design history and theory, design thinking and design making.
- A new course, Design Thinking, was developed to help all students become more confident designers, collaborators, innovators and entrepreneurial thus supporting interdisciplinary design education.
- All undergraduate curricula were transformed where the second and third years are disciplined focused thus preparing student in their fourth-year to effectively collaborate and build new knowledge in an interdisciplinary design-research studio.

Suggestions affecting accreditation:

None

STANDARD 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.

Recommendation affecting accreditation:

None

Suggestions affecting accreditation:

Assess the effectiveness of the relationship and interdependence between the research methods course and the capstone or final design studio course (Standard 3).

Response:

As we developed the new four-year curriculum (2012 Curriculum), we intentionally aligned specific lecture courses to support and enhance studio-based learning. The capstone course was eliminated and replaced with DSGN 410, Collaborate Studio, an interdisciplinary design studio with students from architecture, landscape architecture and interior design. We also changed the traditional research methods course to focus on design research methods. Both of these courses are taught in the fourth-year fall semester so the design research course content is applied to and supports interdisciplinary learning and innovative work in the collaborative design research studio.

During the first year this course was taught, students' ability to apply the design research content in DSGN 410, Collaborate Studio was assessed and found that they were unable to apply design research as well as unable to execute basic information literacy. As a result, two faculty applied for and received internal university funding to conduct a scholarship of teaching and learning (SoTL) project to assess information literacy across the curricula/college and to redesign their courses, Design Thinking (first-year course) and Design Research (fourth-year course). The goal of the research is to improve information literacy in both courses as well as develop information literacy across the curricula. We believe if students are information literate, they are more likely to conduct and apply design research in the studio. This SoTL project is in the second year of a two-year grant.

STANDARD 4. Student and Program Outcomes: The program shall prepare students to pursue careers in landscape architecture.

Recommendation Affecting Accreditation:

Establish a focused recruiting strategy at the program, college and university levels to increase the program student population.

Response:

With our full-time recruiting staff, we annually develop, deliver, and assess the Landscape Architecture program recruitment plan. Working closely with the college and university admissions, the 2017-18 Recruitment Plan (below) includes our programs' web-based and hard copy publications, correspondence and events. Between fall 2012–16 there were an average of eight incoming pre-landscape architecture students (first-year) enrolled with eight students in fall 2017. Between fall 2012-16 there were an average of seven students accepted into the second-year and eleven students in fall 2017. Our recruitment strategies have slightly increased freshman enrollment, and the increase in enrollment in our second year is the direct result of actively recruiting in d.ONE courses: *DSGN 101, Intro to Design; DSGN 110, Design Thinking; and DSGN 111, Design Making.*

Landscape Architecture Program Specific Recruitment (in addition to the college initiatives listed below)

- **Discover Landscape Architecture – Adventures on the Niobrara**
Four-day summer camp where high school students canoe down the scenic Niobrara River and learn about ecology, hydrology, and recreational resources designed and managed by landscape architects.
- **D.ONE Recruitment**
Landscape Architecture faculty teach studio courses in the Common First Year brings increased awareness of Landscape Architecture to freshmen and first year students, resulting in increased applications for the program.
- **4H Summer Reading Program – video of green roof**
Developed an activity for K-4th (3,600 student across the state will participate summer 2017)
Green Roof Activity – Video introduction to benefits of green roofs and landscape architecture and participate in building a green roof.

College of Architecture Recruitment Including Landscape Architecture Program

- **2017-2018 Junior and Senior Newsletters**
Monthly submissions dedicated to student, faculty and alumni stories. Focus on inspiring and exciting opportunities within the college.
- **2017-2018 College Inquiry Email**
Send email to students who have inquired one of the College of Architecture majors. Send bi-weekly to all new inquiries. Students should only receive an inquiry email once.
- **2016-2017 College of Architecture Admit Letter**
Admit letter sent to students from the department director. Sent weekly.
- **2017-2018 Campus Visit Note**
Send handwritten note to students who have visited campus for daily visit. Written by student ambassadors or from directors. Sent weekly.
- **2017 Senior Inquiry Postcard**
Send an inquiry postcard to high school seniors who have not applied.
- **2017 Admit Campus Visit E-mail**
E-mail sent to admitted students encouraging them to visit campus (if not yet visited).
- **2017 Junior Inquiry Postcard**
Postcard to all high school juniors who have inquired about the College of Architecture.
- **2017 College of Architecture Chicago Fair Invite**
A letter sent to high school juniors and seniors who have inquired to College of Architecture about the Chicago job fair. A follow up e-mail will be sent prior to event.
- **2017-2018 College of Architecture Faculty Admit Calls**
Calls from faculty to admitted students discussing the College/Programs. Also encouraging Learning Community.
- **2018 High School Workshop-Counselor Mailers/Emails**
October-High School Workshop application and information sent to designated high school counselors. February-E-mail sent to counselors follow up from the publications sent in October
- **2018 High School Workshop-Student Mailers/Emails**
October - Publication will go out to students with a 22+ACT/1110+SAT. E-mail sent to all other students.
February - E-mail sent to all students.
- **2017-2018 Architecture Deposit Calls**
Calls from student ambassadors/faculty/staff to admitted students. no deposit.
- **2017 College of Architecture Open House Invite-Postcard**
Invite to Open House via Postcard.

- **2017 College of Architecture Open House Invite-Email**
An email inviting students to the ARCH Open House.
- **2017 College of Architecture Open House Counselor Info**
Postcard sent to area high school counselors, email sent to surrounding states.
- **2017 College of Architecture Open House Registration Confirmation**
Daily email confirming that students have registered for the Open House event.
- **2017 College of Architecture Open House Final Confirmation**
Email with final event details.
- **2017 College of Architecture Open House Follow Up**
Email sent to students who attended the ARCH Open House.

Suggestions affecting accreditation:

Hand drawing and lettering should be encouraged throughout the program studio sequences in addition to the digital work.

Response:

The program values hand graphics as a way to explore and convey design ideas quickly. Students are first introduced to hand drawing skills and techniques during the d.ONE *DSGN 120, Design Drawing and DSGN 111, Design Making* courses. These foundational drawing skills are enhanced across the second-year design studios where students apply sketching, diagramming, and conventional two- and three- dimensional architectural drafting techniques in their design solutions. Lettering is introduced in the second-year where students practice traditional hand lettering techniques. Both hand lettering and graphics are integrated in the third- and fourth-year studios as methods to explore and communicate design intentions.

The program also offers the students graphic workshops. During fall 2017 Jim Leggitt, architect, educator and author, spent four hours introducing effective drawing techniques that incorporate new digital technology in a highly innovative visualization process.

STANDARD 5. Faculty: The program shall advance its academic mission and objective by means of promoting the qualifications, academic positions, professional activities, and individual professional development of its faculty and instructional personnel.

Recommendation affecting accreditation:

None

Suggestions affecting accreditation:

While the existing number of faculty members is adequate to support the programs current mission and goals, the program should assess the faculty resources positions need as the program increases its student enrollments. A consideration in that assessment should include options for providing junior faculty more opportunity to increase top tier level publications by providing some opportunities to temporarily lessen their teaching loads.

Response:

In spring 2017, a college-wide ad-hoc faculty committee reviewed and raised awareness of apportionment of our peer institutions and began to examine values and clarity in research/creative activity. The teaching apportionment/load for many in the college is not consistent with expectations or aspirations of research/creative activity, broadening the faculty types would allow flexibility in teaching assignments and reduce some of the heavier service commitment of the tenure track or tenure faculty. We currently have tenure-line faculty, lectures and lecture/T's employed, but currently do not use the Professor of Practice (PoP) type of faculty member. Consideration is being given to adding PoPs lines, thus reducing faculty teaching loads and offering more time to conduct research/creative activity and publish in top tier level publications.

STANDARD 6. Outreach to the Institution, Communities, Alumni & Practitioners: Program shall have a plan for and record of interaction with its alumni, the larger institution, the professional community, the local community and the public at large.

Recommendation affecting accreditation:

None

Suggestions affecting accreditation:

None

STANDARD 7. Facilities, Equipment & Technology: Program shall provide faculty students, and staff access to facilities, equipment, libraries, and other resources necessary for achieving the program's mission and objectives.

Recommendation affecting accreditation:

None

Suggestions affecting accreditation:

The program will want to ensure that the computing facilities, and studio space which are currently adequate, be expanded as the program student population increases.

Response:

In summer 2017, the college began studying the existing buildings and its facilities in relationship to demands brought about by growing enrollment and the potential addition of industrial design, a new academic unit. Conceptual feasibility designs for both the existing buildings and a new addition have been developed and Dean Ankerson is seeking university approvals to begin fundraising. This capital improvements project will add additional studio, lecture, gallery and jury spaces, as well as support facilities including IT and digital fabrication.

3. DESCRIBE CURRENT STRENGTHS AND OPPORTUNITIES

3.1 Program Location in the College of Architecture. Our program location in the College of Architecture is one of our greatest strengths. We are surrounded by allied design disciplines whose faculty have national reputations in teaching, research and scholarly/creative activity, and engagement that expands the depth and bread of our program. Our students are better designers because they experience design everywhere; our faculty are better teachers because they work alongside gifted faculty applying innovative pedagogy; and our faculty are smart about their research and engagement because they are mentored by those who have impactful work. Over the past six-years we have collaborated with all disciplines on curriculum and course development and delivery as well as scholarship of teaching and learning. A collegial environment where our faculty were supported and respected as they held key leadership positions or were involved on college-wide committees. The College of Architecture is a great community!

3.2 Collaborative Design Education. With the urgency brought about by the Nebraska Board of Regent's mandate of 120-credit undergraduate curriculum, the program began working on transitioning from a 150-credit five-year curriculum to four-year 120 credit curriculum (from here on called 2012 Curriculum). Interior Design program was feeling the same urgency and while Architecture wasn't under the same pressure, nevertheless this offered an opportunity for Architecture to re-evaluate their long-standing curriculum. Collaboratively, faculty from all three programs worked to develop an integrated design-educational model with 2012 Curriculum driven by the following goals:

- change the focus of fundamental design the first year from composition to creative problem solving, craft and culture
- create more explicit pedagogical emphasis on collaboration and interdisciplinary work
- begin the disciplinary focus in the second year by integrating the environmental sciences and site systems
- focus the program on preparing students for the future of professional practice
- create a collaborative and interdisciplinary studio at the upper level (fourth year) supported by design-research

- define clear curricular strands: “history/theory,” “environmental sciences,” “technique,” “site systems,” “design synthesis (studio),” and “elective / minor” and reinforce each as separate but related areas or sequences
- create opportunities for faculty to integrate teaching, research and engagement in professional electives and studios.

The Landscape Architecture program faculty believe that a deep education in landscape architecture must blend with a broad general education. This belief in the “T-Shaped Person” is at the core of the new curriculum. At the center of this new curriculum is the design studio where knowledge gained from support courses and from other experiences is integrated into design projects in a creative and collaborative atmosphere.

D.ONE. The 2012 Curriculum begins with common first year for all undergraduate programs in the college. Having recognized that all three programs essentially had two first years - a year of Visual Literacy followed by a year of Basic Design – the faculty determined to transform this situation with a more robust and strategic first year. The first year curriculum introduces students to design through courses in three areas: technique, design discipline and design practice. It develops skills and knowledge common to all disciplines including drawing, technology, introduction to design, history of design, design thinking and design making. Students also take university requirements in math, English, communications, and a general elective. At the end of the d.ONE, students have gained an understanding of the broad range of design and are eligible to apply for any of the three design programs in the college. The 2012 Curriculum thus shifts entry into the professional design programs (Architecture, Interior Design and Landscape Architecture) to the end of the first year instead of the end of the second year, as had been the norm for many years.

During the second and third years, the curriculum blends and balances design with the applied environmental and social sciences. The College of Architecture brings expertise and emphasis in design, planning and interdisciplinary collaboration with allied design professions. The College of Agricultural Sciences and Natural Resources brings expertise and emphasis in horticulture and natural resources. Specific core competencies are taught and assessed and the knowledge and skills in the environmental sciences, site systems, technique and history/theory courses are applied in studios. Faculty use problem-based and service-learning pedagogy as ways to incorporate relevant issues and faculty research into studios and course work. Students have the opportunity to pursue a minor.

Internship, Education Abroad, and FACT Lab (Fabrication and Constructing Team). The summer between the third- and fourth-years students are required to complete an internship. Students are supported if they decide to pursue an extended paid internship longer than three months – a six- or nine- or twelve-month internship. Students also have the opportunity to participate in education abroad and FACT Lab. These courses are offered so students can take all three over an entire summer and into the next academic year. Both education abroad and FACT Lab have projects that are interdisciplinary-focused. Summer courses offer a variety of options and flexibility based on the student’s availability, interests, financial situation, and motivation.

The Fourth-year. *DSGN 410, Collaborate studio* and *LARC 489, Design Research* course leads off the fourth-year curriculum for all college undergraduate programs. The Collaborate Studio applies design research to complex problems. Multidisciplinary, interdisciplinary or trans-disciplinary teams explore issues across a range of project types. The semester begins with a week-long boot camp where all fourth year students are provided an introduction to all types of collaboration, interdisciplinary mindset and high performing teams. Students are placed in studios based on student preference and distributing disciplines among each studio. Studio instructors form teams based on a matrix of skills, disciplines and learning styles. Systematically over the fifteen weeks, all students are asked to reflect on different aspects of interdisciplinary mindset including, emotional intelligence, shared purpose, constructing knowledge, working effectively, and disciplinary expertise.

Aligned with the Collaborate studio is the Design Research course where students gain a comprehensive overview of research and design, with an emphasis on design research as a projective activity. The goal is that students learn

design research methods and apply these methods in the Collaborate studio.

The fourth-year also includes professional practice, landscape ecology, and professional electives. The final studio is a vertical studio with both third and fourth-year students and/or fifth year students (after the year-long internship). The service-learning project addresses a relevant community or non-profit design challenges. The vertical studio offers the upper-level students the opportunity to learn while teaching/sharing with the third-year students thus developing leadership skills. And the third-year students learn alongside the upper level students teamwork, problem solving, communication and design thinking skills.

The 2012 Curriculum institutionalizes the collaborative design education.

3.3 Our Faculty. Our program is small, efficient, and flexible; consisting of young faculty supported by seasoned leaders. Unique to the College and University, the seven faculty that make up this program come from a variety of backgrounds and programs including, Community and Regional Planning, Architecture, Landscape Architecture, and Agronomy & Horticulture. This extended faculty offers our program the advantage of professors with backgrounds in related fields and accomplishments in design and research. The senior faculty provide relevancy and wisdom garnered from over thirty years of professional practice and teaching in higher education. 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. Our faculty commit to excellence in teaching, research and engagement – and to a collegial atmosphere of mutual respect.

3.4 Information Technology and Library Facilities. The college has in place an extensive information technology (IT) support structure, dedicated funding annually for upgrades in hardware and software, and an support person. 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 university offers Box, a storage and collaborating service that give faculty, staff and students the ability to access, store, and share content securely, from anywhere, anything on virtually any device. The college funds faculty computer upgrades on a three-year cycle and yearly software upgrades. See Standard 7, pgs. 70-73, for a complete description on our IT.

The College also has its own branch library attached to Architecture Hall. 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. The library staff and faculty are very knowledgeable and available to assist students and faculty with their research through online tutorials, book acquisitions and course work development. For a more complete description of both the IT and Library resources see Standard 7.B and 7.C, pgs. 70-76.

3.5 Civic Engagement. As one of our core values, we are committed to developing transformational curriculum and research with civic engagement at its core. Nebraska offers unlimited opportunities to engage our faculty and students in significant and impactful work, thus supporting the curriculum and research. Over the past six years, our students have completed more than 35 service-learning and community-based projects. The classes have assisted rural communities and non-profit and government agencies on a range of projects types, including: the Nebraska communities of Chadron, Red Cloud, Broken Bow, Ord, Crete, Council Bluffs, Nebraska City, Scotts Bluff, Ravenna, North Loop and Valentine; non-profit organizations of Carver Bank, Bemis Center for Contemporary Art and UNL's Facilities Management and Planning, Outdoor Adventure Center, and ASUN; and government agencies of Lincoln Parks Department, Nebraska Game and Parks, and U.S. Environmental Protection Agency. Our long term relationship and extensive project work has resulted in a signed MOU between the Landscape Architecture program and the Midwest Regional Office of the U.S. National Park Service. Impact from these partnerships include local, regional and national student design awards, conference presentations, scholarly journal articles, student internships, full-time

student employment, ongoing relationships with organizations and agencies and plans influencing strategic directions and/or built works.

Our faculty continue to demonstrate impact and provide leadership as they engage locally, regionally, nationally and internationally through their green roofs, landscape reclamation, green infrastructure, and community placemaking and quality of life research. See the Standard 6.A, pgs. 63-66, for a full list of service-learning and community-based projects.

- 3.6 Hyde Lecture Series and Hyde Professor of Excellence.** The Landscape Architecture program 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 Hyde Professor of Excellence rotates among the four programs where the Landscape Architecture program selects a chair every four to five years. During 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. We will be soliciting a new Hyde Chair of Excellence during spring 2018 for the 2018-19AY.
- 3.7 UCARE.** The Undergraduate Creative Activities and Research Experiences (**UCARE**) program, funded in part by gifts from the Pepsi Quasi Endowment and Union Bank & Trust, UCARE supports UNL undergraduates to work one-on-one with faculty research advisors in research or creative activities. UCARE's academic year program provides the students with a \$2,400 stipend/ \$1,200 per semester and the summer ten-week program provides a \$2,400 stipend. Students are asked to present their research in a poster format at a university-wide event. Over the past six years, thirteen Landscape Architecture students were successful in receiving UCARE funding to incorporate a research or creative experience into their undergraduate education. In spring 2017, a landscape architecture student was invited to present their work at the Nebraska State House and his poster received university recognition.

4. DESCRIBE CURRENT WEAKNESSES

- 4.1 Student Recruitment.** Recruitment for the Landscape Architecture program has been on a consistent and incremental upward trend. Between fall 2012–16 there were an average of eight incoming pre-landscape architecture students (first-year) enrolled, with eight students in 2017. Between fall 2012-16 there were an average of seven students accepted into the second-year, with eleven in fall 2017. The increase enrollment in the second year is the direct result of faculty participating teaching in and thus actively recruiting during the d.ONE year. We continue to implement a robust recruitment strategy that includes a new website, engaging high school students and advisors at various forums, participating in university recruitment efforts, developing recruitment material, offering two high school summer camps and actively recruiting through the d.ONE year.
- 4.2 Ethnic and Cultural Diversity.** Over the last year the program has made significant strides towards increasing ethnic and cultural diversity among our student population with an increase from an average of 10% between 2012 -16 to 30% of diversity fall 2017. Approximately 77% of the students attending University of Nebraska-Lincoln come from within Nebraska. Nebraska's population is 86% white, 9.2.% Hispanic, 4.5% Black, and 1.8% Asian. The University of Nebraska-Lincoln's undergraduate student population has greater diversity then the state with 77% White, 5.4% Hispanic, 2.7 Black, 2.4 Asian, and 7.6 Non Resident Alien. The college has greater diversity then both state and university with 70% white, 8% Hispanic, 2% Black, and 2% Asian, and 6.4 Non Resident Alien. Our program diversity is greater than the state and university and equal to the diversity in the college with 70% White, 2% Black, 2% Hispanic, 5% Asian and 20% two or more/unknown (some international students identify themselves in this category).

The lack of diversity extends to our faculty and staff. The diversity of tenured and tenure-track faculty and full-time lectures in the college is 82% White, 14% Asian and 3.5% Hispanic, with 71% male and 29% female. The college staff

is 81% female. Our program is less diverse than the college with 90% White and 10% Asia, but has greater gender diversity with 43% females.

We are always striving to increase diversity in our faculty, staff and student populations. One way we have increased diversity in faculty is through adjunct professors and workshops. We also increase diversity in our program's student populations through the Common First Year, d.ONE which incorporates a more diverse college-wide student population, and these students are also exposed to a more diverse faculty population.

General information on Nebraska's population, 2017 can be found at this link:
<http://uspopulation2017.com/population-nebraska-2017.html>

Data about diversity and inclusion for faculty, staff and students university and college can be found at this link on the UNL website:

<https://diversity.unl.edu/diversity-data>

General information regarding the University of Nebraska's policies on diversity can be found at this link to the UNL website:

<http://www.unl.edu/equity/equity-access-diversity-programs>

Specific policies regarding diversity in faculty and staff searches can be found at this link to the UNL website:
<http://www.unl.edu/equity/searches.shtml>

4.3 Nebraska Region. The Landscape Architecture profession in the State of Nebraska is under-developed in comparison to states with longer standing LA programs, larger number of registered landscape architects and an established tradition of landscape design. This impacts our program and students by the limited number of noteworthy or exemplary design projects, variety and number of firms available for office visits, professionals available to serve as adjunct instructors, guest lecturers, experts and critics, and student internships and full-time employment opportunities (50% of our practicing graduates are employed out-of-state).

Over the past six-years, there have been a number of quality projects built including Council Bluff's Tom Hanafan River's Edge Park (Sasaki Associates, INC), and Lincoln's P Street (Design Workshop), Antelope Valley and Nebraska's Centennial Mall (Clark Enersen Partners) projects. In addition, UNL secured Sasaki Associates for their campus master plan and Studio InSITE to execute detailed site design of prominent campus open spaces and corridors.

5. SUBSTANTIAL CHANGES

5.1 College Uncertainties and Changes. The period from 2011 through Spring 2016 has been one of tremendous uncertainty and change for both the college and university. During this time one permanent dean and three interim deans have led the college. There also have been numerous changes in the university's senior administration including a new University of Nebraska president, a new UNL chancellor, one permanent and two interim senior vice chancellors of academic affairs, and a new senior administrative structure that creates a new leadership position, the executive vice chancellor and chief academic officer. The following outlines key events highlighting the changes that have impacted the College of Architecture and the Landscape Architecture Program's faculty, staff and students.

Following years of debate with the UNL central administration regarding an increase in the College of Architecture's professional fee, a funding mechanism essential to the operation of the college's programs, the chancellor instead requested that the college keep it's current fee and add a differential tuition increase for all courses in the college. With the level of differential tuition progressively increasing from in-state undergraduates, to out-of-state undergraduates, to in-state graduate students and to out-of-state graduate students, the fund generates significant resources; however, this decision was not welcomed by the college. The impact of the tuition increase is manageable for the in-state, undergraduate level but makes recruiting out-of-state more challenging.

At the end of the spring 2011 semester, Dean R. Wayne Drummond stepped down from his leadership position to return to the faculty and full-time teaching. SVCAA Ellen Weissinger asked the faculty of the College of Architecture to think deeply about its future and in August 2011 appointed an interim dean, James O'Hanlon, a former dean of the Teachers' College. The program directors and faculty representatives began a strategic vision in the summer of 2011 and engaged the full faculty and students in the fall. The document became known as "The September Plan" for its due date at the end of September 2011. The plan outlined a newly conceived "College of Design" with a new mission statement and identified strategic goals for creating a new engagement with the broader university, increasing enrollment, improving retention and graduation rates, developing signature programs, and increasing engagement and service activities. The plan requested an immediate national search for a new dean, the renaming of the college as "College of Design", the immediate installation of the differential tuition plan to support College priorities, permanent space on campus for studios and other program facilities, a restoration of vacant faculty lines and cutting-edge equipment.

The September Plan was formally presented to the SVCAA in October 2011. After some deliberation and discussion, the college was given the approval to conduct a national search for a new dean with the support of a national search agency. The position was advertised at the end of the year and a search committee formed. During the spring semester of 2012, the search committee identified three candidates as finalists, two of whom accepted the offer to interview on campus. From this small pool the SVCAA made one offer but the candidate ultimately declined citing personal reasons. Left with a failed search, the SVCAA appointed Professor Kim Wilson interim dean of the College of Architecture with a three-year term. Dean Wilson accepted the offer with the understanding she would be charged with advancing the college, overseeing a new strategic plan and addressing important concerns such as enrollment, research and engagement with the wider university and the community.

Upon taking office in June 2012, Dean Wilson appointed Professor of Architecture Jeffrey Day as interim director of the Architecture Program. Mark Hoistad agreed to stay in his position as associate dean through December 2012 to aid in the transition, leaving an associate dean position unfilled. Dean Wilson initiated an inclusive Strategic Planning process by establishing the following task forces: Curriculum (Teaching, Research & Engagement); Facilities; Recruitment, Retention & Placement; Identity, Outreach, & Communications; Organization & By-Laws; Speakers, Exhibits and Events. After a summer of planning and benchmarking, the work of each task force began at the fall college retreat prior to the fall 2012 semester. Task forces met weekly and reported to the Programs at month meetings and to the full College at a series of all-College meetings held throughout the semester. Various aspects of the emerging strategic plan (such as a new mission statement) were approved periodically throughout the process. The college faculty and leadership began work on a new website, contracted with a graphic designer to create a new image for the College and coordinate all graphic output, and sought to hire a communications coordinator (that position was initially approved and then put on hold until fall 2014 when a search was initiated).

In January 2014, with the Strategic Planning process well underway, Chancellor Perlman and SVCAA Weissinger announced to the faculty that they have asked the College of Architecture and the Hixon-Lied College of Fine and Performing Arts to merge to form a new, larger college. The University leadership stipulated that the new college would have Hixon-Lied in the name and it will be led by Charles O'Connor, current dean of the Hixon-Lied College of Fine and Performing Arts. Additional details of the merger would be determined by faculty, staff, students and stakeholders through a process led by a Transition Committee formed at the end of the spring 2014 semester.

Initial reactions to this announcement ranged from shock to anger to resignation. It became apparent that the Chancellor and SVCAA have long felt that the College of Architecture, the smallest College on the UNL campus, would always have trouble succeeding in a university focused on growth (in enrollment and research funding). The College of Architecture, they argued, would be more successful at competing for UNL resources and other forms of support if it were part of a larger unit at the university. The Chancellor believed a merger with the College of Engineering would be

advantageous due to the influence of the large A/E firms in Omaha. Without consulting the faculty, the central administration discussed a merger with the Engineering dean, but dropped the idea upon realizing the complexities involved and an ongoing difficult transition already underway in Engineering. The Chancellor and Vice Chancellor then settled on a merger between Architecture and Fine & Performing Arts, also a small unit with enrollment and research-funding challenges. It should be noted that at no time in this process did the UNL central administration consult the College of Architecture faculty about the question of a merger.

The process of forming a new college began slowly in the spring of 2014 as deans Wilson and O'Conner worked to establish a process for engaging faculty input. In the summer of 2014, a Transition Committee began work exploring the options and challenges confronting a new college uniting the fine arts, art history, photography, theater, film, new media, the environmental design disciplines, graphic and interactive design, and music. The Committee reported to faculty and staff from both colleges on August 19, 2014 and sought input from both groups through a series of task forces. The first major deadline for New College formation was the submission of a plan to the UNL Academic Planning Committee on October 15, 2014. Other deadlines followed, including Nebraska Board of Regents' approval, before a possible implementation in July 2015.

Based on growing concerns about the merger, practitioners and alumni began pressuring the Nebraska Board of Regents not to support the merger. As they fought the merger, architects from Lincoln and Omaha were building an impressive case against the merger by hiring Ernie Goss, professor in the Heider College of Business at Creighton University, to develop the economic impact analysis of the merger (*The Impact of Merging UNL's College of Architecture and the Hixson-Lied College of Fine and Performing Arts*. Completed for Peter Kiewit Foundation). External politics aside, the merger process moved forward internally and the UNL Academic Planning Committee approved the merger fall 2014. As the merger was headed to the Nebraska Board of Regents for approval July 15, 2015 the newly hired University of Nebraska President Hank Bounds put the brakes on the merger prior to a the Board of Regents vote. It became clear to Dr. Bounds after conversations with the Board of Regents, campus leadership, faculty, alumni and other private sector stakeholders that the proposed merger lacked sufficient support to be successful. With his decision overturned, Chancellor Perlman said UNL expects the objectives and outcomes built into the merger planning process to endure for the college, including increasing enrollment, increasing and strengthening industry partnerships and improving the college's reputation. Regent Hal Daub said it was not the right time to merge the colleges because Bounds is new and the university must hire a new chancellor; Chancellor Perlman announced his retirement as chancellor on June 2016 and return to the faculty at the College of Law. SVCAA Ellen Wiessinger stepped down June 2015 and went back to faculty. Ronnie Green, Harlan vice Chancellor of the Institute of Agriculture and Natural Resources at UNL and vice president for agriculture and natural resources for the NU system, was appointed to the interim SVCAA position by Chancellor Perlman.

Led by interim SVCAA Ronnie Green, the college began planning for its future July 2015. Dr. Green solicited nominations for an interim dean from faculty, alumni, and constituents. Three promising candidates came forward, two internal to the college and one alumnus. After an abbreviated interview process, interim SVCAA Green appointed Scott Killinger, a native of Hebron and 1961 UNL graduate who is the founding partner of Kuang Xing International Planning and Design. Killinger was tasked with the responsibility of helping UNL find a permanent dean of the College of Architecture. The college had been without a permanent dean since Wayne Drummond left the post in 2011. Green released faculty lines and authorized four searches- one in Architecture, one in Interior Design, one in Landscape Architecture and one in Community and Regional Planning. These national searches resulted the hiring of three faculty, in all disciplines except Architecture.

In the fall 2015, after some deliberation and discussion, the college was given the approval to conduct a national search for a new dean with the support of a national search agency. The position was advertised at the end of the year and a search committee formed led by Dean Marjorie Kostelnik, College of Human Resources and Family Sciences. During the spring semester 2016, the search committee identified four candidates as finalists, four of whom accepted

the offer to interview on campus. From this pool, the newly elected Chancellor Green and the new interim SVCAA, Marjorie Kostelnik, appointed Katherine Ankerson as the new dean. Dean Ankerson, most recently professor and head of the Department of Interior Architecture and Product Design at Kansas State University, has a proven administrator, educator and scholar with a track record in elevating programs and encouraging excellence. Ankerson, who was a professor and associate dean in the college from 1996 to 2011 before her tenure at Kansas State, assumed the dean's post July 1, 2016.

In the fall 2016 a national search for a SVCAA failed and the newly elected Chancellor Green launched a new search for the new position of executive vice chancellor, chief academic officer. December 2016, Chancellor Green appointed Donde Plowman, the James Jr. and Susan Stuart Dean of Nebraska College of Business Administration, as the executive vice chancellor and chief academic officer beginning January 1, 2017.

Today the College of Architecture's future is promising. Since assuming the position in fall 2016, Dean Ankerson has been working towards stabilizing the college and achieving the university's expectations concerning enrollment, research/creative activities and engagement with the wider university and the community. Ankerson is rebuilding the professional staff who were eliminated during past university-wide budget cuts. The faculty lines held by the SVCAA have been returned to the college as well as Dean Ankerson negotiated an additional faculty line to establish an industrial design program. Fall 2016, Dean Ankerson authorized three faculty searches, two in architecture and one in interior design. All three positions were filled. Currently the college has three searches underway in Architecture, including the directorship. Our enrollment continues to rebound from the all time low in 2008. We experienced our highest incoming freshman class in fall 2017. Finally, faculty are engaged and successful in their research/creative activities, publishing books and journal articles, receiving grant funding, speaking nationally and internationally and being recognized through winning design competitions and awards.

FY2018-19 Budget Reduction Process. Spring 2017, the state legislature and governor concluded their work in developing a two-year budget package for the state, including funding for the University of Nebraska. Under the Governor's budget proposals, the University's state funding would be cut \$11 million in the current year and next year's appropriation would be cut \$23 million. These come on top of the \$13 million cut the university took during midyear budget adjustments last year. The proposed cuts create a significant challenge. When the university looks ahead to the next budget cycle, the challenge becomes even more serious. The university is projecting \$42 million in new expenses including health insurance and collective bargaining in 2019-21. Assuming \$8 million in Year 3 Budget Response Team (BRT) savings, further cuts in state funding or even flat funding would create an additional budget shortfall in the tens of millions of dollars. President Bounds, chancellors, and chief business and academic officers are discussing options. They had already worked to close the shortfall with \$30 million in BRT cuts, two years of tuition increases and enrollment growth. The university has limited options moving forward. The university will have to consider academic program eliminations, further job cuts, restructuring, a retreat from our statewide presence and tuition increases.

We will provide updates to the Visiting Team during the LAAB SER visit in March 2018.

The anticipated timeline for the remainder of the budget process can found at this link on the UNL link:

[FY1819 budget process calendar.](#)

5.2 Collaborative Design Education. During the 2012-13AY, the program began transitioning from a five-year, 150-credit to a four-year, 120 credit curriculum called the 2012 Curriculum. The curriculum is described in detail under Section 3. Program Strengths, pg. 8. The following is a summary of noteworthy changes:

1. Consolidated the two-year pre-landscape architecture curriculum into a one-year, Common First Year, d.ONE, that includes all undergraduate disciplines (architecture, landscape architecture, and interior design). D.ONE develops skills and knowledge common to all disciplines including drawing, technology, intro to design, history of design, design thinking and design making. The new curriculum thus shifts entry into the professional design programs to the end of the first-year instead of the end of the second-year, as had been the norm for many years.

2. Reduced the number of general electives and professional elective credits. However, even with this reduction in electives to curriculum continues to offer students the elective credits to pursue a minor in business, planning and horticulture.
3. Transferred many of the required science courses, such as advanced hydrology and urban soils to professional electives. It is important to note the curriculum continues to include courses in basic hydrology and soils.
4. Maintain the professional degree three-year/six-studio sequence by shifting the sequence from the third through fifth-years to the second through fourth-years.
5. Develop professional practice skills with a required three-month internship. Flexibility in the curriculum supports students interested in pursuing six-, nine-, and twelve-month internship.

6. DESCRIBE WHO PARTICIPATED IN THE LAAB–SER PROCESS

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

In early fall 2017, the 2012 Curriculum and overview of the program were vetted by Omaha and Lincoln practitioners (Dennis Bryers, ASLA, City of Omaha Parks and Recreation; Cary Thomsen, ASLA, RDG Planning and Design; Austin Vachel, ASLA, HDR, INC.; Alison Ingunza, ASLA, HDR, INC; Matt Schoell-Schafer, Studio InSITE; Brian Pecka, ASLA, Big Muddy Workshop; Collin Christopher, ASLA, City of Lincoln; and Eileen Bergt, ASLA, UNL; Nebraska Licensure Board).

Students provided feedback on the curriculum, learning outcomes and the final draft report

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. The mission statement expresses the underlying purpose and values of the program.

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

Our recently articulated vision, mission and core values are bold, concise and inspirational. The vision reflects an ideal image of our program. The mission statement reflects our conviction that our faculty and students become engaged leaders. A process that began spring 2017, produced both the vision and mission statements while over the past six months, a faculty task force authored vision, mission and values statement and vetted them with the program faculty. These have become the foundation for our 2017-2022 strategic plan.

Vision

The Landscape Architecture Program fosters a community of leaders equipped to address complex world issues through transformative design, research and engagement grounded in environmental and social good.

Mission Statement:

The Bachelor of Landscape Architecture program's faculty and students address real problems and difficult challenges with innovative and collaborative action. Versed in both environmental and cultural systems, we are uniquely positioned to address a range of rural and urban challenges facing Nebraska and beyond: from sustainable spaces and places to landscape reclamation; from urbanism to resilient green infrastructure; and from community place-making to quality of life - we merge disciplinary theory, design research, and engaged practice to innovate, add value and give form to solutions for societal and environmental systems in the built environment.

Our core values describe priority areas where we maintain excellence and focus on improvement:

1. ***Community Culture.*** Built on trust, we value respectful and timely discourse and transparent and equitable shared governance. As we collaborate in the pursuit of our common missions, we invite the insights and engagement of all our constituents – students, faculty, staff, practitioners, allied disciplines, alumni and citizens.
2. ***Providing Leadership.*** As a professional and scholarly program in a Research 1 institution, it is our responsibility to provide leadership in our discipline and bring expertise to bear on social and environmental problems in Nebraska's communities as well as solutions for local, state, and federal governmental agencies.
3. ***Pursuing Academic Excellence through Interdisciplinary Teaching and Learning*** – With a deep commitment to student success, we value an integrated design educational model that employs the collaboration of many disciplines both inside and outside the College of Architecture. Our students are design-focused, entrepreneurial, collaborative, and accountable, tempered by breadth of knowledge and professional ethics. Through exposure to a diversity of theory, precedent, places and cultures, our students understand urban, rural, regional, and global processes. Their design solutions should not only be innovative and beautiful, but also achieve a high degree of fit to the site's social and environmental context. Students are adept in the profession's core skills, employ a spectrum of design technologies and collaborate extensively on intra and interdisciplinary teams. Our graduates should be equipped to lead the profession as it embraces new challenges and opportunities.

4. *Impact through Design Research and Civic Engagement* – We are committed to developing transformational curriculum with civic engagement at its core. Civic engagement means working to make a difference in the public life of Nebraskan communities while students develop the combination of knowledge, skills, values and motivation needed to make a difference. Faculty are engaged scholars who share their research with students to provide a greater sense of intellectual rigor while working with the public in a genuinely collaborative fashion. Both faculty and students collaborate to achieve public scholarship and social and environmental good.

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

Our mission is both aspirational and grounded in our faculty strengths: our small faculty possess a breadth of expertise in both environmental and social issues. We are committed to landscape architecture's 21st century role in making a difference, whether locally or internationally, through work that is committed to achieving environmental and social good. The vision and mission embodies our college ethos and permeates all of our work.

The succinct mission statement directly embodies the spirit and extent of the overarching mission statement of the University of Nebraska-Lincoln.

University of Nebraska-Lincoln Mission

Institutionally, our enacted mission promotes University of Nebraska-Lincoln's Land Grant conviction to providing benefit to the people and places of Nebraska, articulated in the University's role and mission statement found at <https://www.unl.edu/about/role-mission/>.

University of Nebraska-Lincoln is a public research university that educates students from Nebraska, the nation and the world and improves the well-being and health of individuals and communities through integrated programs of teaching, research, and engagement.

Our instructional mission focuses undergraduate education offered through residential instructional delivery. Our educational program is enriched by the relevant and cutting edge knowledge and technology, innovative and engaging pedagogy, limitless opportunities for engagement and creativity of our faculty, students and staff.

Our research, scholarship and creative activities promote economic development, global understanding, and advancement in professional practice through the expansion of knowledge and its applications in the applied sciences, social sciences, arts, humanities and the profession.

As Nebraska's land-grant university, we provide unparalleled access and public service to support the citizens of Nebraska. We engage in collaborative activities with our partners here and abroad to generate, disseminate, integrate and apply knowledge that is valuable to society.

The program mission statement aligns and embodies the spirit and extent of the overarching mission and ethos of the College of Architecture.

College Mission Statement

To develop design professionals who will effect cultural, societal, and environmental change.

College Ethos

The College of Architecture brings together an array of disciplines to address real problems and difficult challenges with innovative and collaborative action. United by a commitment to the transformative power of planning and design, students and faculty come together in a creative environment integrating studio-based teaching, rigorous design-research and creative output, and community-focused engagement. By merging disciplinary theory and professional practice we innovate, add value and give form to all aspects of the designed environment.

Standard 1.B: Educational Goals and Objectives

Assessment 1: State the academic goals of the program.

There are four principal goals for our academic program:

1. *Comprehensive Curriculum*: To offer a clear, professional, and comprehensive curriculum preparing students with core competencies to:
 - value design-focused, entrepreneurial, collaborative, interdisciplinary and accountable actions;
 - practice in increasingly complex and global contexts;
 - embrace a breadth of perspectives for professional leadership; and
 - cultivate a conviction to pursue environmental and social good throughout their careers.
2. *Support Success*: To recruit, retain, and inspire students by providing an environment and community culture that encourages diversity, academic success, collegiality and respect.
3. *Research/Scholarship and Creative Endeavors*: To pursue relevant scholarly endeavors and creative works that address environmental and societal challenges, engage the emerging and diverse fronts of the landscape architecture profession, integrate with teaching and engagement efforts that enriches the educational culture of the program.
4. *Service, Outreach and Civic Engagement*: To engage in meaningful and mutually beneficial collaborations that build on the resources, skills, expertise, and knowledge of the program and community to improve the quality of life in communities consistent with the program, college and university missions. To engage in:
 - teaching and learning beyond the campus;
 - research and scholarship that makes what we discover useful beyond the academic community; and
 - service and outreach that directly benefits the public realm and places.

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 as stated in Standard 1.A.

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

Goal 2 recognizes that in order to be a program that functions at the highest level, we need to attract, support, and retain the best and brightest 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.

Assessment 3: Describe how the program regularly evaluates its program in meeting its goals.

We have actively sought to make assessment an extension of the teaching and learning experience as opposed to an external force designed to prescribe excellence as opposed to letting it emerge through discovery. Consequently, self-assessment of how the program meets its goals is an ongoing process, employing both qualitative and quantitative methods to evaluate student learning experiences as they relate to the program's mission and academic goals.

1. Student Performance and Curriculum Effectiveness

Assuring the delivery of a curriculum where areas of knowledge and skills can develop incrementally through the course of the four-year program and integrally over discrete sub-disciplinary domains of knowledge requires ongoing faculty dialogue. Regularly scheduled faculty meetings often focus on issues that require reviews of course content, pedagogy, and strategies to achieving the overarching curricular goals and supporting objectives. The program also begins each semester with a retreat where items affecting the program are discussed including all aspects of the curriculum.

The program, historically, holds end-of-semester reviews to discuss curriculum and student performance relative to all semester courses. Although discussion of the design studios often is at the center of these conversations, other facets of the curriculum, including required and elective lecture/seminar courses, minor areas of study, and special projects also are addressed. Thus, the linkages among all courses are strengthened, and the importance of connecting both studio and knowledge-based course work to the larger academic mission of the program is underscored. This curriculum review also provides the venue for input into each faculty member's studio strengths and weaknesses at timely intervals. Since the creation and adoption of the 2012 Curriculum as well as our revised vision, mission, values and educational Goals, faculty reviewed and revised the learning outcomes and uses them as measurable metrics for their course syllabi. Intended primarily as an evaluation tool for student progress, the educational goals and learning outcomes provide a framework for faculty peer-evaluation during the end-of-year curricula reviews. It is the responsibility of the faculty to demonstrate how the pedagogy meet the stated outcomes. Discussions are supportive and open, with the aim of providing one another with ideas for course refinement and encouragement. See Standard 3: Professional Curriculum for the description of the curriculum pgs. 39-51.

Additional insights to our progress in meeting academic goals can be gleaned from the work of our students. The program does formative and simulative portfolio reviews at critical points in the curriculum. At the end of the students' second year students submit their studio work which includes both graphic and written reflective analysis, offering the faculty both formative and summative assessment. During the third year, students develop a portfolio to secure an internship and this portfolio also provides the faculty the opportunity to review the sequence and quality of the work over the three years in relationship to the learning outcomes.

2. Student Observations and Evaluations

The University of Nebraska mandates that students at the completion of the semester evaluate each course. Evaluations are intended to provide an indicator of students' impressions of effectiveness in teaching a given class. It may also provide some insight as to the students' views of specific teaching practices. Course evaluations are one tool used in annual faculty evaluation. Reactively valid against a variety of effective teaching indicators, faculty find this information useful feedback about their teaching.

In Fall 2017, the college moved course evaluations to an online format using the university's established Course Evaluation System. Students are sent an email for each course three weeks before the end of the semester and evaluations are available through finals week. Students are sent reminder emails each week if they have incomplete evaluations. Faculty also receive an email and asked to make an announcement in class and on Canvas/Blackboard. Between 2012 and fall 2017, course evaluations were hard copy evaluations, distributed by the faculty during the class period, collected by a student and returned to the advising office. The quantitative data were processed by the Course Evaluation system and the qualitative information transcribed by advising staff. Both sets of information were aggregated and hard copies distributed to faculty and chairs.

3. Faculty Self-Evaluation

As noted in Standard 3: Governance and Standard and Standard 5: Faculty, all full-time tenured and tenure-track, are required annually to submit a dossier addressing teaching, research, and service as part of the annual review. Faculty members are required to address, in a self-evaluative narrative, teaching accomplishments and challenges during the evaluation period as well as report both quantitatively and with assessment of impact upon their personal professional development of research, creative practice and scholarship, and service, offering the program director another perspective for considering how individual faculty members are contributing to the fulfillment of program goals. Measurable indicators such as number of peer-reviewed papers presented and published at national and international conferences reinforce the university quest for national recognition, while reinforcing the college and program's missions.

4. Recognition through Internal and External Awards and Registration

A tangible measure of success is the number of awards – teaching, design, and fellowships - that students and faculty receive from the college, CELA, and local, regional and national ASLA. Just this past year Professor Sutton was awarded the ASLA Honor Award in Research for his green roof research, Professor Karle was awarded the College of Architecture Excellence in Teaching award and the International Service-Learning in Ecuador course won a GP-ASLA Student Honor Award for the planning and design work for Santa Puerto Ayora, Galapagos Islands. Although a very young program, our students have received numerous awards as emerging professionals as seen by Sal Lindquist NOVA award and first place in a design competition, Give a Park, Get a Park. Professional registration is also considered an indicator of programmatic success and 10% of our graduates have become registered and many more are working towards registration, as indicated in the 2017 Alumni Survey.

5. Inviting Observation from External Constituents

The College of Architecture Professional Advisory Council (PAC) meets two times per year to discuss college and program issues relevant to achieving the college mission. These discussions elicited current professional trends, consider the performance of recent graduates in office situations, and share developments about studio projects, curriculum, and research trajectories with the express purpose of soliciting feedback from our friends and alumni in the professional community.

In preparation for the LAAB-SER, the program organized a meeting with Omaha and Lincoln practitioners to introduce new faculty, and review the 2012 Curriculum. This meeting elicited current professional trends and conversations about alumni and internship performances, potential studio projects and opportunity for research.

Over the past six years we have had more than 154 external lecturers, critics and partners providing insight around their expertise through actively engaging with our students during courses and/or at internal and external reviews. See Addenda E.4, pgs. 92-97, for the list of external lecturers, critics and partners.

6. Exit Survey

A week before graduation, students receive a digital exit survey from the college. This survey asks students about finances, employment during college, internships, advising, involvement, facilities, areas of strength in skills and knowledge, activities they valued, overall satisfaction, and courses/curriculum topics including missing topics, most and least beneficial, improvement, and gaps. Students also were asked about future plans and contact information. It is not surprising to see parallels between this survey and the alumni survey. Consistently the students identify similar weaknesses and strengths in their skills and knowledge, overall satisfaction with their education and significant activities impacting their learning.

7. Maintaining Connections with Recent Graduates and Alumni Survey

It is important to the program to maintain open and productive lines of communication with alumni, particularly recent graduates. Experiences of recent graduates in the profession, particularly as they make the transition from the academy to practice, afford a qualitative but insightful perspective on how well the program is attaining its pedagogical goals and mission. Through the dedicated work of the program director and advising staff we maintain contact information, so we can reach out and provide information on the program and solicit participation in activities and events.

In preparation for the LAAB SER, we developed and sent a digital survey to our alumni. The survey included questions about demographic, employment, registration, preparedness for professional practice, educational value, and engagement. We had a 40% response. Of those that answered the question, 100% were satisfied or very satisfied with their preparation and education. Asked to access their learning experience at UNL based on our learning outcomes, ways to improve the program. This assessment has been incorporated into our learning outcomes improvement plan where we have identified a prioritize list of action items to be address over the next couple of years. See Standard 4, pgs. 53-54, for results related to the alumni survey.

8. Invited Design Critiques and Juries

The faculty frequently call upon expertise from beyond the college to evaluate and reflect on the quality and progress of student work, and, by extension, the value of the pedagogy in which they are studying. Our commitment to maintaining links to external constituents and recent graduates, as laid out above, provides the faculty with a recognized body of new and established professionals who are familiar with, and investing in, the programs we teach, and are often ready and willing to provide service as critics. Further, our commitment to addressing emergent and complex issues in studio often necessitates the inclusion of jury practitioners from a wide range of disciplines. This not only enriches the learning and teaching of the program, but provides healthy reflection on the viability and relevance of curricula for preparing students for a collaborative professional life. See Addenda E.4, pgs. 92-97, for the list of external lecturers, critics and partners.

9. LAAB Accreditation Process and Internal Program Review

We acknowledge that the standards for accreditation established by the Landscape Architectural Accreditation Board influences pedagogical decisions and learning assessment relative to the BLA program.

Standard 1.C: Educational Objectives

Assessment 1: List the educational objectives of the program.

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

These two assessments are best addressed together by presenting the objectives that address each goal as follows:

Goal 1: Comprehensive Curriculum. To offer a clear, professional, and comprehensive curriculum preparing students with core competencies to:

- value design-focused, entrepreneurial, collaborative, interdisciplinary and accountable actions;
- practice in increasingly complex and global contexts;
- embrace a breadth of perspectives for professional leadership; and
- cultivate a conviction to pursue environmental and social good throughout their careers.

Educational Objectives/Learning Goals:

- 1.a *Design Process and Methods: critical thinking, design thinking, systems thinking and information literacy.* Ensure 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.
- 1.b *Communications.* Ensure students develop skills in writing, speaking, group discussions, and representation to become effective communicators of ideas, knowledge, values and opinions.
- 1.c *History, Theory, Philosophy, Principles and Values.* Ensure students develop skills and knowledge to give structure and form to an idea in intelligent, creative, functional and meaningful ways. Grounded in sound historical, theoretical and philosophical understanding, principles and values of social, cultural and ecological issues, students apply this knowledge to a range of project scales and project types.
- 1.d *Ecological and Cultural Literacy.* Ensure students develop an understanding of the organizational principles of ecological, natural and cultural systems and their application to establish a more sustainable and resilient society.
- 1.e *Implementation.* Ensure students develop skills, knowledge, and methods required to translate design ideas or concepts into sustainable landscape architectural solutions.
- 1.f *Professional Practice.* Ensure students develop an understanding of management and business-oriented skills needed to optimize personal career growth and to successfully win, manage and complete professional commissions.
- 1.g *Success Skills.* Ensure 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.

Goal 2. Support Success. To recruit, retain, and inspire students by providing an environment and community culture that encourages diversity, academic success, collegiality and respect.

Educational Objectives:

- 2.a Integrate and coordinate student-oriented services and communications to improve overall student success including advising, mentoring, and financial recourses.
- 2.b Ensure a path for students to matriculate through the professional program in a reasonable timeframe.
- 2.c Ensure safe avenues for students to express concerns about the classroom or campus environment, forums for expressing and incorporating the student voice into on-going assessments of the quality of the learning environment and student experiences.
- 2.d Ensure the physical, mental and emotional health of our students by facilitating access to university services and resources.
- 2.e Ensure studio culture facilitates collaborative discourse among students and faculty that encourages committed engagement in the design process and evaluation, respectful critique leading to innovative design.
- 2.f Develop scholarships and financial support to attract, retain and reward students.

Goal 3. Research, Scholarship and Creative Endeavors. To conduct relevant scholarly endeavors and creative works that address environmental and societal challenges, engage the emerging and diverse fronts of the landscape architecture profession, integrate with teaching and engagement efforts, and enrich the educational culture of the program.

Educational Objectives:

- 3.a Ensure a vibrant research community that includes undergraduate students by growing research efforts both in size and scope and increasing financial support.
- 3.b Develop financial resources for undergraduate research.
- 3.c Engage students in UCARE and support them in submitting peer-review journal articles and presentations.
- 3.d Ensure faculty incorporate their research into course and studio content, providing a source for intellectual rigor, relevancy and innovation.

Goal 4. Service, Outreach and Civic Engagement. To engage in meaningful and mutually beneficial collaborations that builds on the resources, skills, expertise, and knowledge of the program and community to improve the quality of life in communities consistent with the program and university missions. To engage in:

- teaching and learning beyond the campus;
- research and scholarship that makes what we discover useful beyond the academic community; and
- service and outreach that directly benefits the public realm and places.

Educational Objectives:

- 4.a Ensure a variety of avenues for students to engage with leaders and communities locally and globally to apply their knowledge and skills to improve society in ways that are socially and environmentally sensitive.
- 4.b Ensure the connection of learning to career aspirations through providing local and international service-learning and internships, as well as engaging practicing landscape architects and landscape architecture leaders in industry, academia, government and non-traditional paths.

Standard 1.D: Long Range Planning Process

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

Annually over the past six years, we embrace planning that is inherently long-range. Planning began in 2012 that transitioned the BLA program from a five-year, 150-credit to our new four-year, 120 credit curriculum. Additional curriculum change updates take six months to one year to implement and affect one to four years of BLA classes. So they must be considered programmatically with an emphasis on long-term stability.

A process that began spring 2017 produced both the vision and mission statements while over the past six months a faculty task force authored vision, mission and values statement and vetted them with the program faculty. These have

become the foundation for our 2017-2022 strategic plan. The task force developed a draft strategic plan that addresses the BLA curriculum, growth, short and long-term hiring strategy, research, scholarly/creative activity and engagement. This draft is shared with the faculty and guide our planning over the next year. Both the university and college will be developing strategic plans in 2018-19. Once these plans are in place, we will update and finalize our strategic plan to reflect the goals and priorities stated in both plans.

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 spirit and letter of the program's academic mission and goals are addressed, implicitly and explicitly, in the program's curriculum. They are central to our aspirations and our understanding of the social and ethical responsibilities that apply for our student-centered, professional practice-oriented, four-year, undergraduate professional program. Additionally, the program's educational objectives are in harmony with the mission of the college with a connection that joins all long-range planning in a productive multi-disciplinary framework across all the design disciplines.

Our 2017 draft strategic plan identified four principal goals specifically related to our educational program.

1. Comprehensive curriculum
2. Support student success
3. Research, scholarship and creative endeavor
4. Service, outreach and civic engagement

Goal 1. Comprehensive Curriculum

Educational Objectives and Strategies:

- 1.1 Professional BLA Curriculum
 - 1.1.1 Continue to assess and improve outcome-based curriculum.
 - 1.1.2 Continue to work with allied disciplines to foster the collaborative design educational model.
 - 1.1.3 Enhance existing and develop new academic partnerships in IANR to support the applied environmental sciences curriculum content including landscape ecology.
 - 1.1.4 Seek expertise in construction and design build to strengthen the site systems sequence.
 - 1.1.5 Build into the professional electives areas of specialization.
 - 1.1.6 Increase financial resources to support students in local, national and international travel.
 - 1.1.7 Explore an extended internship program.
- 1.2 Fully enrolled (65 students with 3-month internship and up to 80 students with a yearlong internship)
 - 1.2.1 Continue to visit high schools and recruitment events.
 - 1.2.2 Build on the summer high school camp and offer a program specific to landscape architecture.
 - 1.2.3 Increase our recruitment reach by partnering with Nebraska Extension summer youth programs.
 - 1.2.4 Provide scholarships that support freshman recruitment students including minority scholarships.
 - 1.2.5 Continue to recruit students from d.ONE.
 - 1.2.6 Explore an extended internship.

Goal 2. Support Student Success

Educational Objectives and Strategies:

- 2.1 Increase retention and placement efforts
 - 2.1.1 Collaborate and coordinate efforts with the Student Success Office
 - 2.1.2 Support the peer mentoring network
 - 2.1.3 Support UNL ASLA Student Chapter to mentor and support first and second year students
 - 2.1.4 Maintain student/instructor teaching ratios

2.1.5 Sustain 100% placement rate by maintaining and developing new relationships with practitioners and professional offices locally, regionally and nationally.

2.5 Develop funding support

2.5.1 Secure funding to support travel scholarships.

2.5.1 Secure funding for academic scholarships.

Goal 3. Research, Scholarship and Creative Endeavors

Educational Objectives and Strategies:

3.1 Increase undergraduate research

3.1.1 Scaffold undergraduate research beginning with information literacy and culminating in design research.

3.1.2 Continue to support undergraduate research through UCARE grants.

3.1.3 When possible, incorporate undergraduate research as part of internally and externally funded grants.

Goal 4. Service, Outreach and Civic Engagement

Educational Objectives and Strategies

4.1 Continue to integrate service, outreach, and civic engagement experiences into the curriculum, as well as encourage elective coursework that helps to build the culture of engagement.

4.1.1 Raise the profile of the program through active participation across the university and in the community and across Nebraska.

4.1.2 Active participation in university's institutes and overarching programs e.g. Water for Food Institute, Rural Futures Institutes, and Center for Great Plains Studies, through service-learning and undergraduate research.

4.1.3 Instill in our students a civic mindset.

4.1.4 Promote and provide good design in the service of the communities and environmental resources of our state and region.

4.1.5 Invest and develop sponsored studios to function as research and development centers.

4.1.6 Demonstrate the value our students, graduates and faculty add to the economy and quality of life of the state through our outreach initiatives.

4.1.7 Make support of our engagement programs an important fundraising priority, including development of endowments to support student internships, related faculty research and outreach operational budgets for each program.

4.2.8. Develop financial resources to increase international service-learning and education 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.

As we have welcomed new leadership in our own dean's office fall 2016 and joined by a new university-level leadership fall 2017, our strategic planning process has provided us with a vehicle for communicating our mission and values, essential to assuring continuity in times of change. We are mindful that both the college and university will be conducting strategic plans 2018-19, and expect that we will adjust our draft strategic plan to align with both. In the meantime, the dean and program directors meet monthly and frequently the agenda include long-term planning for the college and the programs.

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.

The College of Architecture seeks to maintain a high and informative regional and national identity with materials carefully developed to speak to a board spectrum of constituencies, from prospective students and their parents to the professional community and friends of the college. The college has a communications associate who works with the dean, program

directors, and faculty to disseminate timely news releases about the program, maintain a presence on the web and through social media, develop appropriate recruiting brochures. In 2013, we undertook a branding study, coincident with the university's redesign of its webpages, and our electronic and print media reflect these endeavors, including the redesign of our website. The program and college remain visible through multiple means and media, including periodic email blasts, productive use of the University Communications, videos, electronic newsletters, the Hyde Lecture Series poster produced every year and distributed to our peer institutions, and postcards to announce special programs and events.

For an overview of the College of Architecture, follow the following links:

- College of Architecture
<https://architecture.unl.edu/>
- About the College of Architecture History
<https://architecture.unl.edu/home/about-college>
- About the College of Architecture Leadership and Staff
<https://architecture.unl.edu/people/admin-faculty-staff>
- About the Hyde Lecture Series
<https://architecture.unl.edu/culture/hyde-lecture-series>
- College of Architecture Newsletter
<https://architecture.unl.edu/college/alumni-and-friends>

For information about the BLA program, follow the following links:

- Introduction to the BLA program
<https://architecture.unl.edu/degree-programs/landscape-architecture>
- About the BLA requirements and Sample Curriculum and Courses
<https://architecture.unl.edu/degree-programs/landscape-architecture/bachelor-landscape-architecture>
- Links to LAAB Accreditation Report 2012 and Program Disclosure can be found at the bottom
<https://architecture.unl.edu/degree-programs/landscape-architecture>

Social media presence includes:

- College of Architecture Facebook
<https://www.facebook.com/UNLArchitecture/>
- College of Architecture Twitter
<https://twitter.com/unlarchitecture>
- College of Architecture Instagram
<https://www.instagram.com/unlarchitecture/>
- UNL ASLA Student Chapter Facebook
<https://www.facebook.com/UNLASLA>

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 professional 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 it. A university budget reduction implemented in July 2009 resulted in the merger of Community and Regional Planning with the Landscape Architecture programs, with one director serving both. The new unit was called, Landscape Architecture + Community and Regional Planning Programs (LA+CRP). In September 2015, under new college leadership, the combined programs reverted to two independent units with their own directors.

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

Professor Mark Hoistad was appointed as interim director by the dean February 1, 2018. An architect by training, he was one of the original founders of the Landscape Architecture program and is a member of both the Landscape Architecture and the Architecture faculty. Hoistad is also an experienced leader in the college.

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 of the Landscape Architecture program, is appointed by the dean with the counsel of the faculty, serves as the program administrator. The director leads the four-year professional program, assuming responsibility for both day-to-day affairs and long-range planning relative to the operations of the program. In addition to providing pedagogical leadership and facilitating the evolution and assessment of the curriculum, the director is responsible for faculty assignments and evaluations, course scheduling, and management of the program's fiscal resources. The director promotes and facilitates the professional development of the faculty, including the direction of peer mentoring in the program and college. This position is a 10% administrative appointment, allowing the chair to teach up to two courses each semester but one less course each academic year to maintain productivity in research/scholarly and creative practice and service.

In fulfilling management obligations, the director benefits from the assistance and support of administrative leadership and staff in the dean's office including the associate dean, business manager, communications associate, program coordinator, student success coordinator, and the undergraduate admissions coordinator and advisor. Each position is described in detail under 2.B.4, pg. 33.

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?

The Landscape Architecture faculty benefit from institutional support at two distinct levels: within the College of Architecture and from the larger university community. The following outlines the support available to program faculty.

College Funding and Resource Opportunities:

- All faculty receive start-up support when hired (**\$10,000**, but varies depending on faculty research agenda).
- Faculty receive summer funding for course development (**\$2,500**).
- **Discretionary Faculty Support.** Each year, the amount of **\$250** is available to each tenured and tenure-track faculty member for flexible spending needs to support the mission of the college.
- **Graduate Teaching Assistants (TA).** Faculty are supported with TAs in teaching large lecture and lower-level studio courses.
- **College of Architecture's Endowed Professorships.** Faculty have opportunity to apply for professorship funding in support of their research, scholarly and creative activities.
 1. *The Robert Douglas Professor Architecture Professorship.* Candidates shall be evaluated based on their teaching, creative scholarship, service, and academic promise, with emphasis given to their productivity and currency in matters of creative scholarship. Two- five year appointment length, renewable up to a like term after satisfactory evaluation and upon recommendation of the dean; award of **\$10,000/year**.
 2. *The W. Cecil Steward, F.A.I.A. Professorship.* Candidates shall be evaluated based on their teaching ability and accomplishments, research ability and accomplishments, and academic promise. Five-year appointment length, renewable for a five-year term upon satisfactory evaluation; award of **\$10,000/year**.
 3. *The Scott W. Killinger Professorship.* Candidates shall be evaluated based on their teaching ability and accomplishments, research ability and accomplishments, and academic promise. Two-year appointment length, renewable up to a like term after satisfactory evaluation and upon recommendation of the dean; award of **\$10,000 total, \$5,000/yr**.
 4. *The A. Leicester Hyde Architectural Chair/Professorship.* The recipient is to teach classes and seminars in the specific areas of city planning, zoning, and contemporary urban land-use problems and how they relate to the general field of architecture. Appointment length is at the discretion of the dean; award of **\$5,000 per year**.
 5. *The Merle and Trula Bachman Professorship in Healthcare Design.* Candidates shall be selected based on teaching abilities and accomplishments, research abilities and accomplishments and academic promise. Two-year appointment length, renewable for one or more additional two year terms upon satisfactory evaluation by the dean.
- **Travel Funds.** 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.
- **Computers and Software.** Faculty are given a computer that meets the college computer policy specifications on a three-year rotation. Requests for additional capacity are considered on a case-by-case basis. All the base software required in the computer policy is provided with yearly updates. Additional software is considered on a case-by-case basis (**\$2,300 to \$3,100**).
- **Grant Development.** Faculty have access to a part-time grant writer shared between the colleges of Architecture and Business who helps identify external funding sources and improves grant proposals to both internal and external funding sources.
- **Book and Article Publication.** Faculty are strongly encouraged to disseminate the outcome of their teaching, research, creative and engagement activities. The college supports faculty with the financial burden associated with publication in the form of books or journal articles (up to **\$5,000**).
- **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. In addition, it offers small and large format scanners.

The library staff provides extensive, courteous, and prompt support to the faculty. The library continues to add to its collection. Staff also assist in instructing students about the library system, information literacy, and 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.

University Funding and Resource Opportunities:

The University of Nebraska-Lincoln offers an array of funding opportunities to faculty for research, scholarly and creative activities as well as instructional development; those most frequently accessed by our faculty include:

- **University Office of Research and Economic Development.** The University Office of Research and Economic Development Sponsored Programs office offers a tremendous amount of support and assistance beginning with proposal preparation to closing an award. They offer such things as grant writing seminars and facilitation for expert review of grant proposals by external peer review
Support and assistance by University Office of Research and Economic Development can be found on the following UNL website:

<http://research.unl.edu/for-researchers>

Internal funds are available to support research, scholarly and creative activities through annual university-wide competitions. Below are there grant programs our faculty have competed for and received.

- *The Layman Seed 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.
- *Grants-in-Aid* awards are for projects that promote faculty member's research creative and scholarly activities, which may or may not enhance the prospects for obtaining outside support. Preference is given to non-tenured early-career faculty and to those who have not received a Grant-in-Aid or faculty Seed Grant from the Research Council. Grants-in-Aid provide a maximum award of \$7,500 for individual applications and \$10,000 for joint applications.
- *Faculty Seed Grants* are designed for projects that encourage and enhance research, creative and scholarly activities, and enhance the prospects of obtaining outside, competitive support. Preference is given to non-tenured early-career faculty and to those who have not received a Grant -In-Aid or faculty Seed Grant from the Research Council. Faculty Seed Grants provide a maximum award of \$10,000.

Additional information regarding internal funding through University Office of Research and Economic Development can be found on the following UNL website:

<http://research.unl.edu/for-researchers/#fundingOpps>

- **University of Nebraska Rural Futures Institute (RFI).** RFI funds research and teaching projects that connect students, faculty and communities and partners in pursuit of new opportunities and the development of innovative solutions to challenges facing rural people and places. Teaching and Engagement grants are made up to **\$20,000** over 24-months and Research and Engagement grants are made up to **\$75,000** over 24-months.

Information about RFI-Funded Research & Teaching grants can be found on the following UNL website:

<http://ruralfutures.nebraska.edu/research/>

- The **U**ndergraduate **C**reative **A**ctivities and **R**esearch **E**xperiences (**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. Awarded **\$2,400/year**, each student is limited to two-years of funding.

Information about UCARE program can be found on the following UNL website:

<https://ucare.unl.edu/>

- **The Peer Review of Teaching Project (PRTP)**. Program supports faculty in making visible the serious intellectual work of their teaching. 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.

Information about PRTP can be found on the following UNL website:

<https://peerreview.unl.edu/>

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

As a public university, all students who meet the college's entrance admission requirements are accepted. Although entering students select one of the three pre-professional programs including pre-landscape architecture, they become part of the college's common first year, d.ONE where all students follow the same curriculum. Thus d.ONE courses have the largest enrollment numbers with 160 pre-professional students (fall 2017). The d.ONE courses are taught by faculty from all three programs. The large lecture courses, *DSGN 101 Introduction to Design and DSGN 140 Design History*, could have as many as 160 students and one instructor supported by a graduate teaching assistant teaches these lecture courses. The studio-based courses are collaboratively taught among the three design disciplines, with a teaching team composed of members of all three faculty – architecture, landscape architecture and interior design. The studio-based or the courses requiring some level of one-on-one interaction, *DSGN 110 Design Thinking, DSGN 111 Design Making, DSGN 120 Design Drawing, and DSGN 123 Computers in Design* have multiple sections with a 23/1 student/faculty ratio and each section is supported by a graduate teaching assistant.

The BLA program is designed to have 65 total students when fully populated (20 first-year; 15, second-year; 15, third-year; and 15, fourth-year). Enrollment for all three professional programs, including the Landscape Architecture program, have one-admission gate integrated into the four-year curriculum. The gate is located between the first- and second-years. The number admitted into the second-year professional landscape architecture program is limited to 15 students. This ensures a maximum 15:1 student/faculty ratio in the second- through fourth-year studio-based courses.

The fourth-year *DSGN 410 Collaborate* studio employs multidisciplinary, interdisciplinary or trans-disciplinary teams resulting in the inclusion of multiple disciplines in each studio. This has resulted in super-studios with as many as 25 students. These studios are 12:1 or team-taught with a 25:2 student/instructor ratio.

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. We currently have 15 students in pre-professional landscape architecture program/d.ONE courses, 9:1 student/faculty ratio in second-year, 8:1 student/faculty in third-year and 6:1 student/faculty ration in fourth-year. Current patterns of enrollment reflected in our student/instructor ratios indicate that there is much work to be done in new student recruiting to achieve the goal of 65 students in the program.

Admission to the College of Architecture requirements can be found on the following UNL website:

<https://bulletin.unl.edu/undergraduate/college/Architecture#admission>

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

Yes. Our students benefit from institutional support at two distinct levels: within the college and from the larger campus community.

College of Architecture Student Support:

Differential Tuition. The College of Architecture students pay a differential tuition that supports teaching and learning activities and services specific to the programs (in fall 2017, the differential tuition is \$83.50 per credit hour). These fees provide support for essential services for students including the fabrication shop and media center, computer labs, field trips, student organizations, visiting critics and scholarships.

The 2017-18 undergraduate student tuition rates can be found on the following UNL link:

<https://studentaccounts.unl.edu/undergraduate-tuition>

Scholarships. The college and program have, through the generosity of the alumni and friends of the college, developed a significant array of scholarship and award opportunities for our students. The college and program committees award the majority of these scholarships annually at the end of the academic year for the subsequent academic year. 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. The scholarships available to our students are summarized in the following chart.

College of Architecture Scholarships available to the Landscape Architecture Program Students		
Scholarship Name	Description	Est. Amount Available
Entering Freshman Students		
College of Architecture Friends Association Scholarship (CAFA)	Full-time undergraduate with preference to incoming students, outstanding high school performance & potential for success in the architectural career, both UNL and UNO.	5 @ \$830
College of Architecture Scholars Award	Awarded to high achieving new freshmen; who demonstrate potential, but have not received upper-level University Awards (ex: Regents, David). ACT, Class Rank, GPA may be used as criteria for potential. This is not a need-based scholarship	5 @ \$2,000
College of Architecture Success Scholarship	Awarded to New Freshmen who meet the following criteria: Need based; GPA above 3.0; Resident or Non Resident; and ACT at or above 24	\$2,000 for freshman year, renewable amount of \$1,000 for the second year if they remain in the College, and have a GPA above 3.0.
College of Architecture Non Resident Scholarship	Freshmen who meet the following criteria: Non Residents who have a 26 ACT score or higher (or equivalent SAT score) who have not received a full-ride scholarship to the University of Nebraska-Lincoln.	\$1,000
Undergraduate Students		
Douglas J. Thom Memorial Scholarship	Worthy and deserving College of Architecture students making satisfactory progress toward a degree, consideration of financial need.	\$500
Dana & DLR Professional Scholars Fund	One or more fellowships, majoring in architecture, LA,CRP or ID at UNL, professional program standing, minimum 3.5 GPA and display a high potential for future professional ability or be designated by the faculty to have other extraordinary academic or professional achievements.	4 @ \$1050
Clark Enersen Partners Student Travel Scholarship Fund	One or more scholarships/fellowships, interested in pursuing their education through study programs within or outside the borders of the US, majoring in one of the academic programs in the college, junior standing or above, minimum 3.0 GPA.	2 @ \$550
Robert Mueiting Landscape Architecture Travel Fund	Travel award to regularly enrolled students in the College of Architecture. Majoring in Landscape Architecture. Entering 3rd, 4th or 5th year within the College of Architecture. Candidates shall submit a brief proposal to the Landscape Architecture Program Director for independent travel study or one of the academic travel programs of the College of Architecture. Minimum 3.0 GPA. Preference to candidates who have demonstrated financial need	\$1,200

Scholarship Name	Description	Est. Amount Available
Keith Woollen Student Support Fund in Architecture	One or more scholarships or fellowships to regularly enrolled full-time undergraduate or graduate students in the College of Architecture. Junior class standing or above. Demonstrated academic excellence. Preference may be given to candidates who have demonstrated financial need. All scholarships or fellowships shall be for one academic year, but may be renewed upon application, continued maintenance of all criterion and a minimum 3.0 GPA	\$1,300
Gary and Beth Bowen Scholarship/ Fellowship Fund	The goal in awarding this scholarships is to achieve diversity.	\$2,000
MBH Architects Scholarship Fund	<ul style="list-style-type: none"> • Regularly enrolled undergraduate student • Any major in the College of Architecture • Minimum 2.8 GPA\$360 • Preference to candidates who have demonstrated financial need. 	\$360
Marvin Johnson Scholarship	College of Architecture, Undergraduate Students at UNL	3 @ \$300
John Francis Manning Excellence in Architecture Scholarship Fund	One or more scholarships to regularly enrolled undergraduate students in the College. Pursuing a major in the UNL CoA with minimum 3.5 GPA. Preference given to students with an interest in traveling abroad and preference of financial need. The Donor requests candidates prepare essays on "how great design can elevate the human spirit" for the Scholarship Committee's review	\$2,000
Great Plains Chapter American Society of Landscape Architects Scholarship Fund	One or more scholarships to regularly enrolled undergraduate students in the Landscape Architecture Program. Preference to candidates whose permanent addresses are Nebraska, North Dakota or South Dakota. Desire to pursue a career in the area of Landscape Architecture following graduation.	\$800
Donald Korff College of Architecture Scholarship Fund	Residence (Lincoln, Omaha, Greater Nebraska, Out-of State, et cetera).	2 @ \$820

Studio Funding. The service-learning and problem-based learning studios secure funding from their partners that relieves students' of the financial burden associated with studio activities. Funding covers the studio activities including travel, accommodations, printing and all forms of representation. The college also provides travel funds for the second and third-year studios.

Part-time Employment. The college hires 50 to 55 students part-time to support faculty and staff accomplish the mission and goals of the college. Some of these students work in the fabrication shop and media center and Dean's office while others are paid as college ambassadors and freshmen mentors, two programs that support our recruitment and retention program.

University of Nebraska-Lincoln All-University Scholarships and Financial Support.

Landscape Architecture students can seek support at the university level through a number of funding and scholarship opportunities as entering freshman, undergraduate, and/or transfer students. Those students who demonstrate financial need have grants available through the Office of Scholarships and Financial Aid. Education abroad also offers travel scholarships.

All-University Scholarships and Financial Aid can be found through the following UNL website:
<https://financialaid.unl.edu/scholarships.shtml>

Education Abroad scholarships can be found through the following UNL website:
<https://educationabroad.unl.edu/scholarships>

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. Awarded **\$2,400/year**, each student is limited to two-years.

Information about the UCARE program can be found on the following UNL website:
<https://ucare.unl.edu/>

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

Yes, the program has adequate support and the following administrative staff supports the program's mission and goals.

- *Lori Bennett Baumli, the business manager*, is responsible for all employment contracts, financial reports for grants or revolving accounts, Memorandum of Understanding, payroll, grant proposal budget assistance, Human Resources, expense reimbursements, NU Foundation fund agreements and managing building issues and maintenance.
- *Nolan Golgert, the shop and media center manager*, oversees shop facility and safe operating procedure training, material sales, and enforces training policies, safety procedures and general equipment maintenance. Coordinates course support with instructors and work directly with students to assist with fabrication, processing and answer procedural questions. Mange and set student attendant schedules.
- *Leslie Gonzalez, the undergraduate admission coordinator and advisor*, develops and administers undergraduate recruitment including the program's application process; admissions requirements, campus visits, high school visits, college open house, and review transfer transcripts. Also administers the college mentors and ambassadors program, maintains student records, advises undergraduate students and coordinates the undergraduate catalog content.
- *Karez Hassan, the undergraduate academic advisor*, advises undergraduate students using knowledge of advising policies and procedures of the college as well as university programs. Committed to supporting the success of students by providing professional advising and mentoring, these advising efforts contribute to the college's mission to empower students to successfully enter the workforce as articulate, intellectually aware, self-realizing design professionals capable of performing effectively in evolving design professions.
- *Jeff Jackson, the microcomputer support associate*, is responsible for lab and classroom support and maintenance, server maintenance, PaperCut, printer supplies and maintenance, hardware purchasing and setup, software license management, media center hardware and software support, 3D print management, LCD cart maintenance, student hardware and software documentation and computer troubleshooting
- *Stephanie Kuening, the student success coordinator*, administers the development and coordination of college-wide recruiting and retention efforts, advising and peer mentoring, academic support to scholars, life counseling, intervention with at-risk scholars, academic probation program and academic dismissal appeal process, college-wide curricula, class and classroom scheduling, programmatic plan/calendar and activities/events, development of retention assessment tools and web-based communication assessment programs for college administration and university admissions and registration and records. Supervises recruiting and advising staff.
- *Sarah Malone, the program coordinator*, manages room reservations, minor building issues, external critic and college guest travel and hotel accommodations, studio field trips, travel arrangements, student studio field trip payments, food and refreshments for events, student scholarships. N-card access to building/rooms, key manager, college-wide email distribution list, minutes for program meetings, course evaluations, and college event planning.
- *Kerry McCullough-Vondrak, the communications associate*, is responsible for website updates, college directories, brochure development, event advertisement, photos and videos e-communication, social media content manager, media coverage liaison and weekly newsletter.

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?

General policies for faculty, staff and students can be found on the website for the office of Equity, Access and Diversity:
<https://www.unl.edu/equity/>

Faculty and Staff. Hiring faculty and staff at the University of Nebraska-Lincoln (UNL) seeks to achieve a working and learning environment that is open to all people. Diversity is one hallmark of great institutions of learning and has long been one of the strengths of our society. Dignity and respect for all in university community is the responsibility of each individual member of the community. The realization of that responsibility across the campus is critical to university's success.

UNL has a policy of equal educational and employment opportunities and of nondiscrimination in the classroom and workplace. Educational programs, support services and workplace behavior, including decisions regarding hiring, promotion, discipline, termination and all other terms and conditions of employment, should be made without discrimination on the basis of race, color, religion, sex, national origin, age, disability, veteran status, marital status or sexual orientation.

The following link outlines UNL's discrimination policies:

<http://hr.unl.edu/policies/unlawful-discrimination>

Specific policies regarding diversity in faculty and staff searches can be found at this link to the UNL website:

<https://www.unl.edu/equity/searches.shtml>

The following statement appears on all faculty and staff search announcements:

"As an EO/AA employer, qualified applicants are considered for employment without regard to race, color, ethnicity, national origin, sex, pregnancy, sexual orientation, gender identity, religion, disability, age, genetic information, veteran status, marital status, and/or political affiliation. See <http://www.unl.edu/equity/notice-nondiscrimination>."

Students. The general university policy is very clear in its attempts to recruit, admit, retain and graduate all students regardless their "gender, age, disability, race, color, religion, marital status, veteran's status, national or ethnic origin, sexual orientation, or political affiliation". The program and university has engaged in outreach to recruit students who will enhance the diversity of the student body. Special recruiting efforts are being made nationwide to recruit and attract students with underrepresented backgrounds in the student community. These efforts have included special scholarship support of high achieving students of color and underrepresented ethnic backgrounds. Over the last year the program has made significant strides towards increasing ethnic and cultural diversity among our student population an average of 10% between 2012 and 2016, increasing to 30% in fall 2017.

Retention is pursued in the university through several programs for students with diverse backgrounds to provide the opportunity to get a head start on the education with a summer program that allows them to take a few core courses lightening their initial load in the first year. This program is called SIPS. There is also a program, OASIS, designed to establish study groups and tutorial support for students who apply for membership. We also recognize that underrepresented students look for reinforcement of the importance of their cultural or demographic backgrounds.

The faculty remains committed to the recruitment and retention of underrepresented students and continues to be committed to encouraging faculty diversity in cultural and individual scholarly pursuits with an open mind to all voices in the college community.

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.

The Landscape Architecture program operates as a committee of the whole, meeting bi-monthly to make decisions on allocation of resources, operating practices, scholarships and awards, student recruitment, retention and mentoring, faculty and administrative searches and all aspects of the curriculum – course proposals, schedule, assignments, assessment, and resources. The director seeks transparency in reporting to faculty on financial issues brought to light in discussions

with the dean. The director also takes advantage of the faculty meeting to report on issues of interest to the larger college that are shared at monthly director's meeting with the dean, associate dean, and student success coordinator.

The program has autonomy in curriculum development and is free to design the professional BLA curriculum as they chose – constrained only by university-wide general education requirements – Achievement-Centered Education (ACE). ACE consists of ten general education learning outcomes covering writing, communication skills, math, scientific method, humanities, social systems or human behaviors, arts, society, global awareness or diversity, and generates a creative or scholar product. There are over 650 courses university-wide certified for the ACE Student Learning Outcomes. ACE learning outcomes are embedded in five of the 2012 Curriculum core courses, therefore qualifying for five of the ten ACE requirements. ACE learning goals and outcomes are described in Standard 3.A.1.

General information about Achievement-centered Education (ACE) Program and the outcomes, certified courses, and assessment can be found on the following UNL website:

<https://ace.unl.edu/about/outcomes>

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 guidelines for (re) appointment, promotion, tenure and merit can be found in the Program Bylaws. During the 2014 strategic planning process, a task force developed criteria and guidelines for excellence in teaching, research/scholarly and creative activities, and service. The criteria and guidelines were voted on by the college faculty and are included in the appendices to the College Bylaws. See Addenda G for this document.

During summer 2017, a college task force that include a program representative, developed a new annual evaluation form. The form was vetted with program directors and college faculty and was used during 2016-17AY annual evaluations. See Addenda G for this document.

During fall 2017, the dean, with input from the program directors, developed a calendar template for scheduling annual evaluations and promotion and tenure processes.

The university's guidelines for tenure and promotion can be found on the UNL website:

<https://academicaffairs.unl.edu/faculty/promotion-tenure>

The college will be reviewing promotion, tenure, and reappointment process as part of the 2018-19 strategic planning process.

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?

Yes. The above UNL website links to *Guidelines for Evaluation of Faculty: Annual Evaluations, Promotion and Tenure* and stipulates protocols for notifying faculty of annual expectations for evaluation and opportunities to earn the right of tenure and or seek promotion. The director is primarily responsible for communicating policies, expectations and procedures for annual evaluations, and for tenure and promotion to all ranks. The director meets annually with each faculty member, typically at the end of the academic year, with a view of providing a summative evaluation and reviewing goals for the coming year, to address teaching, research, creative activity and scholarship, and service. In our small program, additional informal meetings occur frequently throughout the semester, particularly as teaching or research opportunities occur. Faculty and the director determine who will be their mentor or mentoring team who also assists in communicating policies, expectations and procedures for annual evaluations 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 7.10 FTE dedicated to instructional faculty. Those that hold professional degrees in landscape architecture include 7 faculty: 4 full-time faculty members and one lecturer/T in the Landscape Architecture program and two faculty who hold a positions outside the program.

Faculty, Landscape Architecture Program

Mark Hoistad, MArch, BS Interim Director and Professor, Architecture and Landscape Architecture Programs	(0.10 FTE)
Kim Wilson, MLA, BSLA Professor, Landscape Architecture Program	(1.00 FTE) ¹
Sarah Karle, MLA, BLA Associate Professor, Landscape Architecture Program	(1.00 FTE)
Catherine De Almeida, MLA, BARCH Assistant Professor, Landscape Architecture Program	(1.00 FTE)
Richard Sutton, PhD, MLA, BS Professor, Agronomy and Horticulture and Landscape Architecture Programs	(1.00 FTE)
Zhenghong Tang, PhD, MS, BS Associate Professor, Community and Regional Planning/Landscape Architecture Programs	(0.25 FTE)
Jeff Day, MArch, AB Professor, Architecture and Landscape Architecture Programs	(0.25 FTE)
Brad Swerczek, MLA, MARCH Lecturer/T ³ , Landscape Architecture Program	(0.25 FTE)

Faculty in Architecture, Community and Regional Planning, Horticulture and Agronomy Programs and UNO

Kim Todd, BSLA, MA Associate Professor, Horticulture & Agronomy/Courtesy Appointment ⁴ in Landscape Architecture	(0.25 FTE)
Steven Rodie, MLA Professor, Environmental Science, UNO/Courtesy Appointment ⁴ in Landscape Architecture	(0.25 FTE)
Rumiko Handa, PhD, MARCH Professor, Architecture Program	(0.25 FTE)
David Karle, MARCH Associate Professor, Architecture Program	(0.25 FTE)
Yunwoo Nam, PhD Associate Professor, Community and Regional Planning Program	(0.25 FTE)
Peter Olshavsky, PhD, MARCH Associate Professor, Architecture Program	(0.25 FTE)
Lindsey Bahe, MARCH Associate Professor, Interior Design Program	(0.25 FTE)
Andrea Kelly, MARCH Lecturer/T ³ , Landscape Architecture and Architecture Programs	(0.25 FTE) ³

Chip Stanley, MFA
Lecturer 4, d.ONE (0.25 FTE)

David Stasiuk, MARCH
Lecturer/T 3, d.ONE (0.25 FTE)

Total Instructional Faculty (7.35 FTE)²

1. 1.00 FTE = 2, 3 credit lectures + 2, 4/5 credit studio courses/AY
0.25 FTE = 1, 3 credit lecture course/AY
2. We have established an external Memorandum of Understanding between the College of Architecture and College of Agriculture and Natural Resources to ensure that Agronomy and Horticulture faculty and internal agreements (see Addenda G) with the Architecture and Community and Regional Planning programs cover core courses in the 2012 Curriculum.
3. Lecturers/T are instructional faculty on non-tenure-track term appointments of less than one year (i.e. semester by semester appointments) and/or less than .5 FTE.
4. Lecturers are non-tenure-track faculty on term contracts. Contracts for lecturers may be written for terms of 1 to 2 years and are renewable (or not); as non-tenure-track faculty, lecturers are not subject to the 7-year limitation on length of service. Lecturers must be appointed at 0.5 FTE or greater.
5. Courtesy appointments are restricted to individuals holding non-temporary employment elsewhere on campus, and are made to facilitate useful and productive relationships among individuals in different university units. Courtesy appointments are non-tenure-track and do not include compensation or benefits. Courtesy appointments may be made at the rank of assistant, associate, or (full) professor, as appropriate.

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?

Not applicable.

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

Our long-range plan identifies maintaining and developing new relationships with IANR to ensure that the applied environmental science courses are delivered to meet our learning outcomes. We also will continue to develop relationships with registered professionals who can add to the knowledge and skills in our more technical site systems sequence.

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

We have a small program with 38 students currently enrolled in the four-year program. Our strong and collaborative relationships with the allied disciplines in our college and our continued relationship with IANR, we believe we have adequate number of full-time faculty members who hold professional degrees in landscape architecture.

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 Landscape Architecture program's 2012 Curriculum 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 and collaborative. 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 social and environmental good. Our curriculum is structured to meet these aspirations.

The four-year curriculum has a total of 120-credit hours. Breadth is emphasized by a curriculum that offers diversity and yet strikes a balance among general education, applied environmental sciences, history/theory and design focused coursework, implementation and professional practice. 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, consisting of 30-credits, provide general educational courses like English composition, social science, and math as well as discipline-based course like landscape appreciation and landscape history and theory. The ACE program and courses are organized under the following four goals and ten learning outcomes:

Goal One. 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. Write texts, in various forms, with an identified purpose, that respond to specific audience needs, integrate research or existing knowledge, and use applicable documentation and appropriate conventions of format and structure.

ACE 2. Demonstrate competence in communication skills in one or more of the following ways: (a) by making oral presentations with supporting materials; (b) by leading and participating in problem-solving teams; (c) by employing communication skills for developing and maintaining professional and personal relationships; or (d) by producing and/or interpreting visual information.

ACE 3. Use mathematical, computational, statistical, logical, or other formal reasoning to solve problems, draw inferences, justify conclusions, and determine reasonableness.

Goal Two. 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. Use scientific methods and knowledge to pose questions, frame hypotheses, interpret data, and evaluate whether conclusions about the natural and physical world are reasonable.

ACE 5. Use knowledge, historical perspectives, analysis, interpretation, critical evaluation, and the standards of evidence appropriate to the humanities to address problems and issues.

ACE 6. Use knowledge, theories, and research methods appropriate to the social sciences to understand and evaluate social systems or human behaviors.

ACE 7. Use knowledge, theories, or methods appropriate to the arts to understand their context and significance.

Goal Three. 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. Use knowledge, theories, and analysis to explain ethical principles and their importance in society.

ACE 9. Exhibit global awareness or knowledge of human diversity through analysis of an issue.

Goal Four. Integrate these abilities and capacities, adapting them to new settings, questions, and responsibilities.

ACE 10. Generate a creative or scholarly product that requires broad knowledge, appropriate technical proficiency, information collection, synthesis, interpretation, presentation, and reflection.

Information about the ACE program can be found on the following UNL website:

<https://ACE.unl.edu/>

The 19-credits of environmental science courses also emphasize curriculum breadth. These courses are taught by faculty from the Institute of Agriculture and Natural Resources (IANR), including plant science, soils, general and landscape ecology, and plant identification. With an emphasis on systems thinking, students are expected to integrate environmental science knowledge and skills into studio projects.

There are three courses for a total of 9-credits dedicated to site systems where student learn how to translate their designs into resilient and sustainable landscapes. The balance of the curriculum, 55-credits, is dedicated to history/theory courses and design studios. The curriculum recognizes the value of design as a prime source of innovation and economic development. The discipline history and theory courses cover a range of topics and scales including landscape architecture, urbanism, planning and design research. These lecture courses feed directly into the studio design sequence. The studio-based design sequence begins with two- and three-dimensional principles to site design on through to ever increasing complexity, providing 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.

The 2012 Curriculum delivers a collaborative design educational model by intentionally incorporating learning experiences that build disciplinary-, transdisciplinary-, and interdisciplinary-based knowledge and skills. The program benefits from the college's highly integrated curricula - shared courses (35%), faculty and resources that reflect real world professional practice. The interdisciplinary d.ONE curriculum is where our students develop common knowledge, language and skills around design thinking, design making, history/theory and representation. During the second and third years, students develop discipline-based knowledge and skills including site systems, applied environmental sciences, and history/theory integrated into the studios focused on site and building, community planning and design and urban environments. Between the third and fourth year students are required to participate one and encouraged to participate in an internship, education abroad and FACT. The fourth-year, students participate in myriad of opportunities to support transdisciplinary and interdisciplinary learning, including the Collaborate Studio, professional electives, seminars, minors, lecture series, and education abroad.

As we move into a century that is uncertain, our profession requires more informed, engaged and socially responsible citizenry. As a result, we place an emphasis on civic-minded education by developing innovative educational practices that advance learning outcomes essential for responsible citizenship, at home and abroad. Such educational innovations include design 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?

As we designed the 2012 Curriculum, the faculty developed a set of learning goals and measurable learning outcomes. There are seven learning goals organized around process, communications, history/theory, environmental and cultural literacy, implementation, professional practice, and success skills. While these learning goals and outcomes necessarily respond to the benchmarks established by the LAAB as well as consider the knowledge and skills expected of entry-level

landscape architecture professionals who aspire to success on the LARE, they also reflect core values of the program, college and university. The depth and breadth of the faculty's professional training and experience in research, practice, and engagement also influence our perspective, as do conversations with stakeholders, particularly members of our Professional Advisory Committee and local practitioners. We also surveyed our alumni fall 2017 (40% participation) to assess the delivery of these learning outcomes in respect to their preparation for professional practice and professional experience. The alumni verified the list of outcomes to be comprehensive and relevant. Learning goals, measurable outcomes and course alignment are summarized in Addenda G, pgs. 138-145.

Standard 3.B: Program Curriculum

Assessment 1: How does the program curriculum include coverage of the following -

- a. History, theory, philosophy, principles, and values
- b. Design processes and methodology
- c. Systems and processes – natural and cultural
- d. Communication and documentation
- e. Implementation
- f. Computer applications and advanced technologies
- g. Assessment and evaluation
- h. Professional practice
- i. Research and scholarly methods

The Landscape Architecture Program is organized into two distinct components: the first-year pre-landscape architecture, d.ONE curriculum; and the second through fourth years professional Bachelor of Landscape Architecture (BLA) curriculum. The following is a list of all BLA core courses mapped to the LAAB areas of coverage listed above.

BLA Required Courses	Course Number	Credit Hour	Yr/Semester	Coverage of Curriculum
Pre-landscape Architecture, d.ONE Curriculum: First-year program for all college undergraduate majors				
Disciplinary History and Theory and Design				
Introduction to Design	DSGN 101	2	1 st /F	a, c, d, i
Design History (ACE 5)	DSGN 140	3	1 st /S	a, b, c
Design Thinking (ACE 7)	DSGN 110	3	1 st /F	b, c, i
Design Making	DSGN 111	4	1 st /S	a, b, c, d, e, g
Technique				
Design Drawing (ACE 2)	DSGN 120	3	1 st /F	a, b, d, h
Computers Applications in Design	DSGN 123	3	1 st /S	d, f, h
Elective / Minors				
English Composition (ACE 1)	ENGL 150	3	1 st /F	d
Business and Professional Communications	COMM 286	3	1 st /S	d
Applied Calculus	MATH 104	3	1 st /S	c
Human Geography (ACE 6)	GEO 140	3	1 st /F	c
Professional BLA Curriculum:				
Disciplinary History and Theory and Design				
Landscape and Env. Appreciation (ACE 9)	LARC 200	3	2 nd /F	a, b, c, d, h
Landscape History/Theory (ACE 7)	LARC 241	3	2 nd /S	a, c, d, h
Urbanism	LARC 461	3	3 rd /F	a, b, c, d, e, f, g, h
Introduction to Planning (ACE 8)	CRPL 400	3	3 rd /S	a, b, c, d, h
Design Research	LARC 489	3	4 th /F	b, d, g, h, i
Studio I: Landscape Arch Foundational Design	LARC 210	4	2 nd /F	a, b, c, d, f
Studio II: Landscape Arch Site Design	LARC 211	4	2 nd /S	a, b, c, d, e, g

BLA Required Courses	Course Number	Credit Hour	Yr/Semester	Coverage of Curriculum
Studio III: Landscape Arch Advanced Site Design	LARC 310	5	3 rd /F	a, b, c, d, e, f, g, h
Studio IV: Cont. Landscape Arch. Design Problems	LARC 311	5	3 rd /S	a, b, c, d, e, f, g, h
Studio V: Collaborate	DSGN 410	5	4 th /F	a, b, c, d, e, f, g, h
Studio VI: Community Plg and Design (ACE 410)	LARC 411	5	4 th /S	a, b, c, d, e, f, g, h
Implementation/Professionalism				
Site Systems I, Materiality in Landscape Arch	LARC 230	3	2 nd /F	a, c, d, e, f, g
Site Systems II, Site Engineering	LARC 231	3	2 nd /S	a, b, c, e, f, g
Site Systems III, Landscape Architecture Impl.	LARC 330	3	3 rd /F	b, d, e, f, h
Internship Preparation	LARC 380	1	3 rd /S	b, d, h
Landscape Architecture Internship or International Service-Learning in Ecuador or FACT Lab	LARC 495 LARC 470 ARCH 418	3	3 rd /SS,F,S	b, c, d, e, f, g, h
Professional Practice	LARC 497	3	4 th /F	d, h
Professional Elective (varies)	LARC 497	3	4 th /S	
Technique				
GIS in Environmental Design and Planning	CRPL 433	3	2 nd /S	a, b, c, d, f, g
Environmental Sciences				
Landscape Plants I	LARC 212	3	2 nd /F	b, c, e
Plants Science (ACE 4)	HORT 131	3	2 nd /F	c
Soil Resources	HORT 153	4	2 nd /S	a, g
General Ecology	BIOS 220	3	3 rd /F	a, b, c, d, g, h
Landscape Plants II	LARC 213	3	3 rd /S	b, c, e
Landscape Ecology	LARC 487	3	4 th /F	a, c, d, h
Elective / Minors				
Open Elective		3	4 th /S	
Open Elective		3	4 th /S	

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

The Landscape Architecture program has developed an outcomes based curriculum in which the curricular content is sequential and student learning is scaffold through the repetition of 7 learning goals and alignment of 37 learning outcomes. The learning outcomes classified into levels aimed at moving students progressively toward a stronger understanding and ultimately greater independence in the learning. The following explains the curricular sequence base on the curriculum structure: d.ONE, disciplinary history/theory and design, implementation and professional practice, technique, and environmental and social sciences. See Addenda G, pgs. 138-145, for a summary of BLA learning goals, measurable outcomes and course alignment.

d.ONE Experience

The common first-year, d.ONE, is where all college majors including the pre-landscape architecture students are introduced to design through six important courses and at the end have gained an a foundation around a broad range of design skills and knowledge and are eligible to apply for any of the design programs in the college. *DSGN 101 Introduction to Design* is a lecture course where students are introduced to architecture, interior design, and landscape architecture and the forces and processes that shape them. *DSGN 110, Design Thinking* is where students are introduced to problems employing a user-focused, iterative, team-based process taught through experiential labs, lectures, workshops and class

discussion. *DSGN 120 Design Drawing*, a studio-based course where students are introduced to the fundamental practice and exploration of observational, projective and speculative drawing for design. *DSGN 140 Design History* introduces students to the exploration of history and theory as it relates to political, economic, and societal shifts. *DSGN 111 Design Making* introduces students to formal and spatial constructs and integrates craft and compositional principles into the design process through physical and digital modeling, orthographic projection, freehand drawing, and other forms of graphic representation and *DSGN 123, Computer Applications in Design* introduction to applying computer technology to the design process, enabling effective use to produce measured drawings and digital models and to aid in the investigation, visualization and communication of design.

Disciplinary History, Theory and Design Sequence

The disciplinary history, theory and design sequence is seen as the foundation of the curriculum and is structured by the following concepts:

- Landscape architectural history, theory, principles and issues are introduced through a combination of focused lecture courses (landscape architecture, urbanism, planning, and design research) as well as design explorations and projects, associated lectures and field trips, and corollary readings and reading discussions.
- As the curriculum progresses, principles introduced or expanded upon become increasingly complex and build upon prior studio and lecture content.
- Site systems, environmental sciences, and sustainability are introduced as essential to design and the achievement of the built environment.
- Technology rigor is introduced as essential to design and achievement of the built environment.
- The third and fourth year studios are focused on topics often involving actual partners dealing with local and regional contemporary problems.
- The collaborative design model focuses on developing an interdisciplinary mindset that begins in d.ONE and culminates in the fourth year Collaborate Studio where students are grounded in disciplinary expertise and are able to push beyond their boundaries to work effectively with others to construct new knowledge and comprehensive projects.
- Specific capacities are emphasized continuously throughout all studio levels. These include, reference to relevant precedents; clarity, rigor and evidence of design process; active communication including the integration of computer technology in the communication of process; attention to use of plant materials in design; demographic and social factors in settlement patterns in community; and sustainable site and landscape urbanism principles as originators of land use and infrastructure landscapes.

The disciplinary history, theory and design sequence begins the second year with *LARC 200 Landscape and Environmental Appreciation*, a survey course that explores applications of theory and landscape as an indicator of aesthetic quality, design principles and processes using the garden as a model for creating sustainable landscapes. This is the first of a five-seminar sequence addressing a range of scopes, scales, and issues. *LARC 489 Design Research* is the last in this sequence and one of four seminar courses linked to design studios in the second, third and fourth years - *LARC 240 Landscape Architecture History and Theory*, *LARC 461 Urbanism*, and *CRPL 400 Introduction to Planning*. Each adjunct course will be described in the following text in relationship to the studios it supports.

The second year courses are introductory in nature and focus on small scale, site design principles, process, and hand and computer representations. Fall semester, *LARC 210 Landscape Architecture Design Foundations* is an introductory design studio in which students are introduced to design principles, elements and strategies. Three interrelated aspects of design are pursued: the elements of composition and their formal and spatial manipulation; meanings conveyed by formal choices and transformations; and response to cultural and environmental forces in the landscape. Spring semester, *LARC 211 Landscape Architecture Site Design* applies theoretical, analytical, conceptual, design, and communication skills to landscape design. Students are given site scale projects emphasizing 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 placed on the development of critical thinking, spatial literacy, and design process skills.

Spring semester, *LARC 241 History of Landscape Architecture*, surveys the development of landscape design from pre-history to the present day. 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 studios.

During the third year, history, theory and design references build on the second year experiences and expand to multi-scalar projects including larger (urban), broader (regional) and more detailed (site) investigations. Fall semester *LARC 310 Landscape Architecture Advanced Site Design* is concerned about the integrated relationship between landscape and architecture and spring semester, *LARC 311 Contemporary Landscape Architecture Design Problems* are projects with community partners where design is in relation to ecological and cultural landscape systems. Students apply theories, methods, and tools for effective studying and analyzing larger scale landscapes through readings and studio assignments. Students develop skills to conduct landscape research and analysis using appropriate tools and techniques for effectively exploring alternative land use and site scenarios. In some years, this is a vertical studio with the fourth-year students. Supported by *LARC 461 Urbanism* fall semester and *CRPL 400 Introduction to Planning* spring semester in which students learn a fundamental and emerging factions of urbanism and community planning current to cities and culture at large. History of cities, urbanization, and regionalization, comprehensive planning process, plan implementation, and functional areas of planning are covered, positioning urban and community planning as a dynamic and complex set of relationships continually altering the center, middle, and edge of a city. Students are expected to apply knowledge learned in this course to studio projects.

The fourth year studios are designed to support interdisciplinary work with complex and rigorous content and sophisticated projects. Fall semester, *DSGN 410 Collaborate* studio includes students from all majors organized around multidisciplinary, interdisciplinary or trans-disciplinary teams exploring issues across a range of projects types. The studio begins with a one week boot camp where all fourth year majors participate in activities to develop empathy towards all disciplines and form high performance teams. Students select a ranking order of studio topics and disciplines are distributed across studios to ensure an interdisciplinary experience. *LARC 489 Design Research* supports this studio helping students develop knowledge, skills and methods to integrate research and design into this studio. Spring semester, *LARC 411 Community Planning and Design* studio partners with a Nebraska rural town to focus on community design and placemaking. This studio introduces and applies themes of civic mindedness, community, economic development and demographic renewal, while exploring place, authenticity, sustainability and functionality as they relate to existing and proposed community and civic landscapes. In some years, this is a vertical studio with the third year students.

Implementation and Professional Practice

During the second, third and fourth years, students are introduced to the more technical aspects of design, implementation and practice. These courses use lectures, building exercises, field trips, independent research, drawing and computer drafting as ways to engage the students in the learning process. Three courses form the core of the technical sequence: *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 and details based on performance, sustainability and life-cycle implications; *LARC 231 Site Systems II: Site Engineering* is where students are introduced to the fundamentals of grading, earthwork, road/pathway alignment, and basic techniques of stormwater management at a site- and sub-regional scale. This course also introduces students to the Americans with Disabilities Act (ADA) and other regulations; and *LARC 331 Site Systems III: Landscape Architecture Implementation* introduces students design characteristics and implementation of site components including lighting, fountains and pools, planting, and small site structures. Based their designs in *LARC 211 Site Design* studio, students develop a set of construction drawings that include layout, materials, grading, planting and details.

Learning about the business aspects of professional practice involves three courses in the third and fourth years: spring third year *LARC 380 Pre-Internship* provides students with information about career choices and assists them in the preparation of written and graphic documents, preparing for interviews and communications leading to employment as an intern

in landscape architecture; between the third- and fourth-years, *LARC 495 Landscape Architecture Internship* provides students with a 3-, 6-, 9-, 12-month internship in a professional office where they experience to all aspects of professional practice; and fall fourth year student have the opportunity to reflect on their internship in the *LARC 497 Professional Practice* course. This is an interdisciplinary course with architecture students that explores a project's path through the office from marketing, contracts, planning, design and contractual documents through to implementation, construction and management. 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.

Technique Sequence

Hand graphics, visual communication and computer technology are given specific emphasis in three courses the first two years of the curriculum (*DSGN 120, DSGN 123, and CRPL 430*). The visual sequence provides students with an introduction to hand drawing and a broad range of digital raster and vector graphics and visualizing techniques. Hand and digital modeling making is also included. In addition, visual communication is reinforces and new techniques and approaches are taught within each of the design studios. There are also graphic technique electives (*ARCH 497*) available to students to improve graphic representation, layout and workflow.

Environmental and Social Sciences Sequences

Faculty from the Institute for Agriculture and Natural Resources (IANR) teach the majority of the applied environmental science courses required in our curriculum. It is advantageous for students to gain foundational knowledge about the related disciplines of soil science, plant science, and ecology from experts in their respective fields. The six environmental science related courses required in core curriculum are *LARC 212 and LARC 213 Landscape Plants I and II* and *LARC 489, HORT 131 Plant Science, HORT 153 Soil Science, BIOS 220 General Ecology, and LARC 487 Introduction to Landscape Ecology*. Environmental sciences are woven into the design studios throughout the curriculum and provide a foundation for environmentally responsible designs.

Along with an emphasis on historic precedent in each studio, the curriculum relies on the history and theory courses (*LARC 200, LARC 241, LARC 461, and CRPL 400*) to address the socio-cultural issues. *LARC 200* and *LARC 241* are large lecture courses that provide students with a general orientation to the history of designed environment, from the perspective of design as manifestation of cultural ideas and values. *LARC 461* and *CRPL 400* investigate the relationship between socio-cultural practices and the development and organization of contemporary built environments. Using theoretical orientations from landscape architecture, architecture, urban planning, geography, sociology and cultural anthropology these course investigate how social structures are spatially embedded in contemporary built environments. Socio-culture content is woven into the design studios throughout the curriculum and providing a foundation for socio-culturally responsible designs.

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 Strategies

The landscape architecture program has developed an outcomes based curriculum around seven learning goals and 37 learning outcomes, see Addenda G, pgs. 138-145. Faculty use these learning outcomes as formative and summative student assessment.

As described in 1.B.3, the end of the academic year, faculty participate in a day-long work session where we review curriculum courses for evidence of student learning. 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.

The 2017 Alumni Survey asked the graduates to assess the curriculum based on their preparedness to enter the profession. It is important to note that all these alumni graduated with only experienced a portion of the 2012 Curriculum. Responses identified strengths and weaknesses in their preparedness and we have responded by adjusted our curriculum sequence and course content or in some cases, altered the learning outcome.

Professional Advisory Council (PAC) and Landscape Architecture Professional Advisory Group

As we were developing the 2012 Curriculum we vetted the curriculum to the college's PAC for content, sequence and relevancy. During fall 2017, we invited 15 local practitioners to discuss our program. We shared our current mission, vision, educational goals and student work with the group. We also discussed emerging themes in their practices and how our program might respond in course work and studio projects.

Student Awards and Jurors

Student awards and recognition are important metrics used to determine the success of student learning. Over the past six-years our students have won one-National ASLA student award, three-Central States ASLA student awards and two-Great Plains ASLA student awards.

The student work receives positive feedback from jurors including faculty from related disciplines, local and nationally recognized practitioners who participate in semester-end reviews and selection of ASLA student Honor and Merit Awardees.

Placement

Over the past three years, 100% of our students have been placed in professional offices and agencies as well as 100% acceptance to graduate schools including Harvard Graduate School of Design and Cal Poly Pomona, MURP.

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 2012 Curriculum 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 education abroad programs, service-learning projects, discipline- and interdisciplinary-based projects and undergraduate 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 described in 3.A.1, 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 9 credits of open/professional electives to allow students to easily pursue a minor in programs where curricula overlap and include courses that satisfied course work required by the minor (minors in Community and Regional Planning and 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?

The 2012 Curriculum has a standardized syllabus format for all LARC program courses. We believe the consistency is important so students know expectations across the curriculum. The following are the components of all 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 course(s)*: 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/skills and Blooms Taxonomy level students are expected to 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 presentation;
- *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); and
- Other course policies / statements: attendance and due date policy; retention of work; academic integrity (university-level policy); studio culture; and employment policy.

See the digital content for all course syllabi organized by years.

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 the 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 with separate problem statements. See digital content for each course syllabi.

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 course level, our program is in an ongoing state of outcome-based and continuous quality improvement to increase student learning. This is currently addressed primarily in three ways:

1. Describe in 1.B.3 pg. 19, at the end of the academic year, program 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.
2. Described in 1.B.3 pg. 20, students fill out course evaluations at the end of every semester. While the Likert scale questions garner some useful information, the real substance comes in the form of written responses to open-ended questions: “What did you learn in this course?” “What changes would improve your learning” and so on. Faculty uses this feedback to make course revisions.
3. During the annual evaluations process, faculty assess their teaching effectiveness and this provides the faculty with the impetus for discussion about course and curricular changes.

On the curriculum level, all program members determine revisions – whether small or extensive – that may be raised by faculty meeting discussions, Professional Advisory Council, peer and external jurors or discussions with/surveys of alumni. On the college level, d.ONE and the Collaborate Studio are presented to and reviewed by faculty from all majors to ensure they meet curricular goals and outcomes.

In summary, curriculum evaluation is an ongoing process that we undertake enthusiastically and with considerable dedication.

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

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

a. Since the development of the four year 2012 Curriculum, a higher percentage of our students graduate within the four year length (100% of the students from the 2017 graduating class who entered the professional program, graduated in four years). Unlike 2011 where we had very few true freshmen the first year, today the majority are first year freshman. 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 four year curriculum length. As more of our students decide to undertake a yearlong internship, we anticipate a decrease in the four year graduation rate and an increase in the five year graduation rate. Most of the outstanding undergraduate landscape architecture programs are five-year programs including Purdue University, Iowa State University, and Pennsylvania State University.

b. The new faculty are encouraged to participate in Peer Review of Teaching Project focused on excellence in teaching where this year-long project supports faculty in document learning through workshops, writing retreats and small group discussion with peers and general discussion about pedagogy.

As described in 1.B.3 pg. 19, we have teaching retreats/work sessions where faculty 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, information literacy 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 our faculty are dedicated to keeping up to date on the current technology, work flow strategies and appropriate application to the profession of landscape architecture. The steepest learning curve for students and technology is fall of the second year. We support the faculty with graduate teaching assistants who can assist the students in learning basic hand and computer skills.

The program uses the Hyde Endowment (Hyde Lecture Series and High Chair of Excellence), college and program funds to bring in local and national experts in technology, methodologies, theories and values. This exposed both students and faculty to the most current and emerging trends in the profession.

To be successful faculty define their teaching, scholarship, and engagement programs and the Promotion and Tenure process requires 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 often are made to courses and assignments as a result of student input.

An exit survey is administered to our graduating students. This information is shared with the faculty and adjustments often 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?

Between the third and fourth years, students are required to participate in a summer-long internship. Both FACT Lab and International Service-Learning Experience are also offered. These three are scheduled so students can participate in any number of these experiences and most students do.

- 1. Internships.** Students participate in a pre-internship course (LARC 380) which 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 holds an internship fair each spring providing all students with interviewing practice and internship opportunities. Students have the opportunity to seek a three -, six -, nine -, or twelve-month internship (LARC 495). A longer internship is supported and students are able to re-engage back into the program and curriculum with ease. In the past six-years 87% of our students participated in a 3 month internship and 13% participated in internship lasting more than 6 months. As we develop relationships with professional firms across the country, we believe a greater number of students will participate in the yearlong internship.
- 2. International Service-Learning Experience and Education Abroad.** Our program offers 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 an Ecuadorian village, students work in teams with faculty to plan, design, conduct, and evaluate short- and long-term projects in the village. In the past six years 50 % of our students participated in Education Abroad programs.

The college offers additional opportunities for education abroad experiences. During summer sessions there are two, three-week programs, Barcelona, Spain and Paris, France. Both courses are tours geared towards the history and theory of design in the particular location. There are also semester-long experiences, one faculty-led program in London, England, and one residence program at the University of Hanover, Germany. We have had one student participate in the London program and one in the University of Hanover program.

- 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.

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

See the following UNL website for a description of the Layman Grant:

<http://research.unl.edu/internal-funding-opportunities/>

See the following website for Landscape Architecture Foundation research grants:

<https://lafoundation.org/research/case-study-investigation/>

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 is established, it is 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?

At the beginning of each academic year, students who participated in summer and off-campus experiences including internships, service-learning projects/course, and community-based studios like FACT are required to present their experiences to the faculty and fellow students in a digital format. Each student is given a prescribed outline and a timeframe of 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 goal that the session is also informative and sets expectations for those students who select or are required to participate in off-campus experiences.

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 2012 Curriculum requires 101 credits in the Landscape Architecture program, of which 29 credits are in cross-listed courses and taught by faculty in other departments and colleges. In addition to the cross-listed courses, 39 credits are general studies (ACE) and electives or a total of 68 credits (56%) taught by faculty outside the landscape architecture program. In particular, our program offers 6 credits free electives and 3 credits professional elective 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 12 credits, it is easy for students to create a minor in disciplines for which other coursework is prescribed (minors in Community and Regional Planning, Horticulture and Architectural Studies).

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

The 120-credit curriculum requires 23 credits of humanities and social sciences, 19 credits of applied environmental sciences, 6 credits of planning, 3 credits of professional electives (from architecture, planning, horticulture and sociology) and 6 credits of 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. Enrichment courses are by definition a benefit to any receptive mind and the relationship they bear to the professional curriculum was given great consideration in shaping the four-year curriculum. Some students pursue a minor in community and regional planning where the program 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 fourth year offers students 3 credits of professional electives where they can enroll in designated courses in architecture, planning, horticulture or sociology to full fill this requirement.

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.

The Honors Program can be found on the following UNL website:

<https://honors.unl.edu/>

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?

As discussed in Standard 3, as an undergraduate program in a land-grant university, the College of Architecture has paramount and primary obligation to ensure that graduates of the BLA program demonstrate competency to be productive contributors to landscape architecture, even at the entry-level. In short, providing strong foundations for our students' aspirations toward professional practice and licensure are at the heart of our curriculum and central to most things we do.

We believe that student work in all areas of the 2012 Curriculum demonstrate the desired level of competency, especially with the integration of history/theory, environmental sciences and implementation sequence into community engaged studio-based courses. Evidence to this assertion includes student awards and facile transition (100% placement) that our graduates make into the field in regional and nationally influential firms and the diversity of positions that our graduates assume, including appointments with municipal and federal agencies responsible for the design and stewardship of the natural environment.

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. As mentioned in Standard 3, the 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 for an entry-level position in landscape architecture. Faculty use these learning outcomes to develop and assess student assignments and overall course performance. See Addendum G, pgs. 138–145, for a description of learning goals, measurable outcomes and course alignment.
2. As mentioned in 1.B.3 pg.19, faculty participate in a day-long work session at the end of the academic year where we review all core curriculum courses, course-learning outcomes, activities/assignments used to achieve outcomes, assessment tools, level of success in achieving the outcomes and changes for improvement.
3. Our internship program requires the assigned professional mentor to evaluate the students based on both skills and professionalism.
4. In fall 2017, we conducted an alumni survey. We asked them to complete a self-assessment on their level of preparedness in relationship to each of the 37 learning outcomes using a 5pt. Likert scale (0 = least and 5 = most).

The 40% that responded to the survey provided the following summary responses:

Top five strengths:

1. Collaboration and teamwork
2. Civic responsibility
3. Graphic representation
4. Life-long learning skills
5. GIS

Top five weaknesses:

1. Business management¹
2. Project management¹
3. Earthwork¹
4. Structures²
5. Materiality¹

Ways to improve the program:

1. Technical skills with a focus on construction documentation and AutoCAD
2. Professional practice¹
3. Basic communication skills including hand graphics

¹ Topics are embedded in classes that are taught by new instructors with remarkable improvement in student performance towards achieving these outcomes.

² Based on unrealistic expectations, we changed the Blooms Taxonomy level from apply to describe.

Based on the survey results we altered some outcomes and developed action items for others, with plans to track three learning outcomes over the next three years. 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 three outcomes to monitor over the next three years are written communications, stormwater management, and human dimensions. See Addenda G pgs. 145-146, for Targeted Plan for Program Improvement.

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 the professional curriculum's learning outcomes at both the lower level required and preparatory courses and the upper level more complex and engaged planning and design studios.

In the lower level courses students are learning contextual knowledge (applied 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, and then to larger sites with the focus being on scaffolding learning by 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 technique and technical courses teach the requisite drawing, materiality, grading and drainage, etc., which are 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. This offers students opportunities to demonstrate and receive non-academic feedback (in addition to traditional grading rubrics and internal juries) on their project knowledge and the quality of the critical and design thinking in addressing the project issues.

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 employed by the Landscape Architecture faculty.

Learning Goals and Outcomes. 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 entry-level positions in 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. As mentioned in 1.B.3, pg. 19, 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. Faculty, upper level students, practicing professionals, and community partners review studio work. 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.

Portfolio Based Assessment. Students complete portfolios at the end of Design Make and at the end of their second year studios. Portfolios are both formative and summative, serving as a compilation of student work meant to show growth over time.

Reflective journals. As a way for students learn more deeply, faculty use reflective journals. 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 one's 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. Written assignments are used as formative assessments of students' critical thinking, comprehension and research methods skills. We also measure their ability to clearly communicate an idea and summarize a semester-long project (summative).

Tests. Written tests are used 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. Students' 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. GPA and portfolio are used for acceptance into the second year professional BLA program.

Standard 4.B: Student Advising

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

The college has recently transitioned to an 'advising center' model, consisting of a student success coordinator, undergraduate admissions coordinator, undergraduate academic adviser and graduate admissions associate. This serves as a clearinghouse for information pertaining to all formal academic advising, registration, new student orientation, mentoring, degree audits and graduation clearance.

Working closely with all program directors, the student success staff coordinates recruiting, admission, retention and advising in the college with other units of the campus concerned with student life. The student success coordinator works closely with the director overseeing academic scheduling of classes, curriculum management, and general registrar duties for the college as well as coordinates awards and scholarships, admissions databases, communications with the student body and general office management of the advising center and staff. Our students view the 'advising center' as a "safe haven" where they can visit to discuss all issues that influence student life as well as seeking counsel on their progress toward meeting academic goals.

Academic advisors and instructors use MyPlan (My Personal Learning and Advising Network) to follow students through their UNL careers, recording notes, scheduling appointments, accessing basic student information and communicating with those on campus who are involved with their students. MyPlan can be access directly from Canvas, the university-wide course management system, thus linking current course activities with the academic advisors. 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 shift to a professional center advising model has not diminished the role that faculty have in advising students, rather the shift has resulted in faculty serving in a mentor role where advising conversations between faculty and students are more focused on topics such as career preparation, directed academic guidance (such as course selection,) and graduate school preparation to name a few. The new advising structure has allowed for the Student Success Staff and the Faculty work together in joint support of our students.

The college provides first-year students with a peer mentor in their declared program. Peer mentors are students who are in the third year or higher of their degree program. Mentors assist first year students in their transition to the College of Architecture by sharing their experiences and advice.

Additionally, the UNL ASLA Student Chapter fosters mentoring relationships between upper and lower classes and information sharing about the program, courses and resources through socials, service projects, workshops and field trips.

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

The college assesses advising in our exit surveys, which our students complete upon graduation. Questions related to measuring advising include: *How well did the academic advising process at the College of Architecture serve your needs (Comments accepted)? How satisfied were you with your Academic Advisor (Comments accepted)?* Students also have opportunity to weigh in on the following advising-related questions: *Do you have any suggestions for improving the quality of the educational experience in the LA Program at UNL? If you felt something was lacking in your educational experience, how would you suggest incorporating it into the education program?*

The college also closely monitors retention and graduation rates for each of the undergraduate programs. For students who choose to exit our of our landscape architecture program we survey these students about advising and mentoring as well. Questions related to measuring advising and mentoring include: *"Reasons for Leaving the College of Architecture? How often did you meet with your advisor? How well did the advising process at the College of Architecture serve your needs? Did you participate in any activities with your Peer Mentor (Comments encouraged)?" "Did you find the Peer Mentor program beneficial to you? How satisfied were you with your interactions with the College of Architecture faculty?*

How satisfied were you with your Academic Advisor? How satisfied were you with your Peer Mentor? What would you change about the services or resources offered by the College of Architecture”.

Information gained from these student surveys are shared with program director and faculty for review and assessment.

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

The advising center described above in 1 and 2 of this section make clear that BLA students are effectively advised and mentored with regard to academic development. Practices are in place in the college and the program to assure that career development is approached with equivalent professionalism, intensity, and care.

Students receive support for internships, job placement and job skills through *LARC 380 Pre-internship*, *LARC 495 Internship* and *LARC 497 Professional Practice* courses as well as through efforts within the college to prepare our students for professional practice as well as careers in allied disciplines. The *LARC 380* provides career counseling, resume reviews, mock interviews, job search strategies and placement assistance. The college organizes a career fair and informational workshops as well as posts job opportunities on the college website.

In addition, direct contacts with practitioners and the profession, which is essential components of career development, students' involvement in UNL ASLA Student Chapter and their interaction with the ASLA Great Plains Chapter, exposes them to local and regional projects, professionals and different types of practices.

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 *LARC 497 Professional Practice*. Additionally these topics often arise during students' regular discussion with the academic advisor. Additionally, these topics often arise during students' regular discussions with faculty. At our annual Career Fair, students are exposed to a variety of professional opportunities and have the chance to interact one-on-one with the visitor. During their internships, students learn first-hand about professional practice from licensed landscape architects who attend professional meetings for professional development and continuing education requirements.

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

The fall 2017 Alumni Survey asked “*How satisfied are you with your academic experience and preparation for the landscape architecture profession?*” We had a 40% response and of those that answered the question, 100% were satisfied or very satisfied with their preparation for the landscape architecture profession.

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-ASLA, Tau Sigma Delta, College Ambassadors and Mentors etc. There are formal and informal ways our students participate in community initiatives through service-learning course work, independent studies, student organizations, 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 activities of other professional societies or special interest groups? ?

Eighty-four percent of the second through fourth year students are members of the UNL ASLA Student Chapter. They meet twice a month to socialize and organize formal activities. Over the past year, they have sponsored professionals for graphic workshops and lectures, conducted office visits, participated in a city-wide service day, organized recreational

activities such as bowling and a kayak trip, held fundraisers, and participated in the Great Plains ASLA Conferences and educational and social activities

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 breadth and diversity of our curriculum. With 4.60 FTE in our program, 2.25 FTE in our college and an additional .50 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 full-time faculty members have landscape architecture training, the others have degrees in planning, architecture, art and horticulture. Overall, we feel our faculty have a solid range of diversity of experience, expertise and practice that more than fulfills our mission. Please see faculty's CVs in Addenda E pgs. 98-127, for the faculty who taught in the BLA program during last academic year (2016-17) as well as the current year (2017-18).

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

Yes, faculty assignments are appropriate to the course content and program mission.

Teaching assignments in all courses are directly correlated to faculty expertise, taking into consideration research trajectories, experience in practice, academic training and engagement opportunities. As a small faculty community, there is ample opportunity for faculty members to coordinate between semesters, allowing continuity and fostering ongoing development in each knowledge area of the curriculum and among studios. The director, in formal and informal conversations with each faculty, reviews faculty assignments at least once each semester, and discussion of faculty assignments during regular faculty meetings assures transparency and collective decision-making. In hiring decisions regarding the appointment of part-time faculty, meeting the learning objectives of the curriculum and the role of teaching in the program mission are given priority.

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 a full-time faculty member. Perhaps because we are not located in an urban context, our faculty members are for the most part, full-time. However, we do take advantage on occasion of special talents outside the program to enhance particular areas. For example, we have a practicing registered landscape architect teaching the *LARC 330 Implementation* course. In other years we have had Hyde Chairs of Excellence in Landscape Architecture teaching upper-level studios. We were fortunate in 2012 to have two Hyde Chairs (Alan Berger, MIT faculty and Gina Ford, principal at Sasaki Associates) teaching our Contemporary Design Problems in Landscape Architecture studios fall and spring semester, respectively. Each Hyde Chair has been paired with a full-time faculty. We are planning for our next Hyde Chair of Excellence 2018-19AY.

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??

Faculty publish their research/scholarly work through a wide variety of publishing venues including *Landscape Review*, *Great Plains Research*, *Journal of Green Building*, *UNL Cooperative Extension*, *Bracket*, *Urban Planning & Architecture*, *Water Resources Management*, *Journal of Environmental Assessment and Policy*, *Proceedings of the Council of Educators in Landscape Architecture Conference*, Proceedings from the ACSA Annual Meetings, National Conference on the Beginning Design Student, *Architecture Magazine*, *Metropolis*, *Water Urbanism 2*, Harvard Graduate School of Design, and Conference on Designs on ELearning Conference Proceedings. Thanks to the breadth of our faculty expertise, their work is particularly wide-ranging in topic and venues types, from *Conserving the Dust Bowl: The New Deal's Prairie States Forestry Project*, published by Louisiana State University Press to "Material Remnants: Design Archaeology on Ithaca Falls and the Ithaca Gun Brownfield Site," in *Landscape Architecture Frontiers: Heritage, Conservation, and Archaeology*. See faculty's CVs in Addenda E pgs. 98-127.

The College of Architecture communications office distributes regular press releases on faculty accomplishments, college events, research grants, and other news to local and regional media. The communications office also works with University Communications to position program news on the UNL digital newspaper (UNL Today), as well as local, regional and national media venues. The communications office also works with faculty members to write, edit and distribute news of their work to relevant national associations and their related publications.

Faculty activities are also highlighted in the College of Architecture's weekly college-wide digital newsletter, bi-annual college video newsletter, and website as well as social media including Facebook and Twitter. Our reach is significant and includes 518 students, 71 faculty and staff, 99 administrators, 115 Nebraska firms, and 2,500 alumni.

Assessment 2: How do faculty teaching and administrative assignments allow sufficient opportunity to pursue advancement and professional development?

As a part of the annual review process as well as in informal meetings through the course of the academic year, the director works with each faculty member to ascertain their goals for research, scholarship, and creative activities and its relationship to teaching obligations and goals. It is the director's responsibility to mentor faculty, allocate department resources and make recommendations pertaining to school resources, negotiate release time as warranted, and plan for sabbaticals.

The normal teaching assignment for a full-time tenured or tenure-track appointment involves teaching one studio and one lecture or technical course each semester. Typically studios involves 12 contact hours per week, technical courses have six contact hours per week, and lectures and seminar courses have three contact hours per week. Historically, a typical appointment has been 75% teaching, 15% research, scholarship and creative activity, and 10% service. Faculty are spending up to 16 hours in the classroom leaving the remaining 24 hours for course prep, service and research/scholarly and creative activities. Most faculty have large blocks of time (4 to 8 hours) to spend focused on advancement and professional development.

As described in the Introduction, Standard 5, Faculty, pg. 7, consideration is being given to adding Professor of Practice lines to teach core curriculum thus reducing faculty teaching loads and offering more time to conduct research/creative activity and publish in top tier level publications.

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

In accordance with university protocols, and as stipulated in the Landscape Architecture Program Bylaws, faculty development and teaching effectiveness are evaluated by their peers and documented as part of the P&T dossier. Annual evaluations process includes self-evaluation reports submitted by each faculty member, addressing accomplishments and performance in teaching, service, and creative activity and practice, research, and scholarship. Student evaluation of all courses, using an on-line survey system linked to course registration, is required by the college; faculty are expected to include a report of student evaluation input in their annual review dossiers. Faculty submits current vitae and support material to the 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. The director meets with each faculty member individually to discuss performance in the context of the individual's career trajectory, including personal professional development and contributions to the mission and goals of the program. The dean who is responsible for reviewing all faculty evaluations and forwards annual merit raises to the Executive Senior Vice Chancellor for Academic Affairs.

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

In the case of individual faculty members, the director's review of all elements of the annual review process culminates a discussion with each faculty member, including trajectories for research/scholarly and creative activity, goals and opportunities for development in teaching, as it relates to both the faculty member's personal professional development and the mission and goals of the program. When applicable, strategies for successful advancement through the tenure and promotion processes, including discussion of policies, procedures, and time-lines, is a part of this conversation.

With regard to the larger context of program evaluation, we are a reflective and deliberate faculty with a willingness to discuss and debate important issues, our methods, the content and structure of our curriculum, our studios and other course work. Feedback from guest critics who join us for design studio reviews, and especially from the end-of-year program assessment is discussed at faculty meetings with a view toward evaluating its implications for the program's pedagogy, missions, and goals.

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

The college policies reward faculty who have accepted publications, design competition awards, etc., to attend professional and educational meetings through the provisions of travel funds. Once faculty establish their research/ scholarly and creative program, they are expected to write travel expenses into their internal and external grants. The College also offers five professorships where faculty can use the funding for travel. See pgs. 27-30, for a complete list of support for faculty at both college and institutional levels.

As mentioned in 2.B.1 and 4, faculty are supported technically by our computer support associate and provided a computer on a three-year rotation and software with yearly updates.

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

In addition to the peer review process described above, the college and program leadership make every effort to assure that their peers recognize the faculty's accomplishments. Announcement of awards, publications, and outstanding engagement activities are on the agenda of all-college and program meetings as well as published in the colleges weekly newsletter and monthly faculty and staff newsletters and on social media outlets. Nominated by their peers, the college annually awards faculty for excellence in Outreach and Engagement, Teaching, and Research and Creative Activity. Faculty are also recognized by their professional peers by being awarded CELA and regional and national ASLA awards.

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

The Landscape Architecture program, together with colleagues in the allied disciplines of the College of Architecture, take advantage of opportunities to engage in the university mission through their service endeavors that include public programming and outreach, professional engagement, and a tradition of service to the university and the college. However, our small size forces the director to take a measured approach to university service to assure that teaching and research activities are not compromised, ., A similarly sober approach is taken within the college, but Landscape Architecture faculty still serve on all essential college-wide standing and ad hoc committees. These include the Library Ad hoc Committee, chaired by Assistant Professor De Almeida; the Faculty Affairs Committee, chaired by Professor Hoistad; the Engagement and Enrichment Committee, chaired by Associate Professor Karle; d.ONE coordination, lead by Professor Wilson; and The Curricular and Student Affairs Committee. The program faculty meets monthly and all-college meetings

are held typically three times per semester to assure participation in the governance and service mission of the program and the college alike.

As our core values of environmental and social good make clear, the program does contribute significantly to the quality of the physical environment on campus. For example, Professor Day is a member of the university's Aesthetic Review Board. During Sasaki Associate's campus master planning process, faculty and students were involved with the planning process and integrating a portion of the design into a studio, which culminated in a public exhibition featuring the campus master plan. Also with a view toward contributing to campus awareness of design as an aesthetic, social, technological and environmental fact of contemporary life, the Hyde Lecture Series is open to the public and widely advertised electronically, including timely press releases on the University Communications.

With regard to participation beyond the campus, the college leadership appreciates the benefits that accrue from our faculty members' service to and engagement with the community and in the profession. The dean provides financial support for faculty to attend the meetings of boards and commissions on which they serve. The director participates in the CELA meetings at annual National ASLA conference and on the Great Plains Chapter of the ASLA leadership team as the advisor to the UNL student chapter. Landscape Architecture faculty members have proven to be great contributors to the progress of knowledge in the field through service on journal editorial boards as well as peer reviewers to national journals and societal conferences. The program's impact across Nebraska is apparent in Professor Wilson's long record of engagement through Nebraska Extension and Rural Futures Institute. Professor Sutton's research has had impact on campus and in the community through the design and implementation green roof, including UNL's first green roof.

With a view toward exposing young people to the profession, we offer two summer recruitment camps, one focused on the allied design disciplines and the other focused on landscape architecture where students spend four-days on the Niobrara River learning about landscape architecture and environmental stewardship. In service to the program and college, Professor Hoistad is faculty advisor to Tau Sigma Delta Chapter, and Professor Wilson is faculty advisor to the UNL ASLA Student Chapter.

Standard 5.C: Faculty Retention

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

March 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, scholarship and creative endeavors, 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 and the director identify a 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?

Our rate of faculty turnover is low. In the past six-years we have had one faculty leave a tenure-track position for personal reasons.

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?

Meaningful public outreach and engagement occurs at many scales and in many contexts in the BLA program. In keeping with the mission of the land grant institution, there has been a demonstrable emphasis not only on engaging communities local and regional, but also on incorporating work concerned with overseas communities in need of environmental and design services. Between 2012 and 2018, faculty and students have participated in more than 40 service-learning and community-based projects. The following chart summarizes each project by listing the year, instructor, curricular course or co-curricular organization, partner/funding and project description.

Service-learning and Problem-based Community Projects 2012-18				
Yr.	Instructor	Course	Partner(s) + Funding	Project Description
2012	Sarah Karle Tim Hemsath	LARC 310 Advanced Site Design	Dr. James Brandle Prairie Pines, Lincoln, NE	Published a final report for Dr. Brandle assessing different site locations, building massing strategies, and site-design options.
2012	Kim Wilson Sarah Karle David Karle	LARC 410 Community Planning and Design	City of Crete, Pinnacle Bank, Sack Lumber, and Doane College, Crete, NE (\$16,000)	Developed a community plan based on a described vision of what could be, grounded in a thorough understanding of community's assets and a process that integrates community design principles, current industry standards and revitalization and sustainability strategies.
2012	Bret Betnar	LARC 412 Environmental Design	Scotts Bluff National Monument, Midwest Regional Office, National Parks Service (\$20,000)	The proposed trails plan provided the Monument with a plan to locate, add, eliminate, manage and maintain trails in a comprehensive trails system based on resource protection and visitor use and enjoyment.
2012	Steve Rodie	LARC 497 Professional Elective	Cabela's Headquarters, Sydney, NE	Developed alternative stormwater management plans.
2012	Bret Betnar	LARC 470 International Service-Learning in Ecuador	Galapagos National Park, Puerto Ayora, Santa Cruz Island, Galapagos	Developed property managed by the GNP for a community park.
2012	Kim Wilson	LARC 470 International Service-Learning in Ecuador	Bellavista, Santa Cruz Island, Galapagos	Developed a community plan.
2012	Kim Wilson Alejandro Balanos	LARC 470 International Service-Learning in Ecuador	Escuela Nacional Galapagos, Puerto Ayora, Santa Cruz Island, Galapagos	Retrofitted an existing urban school to integrate new program and relate better to the surrounding neighborhood.
2013	Sarah Karle David Karle	LARC 310, Advanced Site Design	Campus Planning and Space Management, University of Nebraska-Lincoln	Assisted administrators at the University of Nebraska with ideas for the campus master planning process. Projects ranged in scale from campus-wide inventory and analysis to framework plans, building massing, and site design.
2013 - 17	Kim Wilson	College of Architecture Responsible Learning Community	The Willa Cather Foundation, Red Cloud, NE	Worked on projects in the community linked to preserving the sense of place and legacy of the author Willa Cather including painted historic homes and site work associated with the cemetery, depot and out buildings.

Yr.	Instructor	Course	Partner(s) + Funding	Project Description
2013	Gina Ford David Karle	LARC 411 Urban Design	Des Moines, Iowa	Designed projects focused on relating an urban system(s) to a design proposal for the city. The interventions ranged in scope and project type providing the city with multiple future visions. The studio produced a final booklet and exhibition for the city, influencing future city planning decisions.
2013	Sarah Karle Kim Wilson	LARC 497 Contemporary Issues in Landscape Architecture	21 stakeholders lead by Back to the River Foundation, Council Bluffs, Iowa (\$42,500)	Developed a comprehensive green infrastructure master plan for the City of Council Bluffs within the riparian floodplain of the Missouri River. Central States ASLA Student Honor Award for Planning and Analysis
2013	Jeff Day	FACT Lab	Carver Bank, Omaha, NE	Engaged in design intensive project to create an outdoor space to serve as a hub for the creative and public life of its neighborhood and community.
2013	Kim Wilson	LARC 413 Capstone	Green Coalition, Broken Bow, NE	Developed a linear open space and trail design for Muddy Creek.
2013	Bret Betar	LARC 413 Capstone	Wild Cat Hills, Scottsbluff, NE	Developed a recreation and management plan for the Wild Cat Hills.
2013	Kim Wilson	LARC 470 International Service-Learning in Ecuador	Alborada Neighborhood, Puerto Ayora, Santa Cruz Island, Galapagos	Redesigned Alborada Neighborhood Park.
2013	Kim Wilson David Witte	LARC 470 International Service-Learning in Ecuador	Eden Neighborhood, Puerto Ayora, Santa Cruz Island, Galapagos	Redesigned Eden Neighborhood's Park. Central States ASLA Merit Award for Student Service.
2013	Kim Wilson Alejandro Balanos	LARC 470 International Service-Learning in Ecuador	Arrayannes Neighborhood, Puerto Ayora, Santa Cruz Island, Galapagos	Redesigned Arrayannes Neighborhood Park.
2014	Bret Betnar	LARC 231 Site Systems II: Site Engineering	Spring Creek Prairie Audubon Center, Denton, NE	Developed an outdoor terrace that extended the building program out into the prairie.
2014	Kim Wilson	LARC 410 Community Planning and Design	Nebraska City, NE (\$4,000)	Assisted Nebraska City to formulate a community plan based on a described vision of what could be, grounded in a thorough understanding of community's assets and a process that integrates community design principles, current industry standards and revitalization and sustainability strategies.
2014	Kim Wilson	LARC 411 Urban Design	Council Bluffs Park and Recreation and Planning Departments (\$4,500)	Transformed Indian Creek from a restricted and highly engineered waterway to a park setting that becomes stimulus for neighborhood revitalization and an integrated open space network.
2014	Kim Wilson	LARC 497 Independent Study	Scotts Bluff National Monument (\$3,000)	Monument entrance studies that developed alternative access, circulation and parking strategies.
2014	Kim Wilson	LARC 470 International Service-Learning in Ecuador	Alborada Neighborhood, Puerto Ayora, Santa Cruz Island, Galapagos	Finalized Alborada's Neighborhood Park.
2014	David Witte	LARC 470 International Service-Learning in Ecuador	Arrayannes Neighborhood, Puerto Ayora, Santa Cruz Island, Galapagos	Based on community input, redesigned Arrayannes Neighborhood.
2014	Kim Wilson	LARC 470 International Service-Learning in Ecuador	Galapagos National Park	Developed a second alternative for property owned by the GNP for a community park.

Yr.	Instructor	Course	Partner(s) + Funding	Project Description
2015	Kim Wilson	LARC 411 Urban Design	Omaha Parks and Recreation Department	Redesigned a brownfield site located along the Missouri River to become one of Omaha's vital and resilient urban waterfronts.
2015	Kim Wilson	LARC 411 Urban Design	Pilgar, NE	After the town of Pilgar was devastated by twin tornados, the students designed a new town plan.
2015	Kim Wilson	LARC 497 Independent Study	The Willa Cather Foundation, Red Cloud, NE	Designed a streetscape plan for the historic downtown addressing the preservation of brick streets.
2015	Kim Wilson Nate Krohn	LARC 470 International Service-Learning in Ecuador	Manuel Larrea Neighborhood, Quito, Ecuador	Developed an urban design plan for this center city neighborhood.
2016	Sarah Karle Richard Sutton	LARC 211, Site Design	DLR Omaha, NE	Developed alternative designs for a prairie-based green roof extension of DLR's building.
2016	Kim Wilson	LARC 310/410 Contemporary Issues in Landscape Architecture	Nebraska Game and Parks (\$6,000)	Developed a vision and prototype for Nebraska's water trail network by studying 20 miles of the Elkhorn River.
2016	Kim Wilson	LARC 311 Contemporary Issues in Landscape Architecture	Council Bluffs Parks and Recreation Department (\$4,000)	Redesigned of Council Bluff's beloved historic Fairmont Park to incorporate new park program based in ecological and cultural program.
2016	Kim Wilson	LARC 497 Independent Study	Midwest Regional Office, National Parks Service, Omaha, NE (\$2,000)	Developed plans for their headquarters addressing access, circulation and parking, integration of the building into the waterfront park and a new visitor center.
2016	Kim Wilson	UNL ASLA Student Chapter	North Loop, NE	Designed a veteran's memorial located on the main street in North Loop. Built 2017.
2016	Kim Wilson	LARC 470 International Service-Learning in Ecuador	Punta Estrada Neighborhood, Puerto Ayora, Santa Cruz Island, Galapagos	Developed a community plan directed towards long term enhancement of sensitive ecological resources such as wetlands, waterfront, riparian and turtle habitat, and mangroves.
2017	Kim Wilson	LARC 311/411 Contemporary Problems in Landscape Architecture	Rural Futures Institute Engagement Grant, The Willa Cather Foundation, Red Cloud Community Foundation, City of Red Cloud and Webster County (\$7,000)	Developed a comprehensive cultural heritage tourism inventory and analysis for 55 counties that lead to a proposal for a National Heritage Area.
2017	Kim Wilson Nate Krohn Alejandro Balanos	LARC 470 International Service-Learning in Ecuador	Pelican Bay Community, Puerto Ayora, Santa Cruz Island, Galapagos	Developed a waterfront master plan that reconnected the community with a valuable historical, recreational and ecological resource. GP ASLA Student Honor Award for Planning and Analysis.
2017	Kim Wilson	UCARE	Homestead National Monument of America, National Parks Service, Beatrice, NE (\$1,000)	Developed materials and maps to assist the Monument with an expected 20,000 visitors for the full eclipse.

Yr.	Instructor	Course	Partner(s) + Funding	Project Description
2017	Kim Wilson	UCARE	Homestead National Monument of America, National Parks Service, Beatrice, NE (\$1,400)	Developed a prairie educational exhibit at the the visitor center.
2017	Cathy DeAlmeida	LARC 310 Advanced Site Design	City of Gering, NE (\$4,000)	Redesigned a contaminated site along the rail corridor as a neighborhood park.
2017	Kim Wilson	UCARE	Ravenna, NE (\$1,200)	Developed an approach to placemaking that supports and ensures economic growth and population regeneration.
2018	Kim Wilson	LARC 411/311 Community Planning and Design	Rural Futures Institute Engagement Grant and City of Valentine, NE (\$11,500)	Developed a placemaking framework plan and prototype designs to support and ensure economic growth and population regeneration.

Assessment 2: How are service activities documented on a regular basis?

Each faculty member documents his/her service activities at all levels (program, college, university, community, and professional) in the annual report provided to the director. The college aggregates a list of these types of projects each year for reporting purposes. Depending on the service-learning or community-based project, work is documented in a report format and delivered to the community partner for their records that may or may not translate to some level of implementation. In addition, service-learning work of faculty and students are regularly featured in the college’s bi-annual video newsletter, weekly digital newsletters, website and social media as well as community/partner’s newspapers, websites and blogs.

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

The college and program contribute to the university’s mission, to public programming and outreach, and to professional engagement through service to the university and the community as well as through their academic offerings. So too, the university provides extensive technical and professional services to varied groups and individuals throughout the state, helping to further Nebraska’s economic growth.

Institution. The faculty of Landscape Architecture is involved in the Drought Mitigation Center, Water Center, Rural Futures Institute and Center for Great Plains Study. The first three initiatives are located in the Institute of Agriculture and Natural Resources (IANR) and focus on interdisciplinary research, engagement and teaching activities. 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: Green Roofs for Healthy Cities; Center for Great Plains Studies; Nebraska Statewide Arboretum; AIA Nebraska Design Awards Program Review Committee; Art Farm; Omaha by Design; and Bemis Center for Contemporary Art.

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. With civic engagement recognized as one of the strategic goals of the program, faculty engagement with the institution and, especially, with the public is always a matter of concern for the director and the communication office. Summaries and self-assessments of engagement activities, to both the public and the institution, are regular agenda items for faculty meetings. By way of annual reporting of their endeavors,

the faculty is required to address community-based activity as part of their evaluation of service activities. Interactions with the public are best represented by long-term relationships and the many word-of-mouth references for projects.

We also cover outreach and engagement to the public in news releases, newsletters, and on social media. Faculty are accountable for reporting about how they contribute to campus and community as part of the annual review process. As a land-grant university in a large state, we are acutely aware of our obligations to the public, and undoubtedly are our keenest critics, always seeking to extend our circle of influence through best practices of leadership and stewardship. Similarly in all connections on campus, the program contributes to the mantra that “Design Matters,” as we assert the primacy of design thinking in all of our exchanges with peers in other academic units.

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. Each academic year begins with a day-long meeting 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. The PAC was closely involved in the development of the 2012 Curriculum through faculty presentations and discussions, providing feedback based on their experiences and expectations of future employees.

During fall 2017, we invited 10 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, garner important knowledge about local practice, and develop relationships around research and internships, we envision that this type of meeting important to maintaining relevancy and community.

Our faculty are 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 2012 accreditation, we have had more than 154 professionals and experts participate in our coursework and studios as well as critics and featured lecturers. See Addenda E for a complete list of professionals, critics and partners.

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?

Through the Exit survey, 2017 Alumni Survey and maintaining long-term relationships with our alumni, we have a current registry of all alumni. The registry includes place of employment, advanced degrees, and contact information. The Nebraska Foundation (UNF) also keeps records of our 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. Our recent alumni survey, Linked-In and UNL-College of Architecture Facebook have been helpful in acquiring recent alumni information and their successes as well as sharing college activities with our alumni.

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

Along with sending the alumni survey and college video newsletter, we use the registry to send information on Hyde Lecture Series and college news and events. Our alumni survey asked a series of questions about interacting with the program including, *To what extent do you feel connected to the Landscape Architecture Program? Which of the following activities appeal to you as an opportunity to stay connected to the program and college? Identify in what ways you are eager to contribute to the undergraduate landscape architecture program.* Many would like to be involved in critics, office visits and as experts. We are using this information to develop an alumni communication and contribution strategies.

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.1 for this information.

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

Our 2017 Alumni Survey asked “*To what extent to you feel connected to the Landscape Architecture program? Which opportunity appeals to you to stay connected to the program and college? And Identify in what ways you are eager to contribute to the program.*” Our alumni overwhelming said they feel connected to the program through our newsletter and conversation with other alumni and faculty and want to be involved through reviews, hosting site visits, expert lecturer, and recruitment. We will be using this information to develop an alumni engagement plan. Another way to gauge effectiveness of engagement is the willingness of our alumni and practitioners to give of their time, talents and resources to our program. Since 2012, we’ve engaged more than 52 landscape architecture practitioners as advisors, lecturers, topic experts, jurors and critics.

The program targets key events at which we reconnect and engage our alumni. We have typically maintained a strong presence at the annual meeting of the Great Plains Chapter of the ASLA. Every year we also engage local practitioners and alumni to serve on the selection jury for the ASLA Student Awards. Lastly, contacting our alumni is an effective way of securing internships for our third-year students.

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 college-wide staff are located on the second floor of the Architecture Hall East as well as second floor of the Architecture Hall West. The dean's offices are located second floor of Architecture Hall East. 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 and phone with an access to servers and printers via wireless connection. The program offices are split between the third 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 all locations, faculty area assigned similar offices to that in Architecture Hall..

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

The dean and program directors determine studio assignments prior to each semester beginning. With a variety of studio sizes, space is assigned based on the number of students enrolled in each studio. When students enter the professional program second-year, every student is assigned their own individual workspace that includes a 3' x 5' drafting table or 2.5' x 5' desk height tables with a lockable drawer and chair. Every studio is equipped with adequate wireless connection. The third floor of the original Law Library, commonly referred to as the "barn", accommodates first and second year studio classes. Third and fourth year studio locations depends on the number of students. Due to the small size of our classes, we are in the smallest studios, located on the first floor of Architecture Hall East.

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

The college's facilities are well maintained. The Office of Facilities Management & Planning provides the maintenance and custodial service to maintain the facility for daily operations. Through a strategic planning process and coordinated by the dean's office, 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?

Keim Hall, East Campus is compliant in all aspects. The "attic" space in Architecture Hall East is not ADA compliant due to the low building structural system blocking passage for those in a wheel chairs.

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

The "attic" space in Architecture Hall East 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.

Standard 7.B: Information Systems and Technical Equipment

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

Digital technologies are ubiquitous to contemporary landscape architecture processes and practices. As such, digital technologies have been a priority of the college for many years.

Student Hardware – Computer Labs:

The college maintains two computer labs in Architecture Hall. The labs are used for both instructional purposes and available for individual student use. The labs are accessible 24 hours a day, 7 days a week via the university's N-Card secure key system. Labs are occupied by courses 8:30am–12:30pm Mondays and Wednesdays, 5:30pm – 8:30pm Monday and Tuesday evenings, and periodically 8:30am-12:30pm Saturday mornings. This means that the labs are available for general student use the majority of the time. All workstation computers in the labs were purchased in July of 2016 and are all HP Z440 with dual monitors or dual monitor capability. Lab computers have a 3-year replacement cycle with mid-term performance review of video card and/or memory upgrade potential.

Computer Labs:

1 - West Basement Computer Lab, Rm 23W

- 24 classroom workstations HP Z440
- 1 teaching station HP Z440 w/ dual 80' flat screens
- 5 RhinoCAM workstations Front row and teaching station
- 2 large-bed scanner stations Dell Precision T1700

Scanning workstations are located at the back and can be used by students for general use when the other machines are occupied for teaching.

2 - East 3rd Floor Computer Lab, Rm 316E

- 12 classroom workstations HP Z440
- 3 classroom laptops HP Zbook 15
- 1 teaching stations HP Z440 with Panasonic ceiling projector
- 1 B&W printer (8x11, 11x17) HP 9050 – 24 hour PaperCut Printing
- 2 auxiliary workstations (room 317) Dell Precision T1700

Student Hardware – Student Laptop Policy:

The program has a Computer Policy requiring all students admitted to the program to have a laptop computer that meets or exceeds college specifications. Specifications are reviewed annually and set for a level of performance that can span multiple years. Students must have software installed as defined by the program. As much of the software as possible is made available for the students free of charge (all Autodesk software for example) and the needs and economy of other software requirements are reviewed yearly. The laptop policy specification:

- promotes equality between students
- enables mobility necessary for collaboration and field work
- levels out peak demand for available lab computers
- allows the college to focus on the implementation of other network, plotting, digital fabrication, and peripheral support necessary to keep us current with continual advances in digital technologies.

Student Software:

All computer workstations are equipped with the primary software used in all of the programs within the college (software in bold is required on individual student laptops):

- Revit - free student installation

- AutoCAD - free student installation
- Rhinoceros v5
- Grasshopper - free student installation
- Adobe Creative Cloud (Photoshop, Acrobat, Illustrator, In-Design) – free student installation
- 3d Studio Max - free student installation
- ArcGIS

Other software used by advanced or professional elective courses are also installed on select computers or within only one lab:

- SPSS statistical software (room 316 only)
- Google Earth Pro
- RhinoCAM (room 23 only)

Student Printing & Digital Fabrication:

Self-Service Printing:

Students can send prints from their computers to the 3 - B&W 8 ½ x 11 / 11 x 17 printers, 2- Color 8 ½ x 11 / 11 x 17 printers and a large format B&W Océ printer 24 hours a day 7 days a week. A small per-page amount is charged to their pre-paid PaperCut account. The charges help prevent waste and curb unnecessary printing.

Media Center Printing:

The Media Center is operated by the college to provide large scale plotting, scanning, and color printing. The Media Center is non-profit; its aim is to pay for student workers, supplies, and contribute a small amount to the necessary replacement of equipment. The Media Center is typically open from 8:00am – 8:00pm Monday through Friday and 1:00pm – 5:00pm on Sunday.

Printing/Plotting: Students can send prints/plots directly from their computers or any lab machine to any of the Media Center's 8 ½ x 11 / 11 x 17 printers or the large format B&W OCE plotter. These will automatically be charged to their pre-paid PaperCut accounts. These printers are accessible through university's N-Card secure key system 24 hours a day 7 days a week. Students can drop off large format color print in person during regular operating hours. These are processed by the Media Center worker. Students can also drop off large format color print jobs after the Media Center's operating hours to be printed by the Media Center worker in the morning. Both methods require that student pay for the plots at the Media Center desk and the overnight drop-off large-format plots can only be picked up during normal Media Center hours in order to be paid for. Plots dropped off during operating hours and paid for in advanced can be picked-up after hours through the university's N-Card secure key system.

Digital Fabrication: The Media Center also supports and gives students access to digital fabrication, and photography equipment. Students are required to attend a short 30- minute training session before using the 3d printers or laser cutters.

The Media Center supports, maintains, and assists with the following equipment:

Media Center, Rm 21W

- | | |
|---|-------------------------------------|
| • 3 laser cutters | Universal 2-660 single & 1-660 dual |
| • 3 laser cutter workstations | Dell Precision T1700 |
| • 1 Makerbot Z-18 | PLA 3D Printer |
| • 1 Makerbot Replicator 2 | PLA 3D Printer |
| • 4 Makerbot Replicator 5 th Gen | PLA 3D Printer |
| • Lulzbot Taz 6 PLA plastic | PLA 3D Printer |
| • 1 Scanner (36") | HP T2530 |

- 1 B&W plotter (36") OSE TDS320
- 1 Color printer (8x11, 11x17) HP CP6015
- 1Color printer (8x11, 11x17) heavy paper Ricoh CN830
- 1 printing/plotting release station Dell Precision T1700

Media Center, Rm 21W (back room)

Photography area with background & lighting equipment. Cameras are available for checkout at the Media Center desk.

Media Center, Rm 22W

- 3 large scale (36") color plotters HP T1300, T1500, T2530
- 2 student worker computers Dell Optiplex 7050

Available for checkout:

- 7 LCD projectors - for faculty checkout (Epson & Dell, high resolution)
- 4 digital cameras – for student checkout (4 Cannon PowerShot ELPH 20MP 10 x Zoom)
- 1 projection screen – for checkout

Workshop (back room), Rm 27A

- 1 3-axis CNC milling machine (Precix table, Pro series, 3-axis)
- 1 CNC milling workstation (Dell Precision T1700 FlashCut Controller)

Faculty & Staff Hardware & Software:

All faculty members in the program and other college programs are equipped with a laptop or desktop computer. All computers in faculty offices registered with the university to access the wireless network. The college supports a 3-year replacement schedule for computers, necessary software is updated annually. The University maintains the 'Canvas' support environment which contains class rosters and from which faculty can manage their class environments: post readings, maintain a grade book, do on-line testing, etc.

Faculty Printing:

In addition to the open access printers and Media Center plotters available to students, additional printing resources for faculty include:

- 1 HP Color Laserjet 5550dn in room 232
- 1 Ricoh C5100s in room 208 Dean's Office, also photocopier and scanner
- 1 HP Color Laserjet 9050dn in room 208 Dean's Office
- 1 HP Color Laserjet 5550dn in room 302

Faculty Equipment:

Faculty use of computer labs, media center, and digital fabrication equipment is possible, but this practice is limited, especially during the fall and spring semesters.

Servers:

The college currently maintains its own servers to meet the needs of its faculty, staff, and students. There are currently three servers offering 8 terabytes of combined RAID 5 storage space used for printing, software installation builds, general storage, license server, class files. The server is backed up to a different campus building via Crash Plan Pro client. The university has partnered with BOX to implement a cloud storage system

UNL BOX Cloud Storage:

All faculty, staff, and students have unlimited gigabytes of personal storage. The college also has an unlimited BOX folder. All information stored in the BOX system is encrypted, backed up, and file recovery possible. The College is currently supporting:

- a COURSE folder for class material uploads and collaborative work
- an ADMIN folder as a server for all administrators and staff
- a GENERAL folder for use by all faculty and staff – for storing committee files, meeting minutes, etc.

It Support:

We have an Enterprise Technology Support (ETS) Service Level Agreement (SLA) in place for IT support. ETS is part of the university's centralized Information Technology Services (ITS) system. Our ETS arrangement provides us with:

1 FTE on-site computer support associate:

- is located in room 14
- works closely with College of Architecture's Facilities and Resources Committee for strategic planning and implementation
- receive formal computer service requests via an on-line form and informal verbal requests
- is responsible for lab, classroom, and faculty/staff support
- is responsible for student laptop support, where reasonable – students can also receive assistance from the UNL Computer Help Center
- work closely with the Media Center student workers and equipment

1 FTE on-site shop and media center manger:

- serves daily operations of Media Center and Fabrication Lab
- supervises student workers
- implements operational initiatives

Classroom Resources:

Classrooms supported by university classroom support:

Rm 127 – Large Classroom

- Lecturer station w/ three projectors and large screen.

Classrooms supported by the college:

Rm 133 – Small Classroom

- 1 65" LED monitor (w/ computer/cart) 65" Samsung Monitor w/ HP micro workstation

Rm 211E - Main Gallery

- 1 ceiling mounted projector, Epson G6900WU
- 1 lecture podium (wall ports for projector)
- 1 65" LED monitor (w/ cart)
- 65" Samsung Monitor w/ HP micro workstation

Rm 233W & 305E

- 2 teaching stations (w/ computer/cart)
- HP Z440 w/ ceiling mounted Panasonic projectors

Old City Hall 3rd floor Crit Space,

- 1 65" LED monitor (w/ computer/cart) 65" Toshiba Monitor w/ HP micro workstation

Rm 322W – Barn

- 4 65' LED monitor (w/ computer/cart) 65" Samsung Monitor w/ HP micro workstation

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

The College of Architecture’s Facilities and Resources Committee consisting of faculty and student members and key staff associated with college’s resources and building facilities including the shop and media manager and the computer support associate develops recommendations for facilities, technology and equipment suitable to the needs of course instruction, community service and engagement and research.

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 Media Center and Fabrication Lab during mid-semester and end-of -semester due dates is sometimes an issue. However, the shop and media center manager and business manager work with faculty and students to extend both the centers’ and labs’ hours during these extenuating circumstances.

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

The College of Architecture’s Facilities and Resources Committee consisting of faculty and student members and key staff associated with college’s resources and building facilities including the shop and media manager and the computer support associate develops recommendations for facilities, technology and equipment suitable to the needs of course instruction, community service and engagement and research.

Standard 7.C: Library Resources

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

The University Libraries supports teaching, learning, and research activities of faculty and students of the University of Nebraska-Lincoln. The University Libraries operates under a strategic plan, enjoys oversight by a Faculty Senate University Libraries Advisory Committee, and fosters a culture of innovation, assessment and data-driven decision-making.

The primary information resource within the College of Architecture is the Architecture Library. Operating as a branch of the University Libraries, it receives the support of the larger library system, while providing the specialized services characteristic of branch libraries. Also housed within the Architecture Library is the Architecture Visual Resources Collection. Both units serve the faculty and students associated with the College of Architecture, as well entire university community and residents of the State of Nebraska.

The Architecture Library occupies the north wing of Architecture Hall, and is conveniently located near studios and faculty offices. The Architecture Library supports teaching, learning, and research activities of faculty and students by offering services, collections, instruction, and outreach that is targeted to the College of Architecture, including programs in Architecture, Interior Design, Landscape Architecture and Community and Regional Planning.

Core functions of the Architecture Library include:

- Reference and consultation services provided via staffing at a circulation/reference desk and other public service points, on site within the schools of the College of Architecture, and via office consultations, phone, email, online chat and instant messaging.
- Collection development and management in various media including books and e- books, periodicals and e- journals, visual resources, and electronic resources such as databases and other Web-based products.

- Instruction and teaching activities including library orientation, information literacy instruction, and teaching and learning with collections.
- Outreach to programs, faculty, and students through promotion of library resources and services, creation of Web-based content, social media, participation in school culture and project reviews, and so forth.

The University Libraries holds over three million volumes and is a member of the Association of Research Libraries. Collection development activities are governed by written collection development policies for the Architecture Library collection.

Organization and cataloging of library collections is executed in a timely fashion according to national standards. Books are classified using the Library of Congress Classification system, and are primarily accessed via Encore, the UNL Libraries Catalog. Cataloging and Acquisitions functions are centralized at Love Library, but purchases are made at the direction of the Architecture Librarian.

Materials owned and acquired by the Architecture Library are intended to reflect the curriculum of the programs offered by the college. Currently the library contains approximately 55,000 volumes, with an additional 2800 architecture related volumes at the Library Depository and Retrieval facility, and 546 media titles (micro formats) at the main library, Love Library. All facets of architecture are represented in the collection to a greater or lesser degree, depending on program emphasis. Architectural history, theory, criticism, design, and practice are purchased at a research level. These materials are predominantly English language; however, many foreign publications are acquired as well, predominantly from England, Germany, Italy, Spain, France, the Netherlands, Japan, and Australia. In the past fifteen years, the library has accelerated the purchase of materials relating to Landscape Architecture to reflect the addition of that program to the college in 2006.

In addition to print books and journals, the Architecture Library has regularly added non- print materials to the collection. The Library has extensive holdings in electronic formats such as e-books and electronic journals. E-book packages have been added in the past five years that include SpringerLink, Wiley, and other major academic publishers, as well as ProQuest and Ebsco e-book collections, which together contain nearly 150,000 titles in all disciplines/subjects.

While e-book collections include monographic publications on architecture, architecture is not represented in electronic publishing as heavily as the sciences and social sciences, primarily due to photographic copyright problems and readers' preference. A recent study showed that less than 2% of the total Proquest e-book collection of 90,000 titles was related to art or architecture. Print books continue to be very important in architecture and other visually oriented fields.

The Visual Resources collection

The former slide collection was fully converted to digital images in the past decade, and was renamed the Visual Resources Collection in 2007. The Visual Resources Collection now contains nearly 300,000 digital images, all fully available to faculty and students via the Library's electronic catalog for teaching, research and presentations. Images are added and acquired at the request of faculty and at the discretion of the Visual Resources Manager and the Architecture Librarian. Images are nearly always added to supplement instruction. The Libraries also subscribe to ARTstor, a large database of digital images representing art and architecture that is available to all university constituents

Services...staff, facilities and equipment

The Architecture Library maintains extensive service hours during the academic year. Whenever possible, the Architecture Library attempts to provide the same services offered at Love Library, the main library. Circulation services such as course reserves, interlibrary loan, and electronic document delivery are identical. Reference

services are provided on both a formal and informal basis from full time staff and trained student assistants. The librarian is available to provide instruction in advanced library use and research methods upon faculty request. Informal instruction through one-on-one reference interaction takes place in the library on a nearly daily basis.

Facilities and equipment

The Architecture Library is housed on three levels in Architecture Hall East. The facility is convenient to classrooms and faculty offices within the college, and provides space for individual and group study.

Architecture Library is considered to be one of the most attractive and pleasant branch libraries on the UNL campus. Space for students working in groups is provided, although stacks areas are filling. Portions of the collection continue to be moved to the LDRF, the Library Depository and Retrieval Facility, based on ongoing usage and space requirements. Architecture Library materials stored at the LDRF are delivered to library patrons within 24 hours. Material can be delivered in both digital and physical form.

In addition to providing scholarly materials the Library also provides access to technology in the form of computers and software, numerous flatbed scanners, a large format scanner and a slide scanner. A photocopier is also available.

Funding

Funding for library operations takes place within a centralized University Libraries context. The Architecture Librarian is a member of the Libraries Collection Development Committee and participates in the allocation process for materials funding, and has full responsibility for expending funds that are allocated to the architecture accounts. Until 2012, funding explicitly allocated for architectural monographic resources hovered around \$30,000 annually. In 2013, due to the highly integrated nature of electronic materials that are being acquired for the Libraries, discrete budgets for subject librarians were eliminated. A centralized purchasing fund for monographs was created and the Architecture Librarian uses this fund for all discretionary purchases.

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

The College of Architecture Facilities and Resources Committee consisting of faculty and student members and key staff associated with college's resources and building facilities supporting the college including the Architecture Librarian, recommends learning resource acquisitions, improving quality of services and facilities, and building usage.

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

The University Libraries supports all aspects of the College of Architecture's academic programs including the undergraduate and graduate level programs. Collection development emphasizes the undergraduate curriculum in keeping with University policy, although substantial efforts are made to meet the needs of the graduate programs and students.

The Architecture Librarian is designated as liaison to the College of Architecture. The Architecture Librarian solicits participation in library programming from faculty and students. Faculty and student requests and input are always given full consideration and normally meet with a positive response. The Architecture Librarian recommends key information resources for architecture through the use of LibGuides, a tool for developing and delivering electronic reference guides. These guides have been developed for general use as well as specific needs, such as for particular courses like Architecture History. This suite of web pages is continually updated and acts as a reference and instruction tool.

Library instruction sessions tied to specific courses and assignments in the college orient students to the Libraries and instruct them in the uses of information resources and technology. Presently, library instruction occurs primarily in architectural history classes that require research papers. The Architecture Librarian and/or teaching faculty take responsibility for this instruction. Tours and orientation sessions are offered at the beginning of the academic year

and commonly introduce students to a suite of important Web-based information resources including the University Libraries catalog, Encore, the Avery Index, the Image collections, and the Architecture LibGuide.

The University Libraries hosts the Digital Commons, an institutional repository for scholarly output including research from the School of Architecture. Faculty publications and graduate students' final theses are included in the Digital Commons and are searchable and retrievable via Google and other search engines. UNL's Digital Commons is one of the largest institutional repositories in the United States.

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

The Architecture Library is open 73 hours per week during the academic year, and 45 hours per week during the summer months. Full-time staff is available Monday-Friday, 8- 5. Student assistants operate the Library during other hours.

Assessment 5: How does the program determine if these hours are convenient and adequate to serve the needs of faculty and students.

The College of Architecture Facilities and Resources Committee consists of faculty and student members and key staff associated with college's resources and building facilities supporting the college including the Architecture Librarian, recommends learning resource acquisitions, improving quality of service and facilities, and building usage.

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

We do not have a formal assessment process but look to the Facilities and Resource Committee to bring forward opportunities as well as faculty and students.

ADDENDA A: PROGRAM DETAILS

Faculty Resources

Assignment 1. Budgeted Faculty Resources: TOTAL

	Current Year	2016-17	2015-16	2014-15	2013-14	2012-13
Professors	\$ 159,810	\$ 169,063	\$ 170,698	\$ 183,295	\$ 171,300	\$ 165,000
Associates	\$ 76,822					
Assistants	\$ 67,000	\$ 131,502	\$ 65,023	\$ 61,523	\$ 118,054	\$114,024
Year-long appointments				\$ 60,000		
One-semester appointments	\$ 6,250	\$ 8,455	\$ 9,000	\$ 22,500	\$ 20,030	\$ 10,965
Undergrad research assist.	\$ 2,400	\$ 2,400	\$ 480		\$ 2,496	\$ 2,496
Others						

2. Budgeted Faculty Resources: MALE

	Current Year	2016-17	2015-16	2014-15	2013-14	2012-13
Professors	\$ 9,027	\$ 8,872	\$ 8,698	\$ 8,298		
Associates						
Assistants					\$ 58,323	\$ 56,332
Year-long appointments				\$ 60,000		
One-semester appointments	\$ 6,250	\$ 8,455	\$ 4,500	\$ 15,000	\$ 3,530	\$ 7,215
Undergrad research assist.	\$ 2,400	\$ 2,400	\$ 480		\$ 2,496	\$ 2,496
Others						

2. Budgeted Faculty Resources: FEMALES

	Current Year	2016-17	2015-16	2014-15	2013-14	2012-13
Professors	\$ 150,783	\$ 160,190	\$ 162,023	\$ 175,000	\$ 171,300	\$ 165,000
Associates	\$ 76,822					
Assistants	\$ 67,000	\$ 131,502	\$ 65,023	\$ 61,523	\$ 59,731	\$ 57,692
Year-long appointments						
One-semester appointments	\$ 6,250		\$ 4,500	\$ 7,500	\$ 16,500	\$ 3,750
Undergrad research assist.	\$ 2,400					
Others						

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

	Undergrad degree in landscape architecture (BLA or BSLA)	MLA	Doctorate in Landscape Architecture
Professors	1	3	-
Associates	2	1	-
Assistants	-	1	-
Instru/lecturers – tenure track	-	-	-
Part-time/adj (non-tenure)	-	1	-

ADDENDA B: CURRICULUM

Assignment 1: Required / Elective Courses

- a. Total Units/Credit Hours required to graduate: **120 credit hours**
 b. Elective Units / Credit Hours required to graduate: **9 credit hours**

Required Courses	Credit Hours
Landscape Architecture	80
Architecture	3*
City & Regional Planning	6
Natural Sciences/Environmental Sciences	19*
Horticulture	9*
Engineering	-
Art or Design	16*
Computer Applications/Technology	6*
General studies (ACE courses)	30*
Other	-

* some cross-listed with Landscape Architecture courses and also included under Landscape Architecture Courses.

Group or Controlled Elective Choices	Units/Credit Hours
Natural Sciences	-
Social Sciences	3
English, Speech, Writing	6
Professional Electives	3
Free Electives	6

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.

Landscape Architecture BLA Curriculum: Typical Schedule

	Fall		Spring	
1st year	DSGN 101 <i>Introduction to Design</i>	2	DSGN 140 <i>Design History</i>	3
	DSGN 111 <i>Design Thinking</i>	3	DSGN 111 <i>Design Making</i>	4
	DSGN 120 <i>Design Drawing</i>	3	DSGN 123 <i>Computer Applications</i>	3
	ENGL 150 <i>Writing and Inquiry</i>	3	COMM 286 <i>Business and Prof. Comm.</i>	3
	Elective, ACE 6	3	MATH 104 <i>Applied Calculus</i>	3
	<hr/>	14	<hr/>	16
				1 st year Total 30
2nd year	LARC 200 <i>Landscape Appreciation</i>	3	LARC 241 <i>LA History/Theory</i>	3
	LARC 210 <i>Design Foundations</i>	4	LARC 211 <i>Site Design</i>	4
	LARC 230 <i>SS I, Materiality</i>	3	LARC 231 <i>SS II, Site Engineering</i>	3
	LARC 212 <i>Plants I</i>	3	CRPL 433 <i>GIS</i>	3
	HORT 131 <i>Plant Sciences</i>	3	HORT 153 <i>Soil Resources</i>	4
	<hr/>	16	<hr/>	17
				2 nd year Total 33
3rd year	LARC 461 <i>Urbanism</i>	3	CRPL 400 <i>Intro to Planning</i>	3
	LARC 310 <i>Advanced Site Design</i>	5	LARC 311 <i>Cont. LA Problems</i>	5
	LARC 330 <i>SS III, Implementation</i>	3	LARC 380 <i>Internship Prep</i>	1
	BIOS 220 <i>General Ecology</i>	3	HORT 213 <i>Plants II</i>	3
	<hr/>	14	<hr/>	12
				3 rd year Total 26
	LARC 495 <i>Internship</i>	3		
	or			
	LARC 470 <i>International S-L</i>			
	or			
	LARC 497 <i>FACT Lab</i>			Summer Total 3
4th year	LARC 489 <i>Design Research</i>	3	LARC 411 <i>Community Design</i>	5
	DSGN 410 <i>Collaborate</i>	5	Prof. Elective	3
	LARC 497 <i>Pro. Practice</i>	3	Open Elective	3
	LARC 487 <i>Landscape Ecology</i>	3	Open Elective	3
	<hr/>	14	<hr/>	14
				5 th year Total 28
TOTAL CREDITS				120

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.

Course Title	Course Number	Instructor	Credit Hours	Contact Hrs. Wk	# of Students
Pre-Landscape Architecture, d.ONE					
Introduction to Design	DSGN 101	Bahe	2	2	140
Design Thinking	DSGN 110	Wilson + various	3	6	24
Design Drawing	DSGN 120	Stanley + various	3	5	20
Design History	DSGN 140	Olshavsky	3	3	120
Design Making	DSGN 111	De Almeida + various	4	8	24
Computer Applications in Design	DSGN 123	Stasiuk	3	5	20
Second Year					
Landscape Environmental Appreciation	LARC 200	Sutton	3	3	60
Studio I: Landscape Architecture Design Foundations	LARC 210	Karle	4	12	11
Studio II: Landscape Architecture Site Design	LARC 211	Karle	4	12	11
Landscape Plants I	LARC 212	Sutton	3	3	25
Site Systems I: Materiality in Landscape Architecture	LARC 230	De Almeida	3	4	11
Site Systems II: Site Engineering	LARC 231	Wilson	3	4	11
GIS in Environmental Design	CRPL 433	Tang	3	3	15
Third Year					
Landscape Plants II	LARC 213	Todd	3	3	25
Design Studio III: Landscape Architecture Advanced Site Design	LARC 310	De Almeida	5	12	8
Design Studio III: Contemporary Landscape Architecture Design Problems	LARC 311	Wilson	5	12	12
Site Systems III: Landscape Architecture Implementation	LARC 330	Swerczek	3	4	8
Internship Preparation	LARC 380	Wilson	1	1	8
Introduction to Planning	CRPL 400	Nam	3	3	45
Urbanism	LARC 461	Karle	3	3	50
International Service-Learning	LARC 470	Wilson	1-6	NA	10
Internship	LARC 495	Wilson	3	NA	6
FACT Lab	LARC 497	Day	3	NA	8
Fourth Year					
Collaborate Studio	DSGN 410	Wilson	5	12	25
Community Planning and Design	LARC 411	Wilson	5	5	12
Introduction to Landscape Ecology	LARC 487	Sutton	3	3	10
Professional Practice	LARC 497	Kelly	3	3	50
Professional Elective: Introduction to Green Infrastructure	LARC 497	Sutton, Rodie	3	3	22
Professional Elective: Green Roof	LARC 497	Sutton	3	3	15
Design Research	LARC 489	Handa	3	3	

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.

Academic Year	In-State		Out-of-State		Foreign		TOTAL	
	Male	Female	Male	Female	Male	Female	Male	Female
Current Year	17	7	2	6	3	3	22	16
2016-17	16	6	2	5	0	2	18	13
2015-16	13	5	1	3	0	1	14	9
2014-15	21	9	1	2	1	1	23	12
2013-14	24	6	1	2	0	0	25	8
2012-13	26	6	2	0	0	0	28	6

Assignment 2. Ethnic Group/Diversity

Include only full-time current landscape architecture students.

<u>0.0 %</u> American Indian	<u>5.2 %</u> Hispanic
<u>2.6 %</u> Black (non-Hispanic)	<u>74.0 %</u> Caucasian
<u>7.8 %</u> Asian or Pacific Islander	<u>13.2 %</u> Other

Assignment 3. Applications

	Current Year	F2017	F2016	F2015
Total number of applications	17	25	21	11
Applications from males	11	15	13	7
Applications from females	6	10	21	4

Assignment 4. Enrollments

	Current Year	2016-17	2015-16	2014-15	2013-14	2012-13
Total enrollment	38	32	24	36	35	36
Males	22	19	15	24	26	29
Females	16	13	9	12	9	7

Assignment 5. Student Ethnic Backgrounds

	Caucasian	African-American	African Descent	Asian/Pacific	Hispanic	Native American	Other
Total	28	1	0	3	2	0	4
Males	16	1	0	0	2	0	4
Females	12	0	0	3	0	0	0

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.

Academic Year	Males	Females	TOTAL
Current Year	-	2	2*
2017	2	4	6
2016	5	2	7
2015	8	2	10
2014	5	1	6
2013	7	2	9
2012	3	2	5

* We anticipate two degrees awarded spring 2018. There are currently three students on a yearlong internship and one working on a second undergraduate degree who will return 2017-18 AY to finish the BLA degree.

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.)

Institution	Degree	Number of Students	Year LA degree awarded	Year advanced degree awarded
University of Nebraska-Lincoln	MCRPL	1	2013	2015
Harvard GSD	MLA	1	2014	2019
Cal Poly Pomona	MURPL	1	2015	2019

Assignment 3. Current Employment

Tabulate the present employment of those having the degree conferred by the program since the last SER.

Present Occupation	Males	Females	TOTAL
Advanced Study and Research	2	-	2
Teaching	-	-	-
Private Practice	18	5	23
Public Practice	3	1	4
Landscape Hort./Design Build	11	2	14
Volunteer Service (Specify)	-	-	-
Other (Specify) priest, manufacturing, sales, real estate	5	-	6
Unknown	2	1	3
TOTAL	41	9	52

ADDENDA E: FACULTY INFORMATION

Assignment 1. Previous and Present Faculty

Rank/Title	Current	1 Year Ago	2 Years Ago	TOTAL
Professor/Landscape Architecture	4	4	4	12
Assoc. Professor/Landscape Architecture	1	-	-	1
Asst. Professor/Landscape Architecture	1	2	1	4
Instructor/Landscape Architect	-	-	1	1
Professor/Architecture	1	1	1	3
Assoc. Professor/Architecture	2	-	-	2
Assistant Professor/Architecture	-	2	2	4
Assoc. Professor/Horticulture and Agronomy	1	1	1	3
Associate Professor/CRPL	2	2	2	6
Associate Professor/Interior Design	1	1	1	3
Professor/ Environmental Science	1	1	1	3
Lecturer/ Adjunct	4	4	4	12
TOTALS	18	18	18	54

Assignment 2. Instructional Assignments

- **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.

Faculty member	Rank	Degree	Teaching %		Research %	Adm/other %	TOTAL %
			Land. Arch. Curriculum	Other programs			
Mark Hoistad	Interim Director & Professor	MARCH	0.00	0.65	0.15	0.20	1.00
Kim L. Wilson	Professor	BSLA/MLA	0.75	-	0.15	0.10	1.00
Richard Sutton	Professor	MLA/PhD	0.50	0.30	0.15	0.10	1.00
Jeff Day	Professor	MARCH	0.00	0.65	0.25	0.10	1.00
Steve Rodie	Professor	MLA	0.25	0.55	0.10	0.10	1.00
Rumiko Handa	Professor	Ph.D.	0.25	0.50	0.15	0.10	1.00
Sarah Thomas	Associate Professor	BLA/MLA	0.75	-	0.15	0.10	1.00
Zhenghong Tang	Associate Professor	Ph.D.	0.25	0.50	0.15	0.10	1.00
Kim Todd	Associate Professor	BLA/MA	0.25	0.56	0.13	0.08	1.00

David Karle	Associate Professor	MARCH	0.25	0.50	0.15	0.10	1.00
Yunwoo Nam	Associate Professor	Ph.D.	0.25	0.50	0.15	0.10	1.00
Peter Olshavsky	Associate Professor	Ph.D.	0.25	0.50	0.15	0.10	1.00
Lindsey Bahe	Associate Professor	MARCH	0.25	0.50	0.15	0.10	1.00
Catherine De Almeida	Assistant Professor	MLA	0.75	-	0.15	0.10	1.00
Chip Stanley	Lecturer	MFA	0.25	0.75	-	-	1.00
Brad Swerczek	Lecturer	MLA	0.25	-	-	-	0.25
Andrea Kelly	Lecturer	MARCH	0.25	-	-	-	0.25
David St	Lecturer	MARCH	0.25	0.25	-	-	0.50

Assignment 3. Courses Taught by Individual Faculty Members

- **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:** Multiply credit hours by number of students and divide by 15 for undergraduate courses, 12 for graduate level courses.

Course Taught	Course Number	Term	Credit Hours	Contact Hrs / Week	# Of Students	FTE Students
Kim Wilson						
Design Thinking	DSGN 110	FS17	3.0	4.0	43	8.60
Site Systems II: Site Engineering	LARC 330	SS17	3.0	4.0	8	1.60
Studio IV: Contemporary Landscape Architecture Design Problems	LARC 311	SS17	5.0	12.0	12	4.00
International Service-Learning in Ecuador	LARC 470	May 17	3.0	40hrs/wk-3wks	9	1.80
Internship Preparation	LARC 380	SS17	1.0	1.0	6	0.40
Internship	LARC 495	SU17	3.0	off campus	6	1.20
Studio V: Collaborate	DSGN 410	FS16	5.0	12.0	15	5.00
Studio VI: Community Planning and Design	LARC 411	SS18	5.0	12.0	10	5.00
Sarah Thomas Karle						
Design Thinking	DSGN 110	FS17	3.0	4.0	43	8.60
Studio I: Design Foundations	LARC 210	FS17	5.0	12.0	11	3.66
Studio II: Site Design	LARC 211	SS18	5.0	12.0	10	3.33
Landscape Architecture History/Theory	LARC 241	SS18	3.0	3.0	17	3.40
Catherine De Almeida						
Site Systems I: Materiality	LARC 230	FS17	3.0	8.0	15	5.00
Studio III: Advanced Site Design	LARC 330	FS17	5.0	4.0	10	2.00
Design Making	DSGN 111	SS18	4.0	8.0	22	5.86
Professional Elective: Waste Ecology	LARC 497	SS18	3.0	3.0	15	3.00
Course Taught	Course Number	Term	Credit Hours	Contact Hrs / Week	# Of Students	FTE Students

Richard Sutton						
Landscape Appreciation	LARC 200	SS18	3.0	2.0	35	7.00
Professional Elective: Intro Green Infra.	LARC 497	SS18	3.0	3.0	24	5.00
Landscape Plants I	LARC 212	FS17	3.0	3.0	15	3.00
Introduction to Landscape Ecology	LARC 487	FS17	3.0	3.0	2	0.40
Brad Swerczek						
Site Systems III: Implementation	LARC 330	FS17	3.0	3.0	8	1.60
Kim Todd						
Landscape Plants II	LARC 213	SS17	3.0	3.0	25	5.00
Professional Elective: Planting Design	LARC 467	SS17	3.0	4.0	10	2.00
Steve Rodie						
Professional Elective: Intro Green Infra.	LARC 497	SS18	3.0	3.0	20	4.00
Zhenghong Tang						
GIS Application in Environmental Design*	CRPL 433	SS18	3.0	3.0	15	3.00
David Karle						
Urbanism	LARC 461	FS17	3.0	3.0	59	11.80
Andrea Kelly						
Professional Practice	LARC 480	FS17	3.0	3.0	25	5.00
Rumiko Handa						
Design Research	LARC 489	FS17	3.0	3.0	79	15.80
Lindsey Bahe						
Introduction to Design	DSGN 101	FS17	3.0	3.0	160	32.00
Chip Stanley						
Design Drawing	DSGN 120	FS17	3.0	3.0	120	24.00
Peter Olshavsky						
History of Design	DSGN 140	SS18	3.0	3.0	141	28.20
David Stasiuk						
Computers in Design	DSGN 123	FS17	3.0	3.0	88	17.60

Assignment 4. Visiting Lecturers/Critics/Partners

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.

Name	Field/Specialty	Semester	Contribution
Spring 2012			
Gina Ford	Principal and Landscape Architect Sasaki Associates, Inc.	Spring 2012	Hyde Chair of Excellence Hyde Lecturer
Alexis Carter	Landscape Designer Sasaki Associates, Inc	Spring 2012	Lecturer
Scott Page	Urban Designer and Planner Principal, Interface Studio	Spring 2012	Lecturer
Mike Lydon	Planner Street Plans Collaborative	Spring 2012	Lecturer
Izabela Riano	Landscape Architect Michael Van Valkenburgh Associates, Inc.	Spring 2012	Lecturer
Tatiana Choulika	Landscape Architect Field Operations	Spring 2012	Lecturer
Nick Bowden	Planner Mind Mixer	Spring 2012	Lecturer
Tim Marshall	Landscape Architect ETM Associates, LLC	Spring 2012	Lecturer
Hardy Stecker	Landscape Architect Ken Smith Landscape Architect	Spring 2012	Lecturer
Blaine Merker	Landscape Architect REBAR	Spring 2012	Lecturer
Claire Agre	Landscape Architect West 8	Spring 2012	Lecturer
Lara Rose	Landscape Architect Hargreaves	Spring 2012	Lecturer
Dennis Bryers	Park Planner and Landscape Architect Omaha Parks and Recreation and Public Property Dept.	Spring 2012	UNL-ASLA, SC Speaker
John Royster	Landscape Architect, Owner Big Muddy Workshop, Omaha	Spring 2012	UNL-ASLA, SC Speaker
Dr. James Brandle	Emeritus Shelterbelt Ecologist University of Nebraska-Lincoln	Spring 2012	Critic
Patricio Gaybor + Jenny Chavez	President and Executive Director Verde Milenio Foundation	Spring 2012	Partner and Critic
2012 – 13 AY			
Kristopher Johnson	Director and Landscape Architect Spring Creek Prairie Audubon Center	Fall 2012	Partner and Critic
Ken Mabery	Superintendent Scotts Bluff National Monument, NPS	Fall 2012	Partner and Critic
Ronald Fleming*	Urban Planner and Designer Environmental Educator and Critic	Fall 2012	Hyde Lecturer
Gina Ford	Principal and Landscape Architect Sasaki Associates, Inc.	Spring 2013	Hyde Lecturer
Mark Miller	Assist. Vice Chancellor, Facilities Planning and Construction University of Nebraska-Lincoln	Spring 2013	Critic
Dr. Lance Perez	Associate Vice Chancellor, Academic Affairs University of Nebraska-Lincoln	Spring 2013	Critic

Patricio Gaybor + Jenny Chavez	Director, Campus Planning and Space Management University of Nebraska-Lincoln	Spring 2012	Partner and Critic
Emily Casper	Campus Landscape Architect University of Nebraska-Lincoln	Spring 2013	Critic
Gina Ford	Principal and Landscape Architect Sasaki Associates, Inc.	Spring 2013	Critic
Greg Havens	Principal and Urban Planner Sasaki Associates, Inc.	Spring 2013	Critic
Brie Hensold	Principal and Urban Planner Sasaki Associates, Inc.	Spring 2013	Critic
Anne Trumble	Director and Landscape Designer Emerging Terrain	Spring 2013	Hyde Lecture
Patricio Gaybor + Jenny Chavez	President and Executive Director Verde Milenio Foundation	Spring 2013	Partner and Critic
Andrew Ten Brink	Associate and Landscape Designer Field Operations	Spring 2013	Hyde Digital Graphic Workshop
2013 – 14 AY			
Jim Becic	Vice President, Back to the River (BTTR) Pappo-Missouri River Natural Resources District	Fall 2013	Partner and Critic
Larry Foster	Director, Parks and Recreation City of Council Bluffs and BTTR Board	Fall 2013	Partner and Critic
Gayle Malmquist	Member and past President BTTR	Fall 2013	Partner and Critic
Don Gross	Director, Planning and Community Development City of Council Bluffs	Fall 2013	Partner and Critic
Rich Sorich	Project Manager Iowa West Foundation	Fall 2013	Partner and Critic
Randy Behm	Regional Project Manager Corp of Engineers	Fall 2013	Partner and Critic
Peter Tulipana	President/ CEO Iowa West Foundation	Fall 2013	Partner and Critic
Kim Chapman	Principal Ecologist Applied Ecological Services	Fall 2013	Lecturer
Gary Pepper	Director of Facilities at Waterfront Development Corp. City of Louisville	Fall 2013	Guided Tour
David Prather	Riverfront Project Manager Cincinnati Riverfront Development	Fall 2013	Guided Tour
Alex Umlauf	Manager, White River State Park City of Indianapolis	Fall 2013	Guided Tour
William Wenk	Landscape Architect Wenk Associates	Fall 2013	Hyde Lecturer
Bjarke Ingels*	Architect and Founder BIG	Fall 2013	Hyde Lecturer
Susan Szenasy*	Director of Design Innovation Metropolis Magazine	Fall 2013	Hyde Lecturer
Ken Mabery	Superintendent Scotts Bluff National Monument, NPS	Spring 2014	Partner and Critic
Larry Foster	Director, Parks and Recreation City of Council Bluffs and BTTR Board	Spring 2014	Partner and Critic
Don Gross	Director, Planning and Community Development City of Council Bluffs	Spring 2014	Partner and Critic
Tina Hochwender	Project Coordinator, Planning and Community Development City of Council Bluffs	Spring 2014	Partner and Critic
Greg Reeder	Director, Public Works City of Council Bluffs	Spring 2014	Partner and Critic
Rocky Keehn	Senior Water Resources Engineer SHE Omaha	Spring 2014	Lecturer

Martin Hogue*	Lecturer SUNY ESF College of Environmental Science and Forestry	Spring 2014	Hyde Lecturer
2014 – 15 AY			
Joe Johnson	City Administrator Nebraska City	Fall 2014	Partner and Critic
Tim Pendrell	Director, Chamber of Commerce Nebraska City	Fall 2014	Partner and Critic
Leroy Frana	Director, Facilities and Infrastructure Nebraska City	Fall 2014	Partner and Critic
Dan Glittinger	Director, Parks and Recreation Nebraska City	Fall 2014	Partner and Critic
Kim Neiman	City Administrator Pilger Village	Fall 2014	Partner and Critic
Eric Silvey	Landscape Architect Clark Enersen Associates	Spring 2015	Lecturer
Nancy Rottle	Professor, Landscape Architecture College of Built Environments, University of Washington	Spring 2015	Hyde Lecturer
Cat Marshall	Associate Professor Louisiana State University	Spring 2015	Hyde Graphic Workshop
Kayla Meyer	Landscape Designer DLR Group	Spring 2015	Partner and Critic
Dennis Bryers	Park Planner and Landscape Architect Omaha Parks and Recreation and Public Property Dept.	Spring 2015	Partner and Critic
Larry Foster	Direct, Parks and Recreation Department City of Council Bluffs	Spring 2015	Partner and Critic
Patricio Gaybor + Jenny Chavez	President and Executive Director Verde Milenio Foundation	Spring 2012	Partner and Critic
Mark Weekley	Superintendent, Lewis and Clark NHT National Parks Service	Spring 2015	Partner and Critic
2015 – 16 AY			
Jordon Messerer	Assistant Director, Outdoor Adventures University of Nebraska-Lincoln	Fall 2015	Partner and Critic
Todd Frier	Outdoor Adventures Coordinator University of Nebraska-Lincoln	Fall 2015	Partner and Critic
Kyle Hansen	Outdoor Adventures Coordinator University of Nebraska-Lincoln	Fall 2015	Partner and Critic
Michelle Stryker	Division Administrator, Planning and Programming Nebraska Game and Parks	Fall 2015	Partner and Critic
Kirk Nelson	Trails Director Nebraska Game and Parks	Fall 2015	Partner and Critic
Craig Wacker	Project Coordinator Nebraska Game and Parks	Fall 2015	Partner and Critic
Schuyler Sampson	Project Coordinator Nebraska Game and Parks	Fall 2015	Partner and Critic
Sarah Whiting*	Dean and Professor Rice University School of Architecture	Fall 2015	Hyde Lecturer
Brian Pecka	Landscape Architect Big Muddy Studio	Fall 2015	Critic and Juror
Zack Fergus	Landscape Designer Lamp Rynearson and Associates	Fall 2015	Critic and Juror
Eric Silvey	Landscape Architect Clark Enersen Associates	Fall 2015	Lecturer

Steve Rodie	Landscape Architect and Professor University of Lincoln - Omaha	Spring 2016	Lecturer
Ryan Bentley	Landscape Architect Big Muddy Workshop	Spring 2016	Lecturer
Andy Szatko	Environmental Quality Control Technician City of Omaha	Spring 2016	Lecturer
Brad Candrell	Landscape Architect Harvard Graduate School of Design	Spring 2016	Hyde Lecturer
Larry Foster	Director, Parks and Recreation City of Council Bluffs	Spring 2016	Partner and Critic
Heather Tomesak	Landscape Designer, Parks and Recreation City of Council Bluffs	Spring 2016	Partner and Critic
Nate Krohn	Landscape Designer Studio INSITE	Spring 2016	Critic
Mark Weekley	Superintendent, Lewis and Clark NHT National Parks Service	Spring 2016	Partner and Critic
Austin Vachel	Landscape Designer HDR Inc.	Spring 2016	UNL-ASLA SC Digital Graphic Workshop
Eric Silvey	Landscape Architect Clark Enersen Associates	Spring 2016	Lecturer
Patricio Gaybor + Jenny Chavez	President and Executive Director Verde Milenio Foundation	Spring 2012	Partner and Critic
Deb Cadek	Volunteer North Loop Valley Veteran's Memorial Committee	Spring 2016	UNL-ASLA SC Partner and Critic
2016 – 17 AY			
Cristina Murphy*	Assistant Professor, School of Architecture and Planning Morgan State University	Fall 2016	Hyde Chair of Excellence
Michael Bongiorno*	Director and Design Principal DesignGroup	Fall 2016	Hyde Lecturer
Wendy Fok*	Assistant Professor and Architect Parsons The New School	Fall 2016	Hyde Lecturer
Emily Pilloton*	Lecturer in Architecture University of California at Berkeley	Fall 2016	Hyde Lecturer
Ellen Fitzsimmons	Planner and Project Manager Studio INSITE	Fall 2016	Critic
Gena Wirth	Landscape Architect and Design Principal Scape	Fall 2016	Hyde Lecturer
Brett West	Senior Director of Real Estate Development Assurity Life	Fall 2016	Critic
Mike Piernicky	Traffic Engineer and Vice President Olsson Associates	Fall 2016	Lecturer
Geoff Deold	Partner and Architect DeOld Andersen Architecture	Fall 2016	Critic
Mira Engler	Director of Graduate Education, Department of Landscape Architecture, Iowa State University	Fall 2016	Critic
Kevin Benham	Assistant Professor South Dakota State University	Fall 2016	Critic
Jordon Messerer	Assistant Director, Outdoor Adventures University of Nebraska-Lincoln	Fall 2016	Partner and Critic
Todd Frier	Outdoor Adventures Coordinator University of Nebraska-Lincoln	Fall 2016	Partner and Critic
Kyle Hansen	Outdoor Adventures Coordinator University of Nebraska-Lincoln	Fall 2016	Partner and Critic
Bret Betnar	Visiting Assistant Professor Louisiana State University	Fall 2016	Critic

John Dempsey	Engineer HDR Inc.	Fall 2016	Site Visit
Adam Andrews	Architect Alley-Poyner Macchietto Architecture	Fall 2016	Critic
Amelia Jensen	Landscape Designer Studio INSITE	Fall 2016	Critic
Emily Casper	Campus Landscape Architect University of Nebraska-Lincoln	Fall 2016	Lecturer
Linda Potter	Architectural Representative, Watkins Concrete Block and Reimers Kaufman	Fall 2016	Lecturer
Gary Davis/Lisa Lackovic	Architectural Representative Endicott Clay Products	Fall 2016	Lecturer
Eric Silvey	Landscape Architect Clark Enersen Associates	Fall 2016	Lecturer
Andrew Ten Brink	Associate and Landscape Designer Field Operations	Spring 2017	Hyde Digital Graphics Workshop and UNL-ASLA
Eric Casper	Associate Principal Clark Enersen Partners	Spring 2017	Critic and Lecturer
Don Macke	Founder Center for Rural Entrepreneurship	Spring 2017	Partner, Lecturer and Critic
Rick Edwards	Director, Center for Great Plains Studies University of Nebraska-Lincoln	Spring 2017	Critic
Ashley Olson	Executive Director Willa Cather Foundation	Spring 2017	Partner, Lecturer and Critic
Jarrod McCarthey	Heritage Tourism Development Director Willa Cather Foundation	Spring 2017	Partner, Lecturer and Critic
Randall Cantrell	Community Development Specialist and Rural Sociologist Rural Futures Institute, University of Nebraska	Spring 2017	Critic
Ben Dutton	Extension Educator, Unit Leader West Central Research and Extension Center, University of Nebraska	Spring 2017	Partner and Critic
Mark Engler	Superintendent Homestead National Monument of America, NPS	Spring 2017	Partner and Critic
Steve Rodie	Professor and Director, Center for Urban Sustainability University of Nebraska-Omaha	Spring 2017	Lecturer
Ann Forsyth *	Professor of Urban Planning Harvard Graduate School of Design	Spring 2017	Hyde Lecturer
Justin Evertson	Green Infrastructure Coordinator Nebraska Forest Service	Spring 2017	Lecturer
Gary Bentrup	Resource Landscape Planner USDA	Spring 2017	Lecturer
Graham Herbst	Community Forester Nebraska Forest Service	Spring 2017	Lecturer
Andy Szatko	Environmental Quality Control Technician City of Omaha	Spring 2017	Lecturer
Lee Skabeland	Associate Professor, Landscape Architecture Kansas State University	Spring 2017	Lecturer
Elizabeth Garrett	Environmental Manager University of Nebraska-Lincoln	Spring 2017	Lecturer
Rocky Keehn	Senior Water Resources Engineer SHE Omaha	Spring 2017	Lecturer
Regan Pence	Landscape Architect Lamp Rynearson and Associates	Spring 2017	Lecturer
Gary Wells	Landscape Architect NRCS	Spring 2017	Lecturer
Tom Bentley	Landscape Architect Vireo	Spring 2017	Lecturer

Ryan Bentley	Landscape Architect Big Muddy Workshop	Spring 2017	Lecturer
Eric Silvey	Landscape Architect Clark Enersen Associates	Spring 2017	Lecturer
Prabs Shesthra	Sustainability Coordinator University of Nebraska-Lincoln	Spring 2017	Lecturer
Patricio Gaybor + Jenny Chavez	President and Executive Director Verde Milenio Foundation	Spring 2012	Partner and Critic
Rachel Anderson	Community Landscape Specialist Nebraska Forest Service	Spring 2017	Critic
2017 – 18 AY			
Emily Casper	Campus Landscape Architect University of Nebraska-Lincoln	Fall 2017	Lecturer
Eric Casper	Associate Principal Clark Enersen Partners	Fall 2017	Lecturer
Linda Potter	Architectural Representative, Watkins Concrete Block and Reimers Kaufman	Fall 2017	Lecturer
Megan Barnes	Program Manager Landscape Architecture Foundation (LAF)	Fall 2017	Lecturer
Don Daringer	Owner, Nebraska Sod	Fall 2017	Lecturer
Eric Silvey	Landscape Architect Clark Enersen Associates	Spring 2016	Lecturer
Jennifer Seacrest	Landscape Architect Olsson Associates, Ochsner Hare & Hare	Fall 2017	Critic
Rachel Anderson	Community Landscape Specialist Nebraska State Forest Service and Statewide Arboretum	Fall 2017	Critic
Jordon Messerer	Assistant Director, Outdoor Adventures University of Nebraska-Lincoln	Fall 2017	Partner and Critic
Todd Frier	Outdoor Adventures Coordinator University of Nebraska-Lincoln	Fall 2017	Partner and Critic
Kyle Hansen	Outdoor Adventures Coordinator University of Nebraska-Lincoln	Fall 2017	Partner and Critic
Sandra Clinton*	Landscape Architect, FASLA Clinton and Associates	Fall 2017	Lecturer
James Leggitt	Architect, Urban Planner, Illustrator, Educator and Author Studio INSITE	Fall 2017	Hand Graphic Workshop
Mark Engler	Superintendent Homestead National Monument of America, NPS	Spring 2017	Partner and Critic
Karen M'Closkey	Associate Professor, University of Pennsylvania PEG Office of Landscape + Architecture	Spring 2018	Hyde Lecturer

INDIVIDUAL TEACHER'S RECORD

Name: Mark Hoistad

Rank: Professor

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

Landscape Architecture Program 10%; Architecture Program 90%

EDUCATION:

Institution	Number of Years Attended	Degree/Date Granted
University of Houston	2	M. Arch. / 1983
Georgia Institute of Technology	4	BS (Arch) / 1977

TEACHING EXPERIENCE:

Institution	Years Taught	Subjects
University of Nebraska-Lincoln	28	architectural design, site context, urbanism product design, sustainable urbanism
University of Houston	2	foundation design
Xi'An Jiaotong University	5	architectural design
Chongqing University	5	architectural and urban design
Harbin Institute of Technology	2	sustainable urbanism, landscape architecture
Tianjin University	3	architectural design

PRACTICE EXPERIENCE:

Firm or Agency	Number of Years	Responsibilities
Xi'An Jiaotong University and Design Institute	5	Planning and Design
Winston Yan Architects, Shanghai, P.R. China	1	Master Planning
KX International Design & Planning	9	Urban & Architecture Design

PROFESSIONAL REGISTRATION:

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

PUBLICATIONS AND PRESENTATIONS:

2017	Paper Co-Contributor; 'Sanxue Regeneration Project, Xi'An, China'; 19 th ICAMOS General Assembly and Scientific Symposium; New Delhi, India Invited Lecture; 'Expectations'; Bowling Green University; Architecture Department; Bowling Green, Ohio, USA Invited Lecture; 'Facing Reality: sustainability, design thinking and architectural education', Tianjin Chenjian University; Tianjin, PR China Invited Lecture; 'Facing Reality: sustainability, design thinking and architectural education'; Hebei University of Technology; School of Architecture and Art Design; Tianjin, PR China Invited Lecture; 'Design Research Studio: explorations into sustainable urbanism'; Chongqing University, College of Architecture and Planning; Chongqing, PR China. Invited lecture; 'Sustainable Urbanism: finding balance inside change and complexity'; Harbin Institute of Technology, College of Engineering; Harbin, PR China
2016	Invited lecture; 'Beyond Consumption Cities: pursuing a new urban ecology'; Harbin Institute of Technology, College of Architecture and Planning, Landscape Architecture Department; Harbin, P.R. China Invited Lecture; 'Water and the Post Consumption City: what would a city focused on water systems be like'; Harbin Institute of Technology, College of Engineering; Harbin, PR China

- Invited Lecture; 'Beyond the Consumption City: pursuing sustainable urbanism in the design research studio'; Tianjin Chenjian University; Tianjin, PR China
- 2015** Invited lecture: "Food Cities"; Chongqing University; Chongqing, P.R. China
Journal Article: "Resilience Follows the Rule of More than One"; Journal of Human Settlements; Chongqing University
- 2014** Invited Lecture: "Sustainable Urbanism: A matter of survival, purpose, ecology and heritage"; Chongqing University; Chongqing, P.R. China
- 2013** Invited Keynote Speaker; "Balancing Continuity and Change: Preservation and Sustainability at the Macro Scale"; Third International Symposium on Architectural Heritage Preservation and Sustainable Development; Tianjin University; Tianjin, P.R. China
Invited Keynote Speaker; "Changing Focus: Teaching Architectural History in a Time of Rapid Change and Complexity"; 2013 International Symposium on Teaching and Research of Architectural History; Chongqing University; Chongqing, P.R. China
Invited Keynote Speaker: "Resilience Follows the Rule of More Than One"; Resilience in Human Settlements Workshop; co sponsored by Chongqing University, University of Sheffield (UK), Cardiff University (UK), Kobe University (Japan) and Kyushu University (Japan); Chongqing, P.R. China
- 2012** Invited Lecture; Chongqing University; "Design Education in a Time of Complex Problems; Sustainable Development of Human Settlements in Mountains Symposium; Chongqing, China
Invited Lecture: "Farm, Factory and Office: Purpose and the Sustainable City"; XiAn Jiaotong University; Xi'An, PR China
Invited Lecture: "Conversation about Sustainable Urbanism"; XiAn Jiaotong University; Xi'An, PR China

INDIVIDUAL TEACHER'S RECORD

Name: Kim L. Wilson

Rank: Professor

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

EDUCATION:

Institution	Number of Years Attended	Degree/Date Granted
University of Michigan	2	MLA / 1982
Pennsylvania State University	4	BSLA / 1978

TEACHING EXPERIENCE:

Institution	Years Taught	Subjects
University of Nebraska-Lincoln	8	community planning and design, design thinking, sustainable planning and site design, service-learning, site engineering
Purdue University	10	landscape representation, community planning and design, urban design
Colorado State University	4	site design and engineering, planning, landscape representation

PRACTICE EXPERIENCE:

Firm or Agency	Number of Years	Responsibilities
The Office of Kim Wilson	5	Owner and Landscape Architect
Sasaki Associates, Inc	9	Senior Associate, Landscape Architect
SmithGroup/JJR	2	Landscape Designer
Pollack Design Associates	4	Landscape Designer
Smith Group (SH&G)	2	Junior Civil Engineer

PROFESSIONAL REGISTRATION:

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

PROFESSIONAL & ACADEMIC ACTIVITIES.

Awards and Honors

- 2017 Honor Award for Student Planning and Analysis – Faculty Mentor, Great Plains Chapter ASLA Award for Pelican Bay Waterfront: Contagion to Community Sanctuary
- 2016 Fellow, Rural Futures Institute, University of Nebraska
- 2014 Elected to Book of Great Teachers, Purdue University
- 2014 Honor Award for Student Planning and Analysis – Faculty Mentor, Central States ASLA, Flood Resiliency: A Green Infrastructure Vision, Council Bluffs, Iowa
- 2014 Merit Award for Student Design Build – Faculty Mentor, Central States ASLA Award for Regeneration del Parque Eden: Inspiring an Island Community
- 2010 Honor Award for Student Service - Faculty Mentor, American Society of Landscape Architects
- 2011 Tau Sigma Delta Honor Society, Honorary Member
- 2011 Fellow, Center for Great Plains Studies, University of Nebraska-Lincoln
- 2011 Honor Award for Student Service – Faculty Mentor, American Society of Landscape Architects, Student Award for Cultural Sustainability: A Rainforest Community, Anangu, Amazon
- 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.

PUBLICATIONS:

- Wilson, K. L. and Curtis, S., 2009. *Service-learning at Purdue: Making it visible and valued*. Office of Engagement and Center for Instructional Excellence, Purdue University.
- *Wilson, K.L. and Jurch, J., 2008. *A longitudinal exploration of reciprocity: the role of commitment in sustaining a successful service-learning course in Ecuador*. CELA Proceedings, Tempe, AZ.
- *Wilson, K. L. and Reiner, C., 2005. *Studio culture: fostering change using technology and pedagogy*. International Conference on Designs on ELearning Conference Proceedings, University of the Arts London, England, 1 (1): 45–53.
- *Wilson, K. L., 2004. *Self and peer assessment: student-centered learning and individual accountability in teams*, Landscape Review, 9 (1): 235-239.
- *Wilson, K. L. and Helgesen, M., 2004. *Pedagogy in landscape architecture: implications for investigating learning styles in a changing world*, Landscape Review, 9 (1): 240–245.
- *Wilson, K. L., 2003. *Teams for learning and performance: criteria and methodology used for instructor-assigned teams*, CELA Proceedings, Clemson, SC. pp. 54 - 59.

INVITED LECTURES:

- Wilson, K., May 2016. *Cuidades Creativas*. Instituto Metropolitano de Diseno, Quido, Ecuador.
- Wilson, K., April 2016. *Nebraska as a Classroom: Students Engaged In Community, With Community*. Eureka 2-16. University of Nebraska Extension, Lincoln, NE.
- Wilson, K., March 2015. *Faculty Engagement and Community Planning and Design: Engaging Nebraska, Impacting Communities and Transforming Students*. Eureka. University of Nebraska Extension, Omaha, NE.
- Wilson, K., May 2015. *Engagement and International Service-Learning in Ecuador*. College of Architecture Forum, Universidad Central, Quito, Ecuador.
- Wilson, K. and Curtis, S., October 2010. *Service-Learning at Purdue University A Five-Year Assessment: Faculty and Student Grant Programs*. Purdue University's 4th Annual Scholarship of Engagement Conference, West Lafayette, IN.
- Wilson, K. and Curtis, S., October 2010. *Making Service Learning Valuable and Visible*. Purdue University's 4th Annual Scholarship of Engagement Conference, West Lafayette, IN.

CONTRIBUTIONS:

For the past eight years Professor Wilson has administered the landscape architecture program through its initial accreditation, curriculum transformation and reaccreditation. As interim dean, she guided the college through the development of a strategic plan, curriculum reform and a unsuccessful merger. During these years her passion has been focused on community engagement and ensuring faculty and students embrace all that the land grant mission has to offer. Thus Professor Wilson was asked to lead a university-wide initiative to lay the groundwork for an UNL Engagement Strategic Plan. With steep state budget cuts and new leadership (new president, chancellor and executive senior vice chancellor), UNL's goal is to better engage the faculty, students, and staff with the state to improve the quality of life and economic viability of the state's urban and rural communities. The planning process developed a working knowledge of engagement among land grant peer institutions, ascertained UNL's current engagement activities/programs/ organizations/ Initiatives, and is working with a campus committee to develop a strategic plan and ensure that engagement is not only successful but also institutionalize across the university.

In her own work, Wilson has secured more than \$300,000 funding over the past six years to engage students in 29 service-learning projects impacting communities locally, regionally and internationally.

INDIVIDUAL TEACHER'S RECORD

Name: Sarah Thomas Karle **Rank:** Associate Professor

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

EDUCATION:

Institution	Number of Years Attended	Degree/Date Granted
Harvard Graduate School of Design	2	MLA / 2010
Louisiana State University	5	BLA / 2005

TEACHING EXPERIENCE:

Institution	Years Taught	Subjects
University of Nebraska-Lincoln	7	foundational design, site design, history/theory, design thinking
Harvard Graduate School of Design	1	landscape studio, representation

PRACTICE EXPERIENCE:

Firm or Agency	Number of Years	Responsibilities
EDAW/AECOM	3 months	Intern
Hughes Good O'Leary and Ryan	2.3	Landscape Designer
EDSA	6 months	Landscape Designer
P.L. Design	6 months	Intern

PROFESSIONAL REGISTRATION:

None

PUBLICATIONS:

Refereed Articles

- Karle, S.T., Karle, D. *Conserving the Dust Bowl: The New Deal's Prairie States Forestry Project*. Louisiana State University Press: Reading the American Landscape series, 2017.
- Karle, S.T., "Constructing a Territory: Cooperative Conservation in the Prairie States Forestry Project," Landscape as Necessity, Conference Paper and Presentation, Los Angeles, California, September 2016.
- Brown, S., Karle, S.T., and Kelly, B., "An Evaluation of Applying Blended Practices to Employ Studio-Based Learning in a Large-Enrollment Design Thinking Course," *Contemporary Educational Technology*, 6:3 (October 2015): 260–280.
- Karle, S.T., and Karle D., "200 Million Trees: Fabricating a Rain-Making Scheme," *Journal of Architecture Education*, 69:1 Crisis (March 2015): 54–57.
- Karle, S.T., "Projective Ecologies" review of *Projective Ecologies*, by Chris Reed and Nina-Marie Lister, *Journal of Architecture Education*, 69:2 S,M,L,XL (October 2015): 241–242.
- Garza, K. and Thomas, S. "De-Damming the Dutch Delta," *Bracket [Goes Soft]*, edited by Neeraj Bhatia and Lola Shepard (Barcelona, Spain: Actar Publishers, 2011): 136–140.

REFEREED CONFERENCE PROCEEDINGS AND PRESENTATIONS:

- Douglas, L., Brzuszek, R., Culbertson, K., Deming, M.E., Karle, D. and Karle, S.T., "Publishing for Professional Success: Navigating the Publication Process," Annual Meeting and Expo for the American Society of Landscape Architects (ASLA), Panel Presentation, New Orleans, Louisiana, October 24, 2016.
- Karle, S.T. and Karle, D., "The Prairie States Forestry Project: A Modernist Resiliency Plan," The Environmental Design Research Association (EDRA), Conference Presentation, Raleigh, North Carolina, March 2016.
- Karle, S.T. and Karle, D., "200 Million Trees: Tracing the Evolution of The Prairie States Forestry Project," Council of Educators in Landscape Architecture (CELA), Conference Presentation, Manhattan, Kansas, March 2015.
- Karle, S.T., "Concrete Habitat," Environmental Design Research Association (EDRA 45) Conference Presentation, New Orleans, Louisiana, March 2014.
- Karle, S.T., "Design of the Dutch Polder." Environmental Design Research Association (EDRA 45) Conference Presentation, New Orleans, Louisiana, March 2014.
- Karle, S.T., "Design of the Dutch Polder," Council of Educators in Landscape Architecture (CELA) Conference Presentation, Baltimore, Maryland, March 2014.
- Karle, S.T., Wilson, K., Brown, S., and Kelly, B., "Updating a Studio Based Curriculum with Blended Learning Methods," Council of Educators in Landscape Architecture (CELA), Conference Presentation, Baltimore, Maryland, March 2014.
- Karle, S.T., "Socratic Questioning: The Art of Questioning in Thinking, Teaching and Learning," Council of Educators in Landscape Architecture (CELA), Conference Presentation, Austin, Texas, March 2013.
- Karle, D. and Karle, S. T., "Digital Landforms [Surface Treatments]," Council of Educators in Landscape Architecture (CELA), Conference Presentation and Paper, Austin, Texas, March 2013.

CONTRIBUTIONS:

My scholarship critically examines the role of ecology and history in the contemporary practice of landscape design. The theories and methodologies from cultural landscape research closely inform my work, with one central question motivating my research: can historic conservation strategies used in landscapes affected by extreme climatic change serve as precedent for contemporary design? The center of my research during my tenure-track years was a funded multi-method case study on the New Deal's Prairie States Forestry Project, resulting in my first book, *Conserving the Dust Bowl: The New Deal's Prairie States Forestry Project* (co-authored with UNL's David Karle) published with the Louisiana State University Press as part of its Reading the American Landscape series, in March 2017. We have made numerous presentations on the subject, including the annual conference of the Council of Educators in Landscape Architecture (2015), Environmental Design Research Association (2016), and National American Society of Landscape Architects Annual Meeting (2016).

INDIVIDUAL TEACHER'S RECORD

Name: Cathy De Ameida **Rank:** Assistant Professor

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

EDUCATION:

Institution	Number of Years Attended	Degree/Date Granted
Harvard Graduate School of Design	2	MLA / 2011
Pratt Institute	5	BARCH / 2008

TEACHING EXPERIENCE:

Institution	Years Taught	Subjects
University of Nebraska-Lincoln	1.5	advanced site design, design making, materiality in landscape architecture, waste landscapes
Cornell University	2	medium of the landscape, composition and theory

PRACTICE EXPERIENCE:

Firm or Agency	Number of Years	Responsibilities
Whitham Planning and Design	3	Associate Landscape Designer
Ground, Inc	1	Junior Landscape Designer
CMLA Architects and Planners	2 months	Junior Architectural Designer
CRS Designs	2	Junior Architectural Designer
P.A. Marchetta Architect/Planner	1	Intern Architectural Designer

PROFESSIONAL REGISTRATION: Give profession and state(s)

None

PUBLICATIONS:

- De Almeida, C., "Book Review: *Thinking the Contemporary Landscape*," *Journal of Architectural Education* (forthcoming).
- De Almeida, C., "[Un]Desirable Waste: Reclaiming Vulnerable Deindustrializing Territories with a Landscape Lifecycle Approach," *Landscape Architecture as Necessity*, Conference Paper and Presentation, Los Angeles, California, September 2016.
- De Almeida, C., "Material Remnants: Design Archaeology on Ithaca Falls and the Ithaca Gun Brownfield Site," *Landscape Architecture Frontiers: Heritage, Conservation, and Archaeology*, 2(6) (March 2015): 76-83.
- De Almeida, C., "Energy Afterlife: Choreographing the Geothermal Gradient of Reykjanes, Iceland," *Landscape Architecture Frontiers: Crossing Boundaries*, 1(1) (February 2013): 137-143.

CONFERENCE PROCEEDINGS AND PRESENTATIONS:

- De Almeida, C., "The Blue Lagoon: Transforming Waste into Resource," *Creation / Reaction*, 2017 European Council of Landscape Architecture Schools (ECLAS), Conference Presentation, University of Greenwich, London, United Kingdom, September 2017.
- De Almeida, C., "Cut | Fill: Mapping the Invisible Territorial Impacts of Nebraska's Bricks," *Flat Places, Deep Identities: Mapping Nebraska and the Great Plains*, Great Plains Symposium, Center for Great Plains Studies, University of Nebraska-Lincoln, Conference Presentation, Lincoln, Nebraska, March 2017.

De Almeida, C., "Thermal Worlds: Redefining Spatial Thresholds with Temperature in the Geothermal Landscape," Brooklyn Says, "Move to Detroit," in "Design for Performance: Bridging the Gap Between the Poetics and the Pragmatics," 105th ACSA Annual Meeting, Association of Collegiate Schools of Architecture (ACSA), Conference Paper (published in Proceedings) and Presentation, Detroit, Michigan, March 2017.

De Almeida, C., "Desirable Waste: Reconceptualizing the Diversion of Dredge from its Landscape Graveyards," *DredgeFest Great Lakes Symposium*, in "Landscapes of Dredge", Conference Presentation, University of Minnesota, Minneapolis, Minnesota, March 2015.

CONTRIBUTIONS:

My design-research trajectory, *landscape lifecycles*, critically examines the generation and reclamation of waste landscapes and materials, and their role in contemporary landscape practice. Landscape lifecycles is a holistic approach that reactivates waste as a dynamic contributor to local and regional contexts, a method for integrating multiple diverse programs rooted in economic, environmental, and social performance to form hybrid assemblages in the transformation of perceived physical and spatial wastes. Programmatic relationships are forged through the exchange of internally and externally sourced material byproducts, creating new waste economies and ecologies that capitalize on waste as a generator rather than a detriment. My expertise related to landscape materials and brownfield reclamation is integrated into my coursework. For example, in fall 2017, I received an EPA sub-award from the City of Gering in Western Nebraska to fund my studio work for envisioning the future of a brownfield site in an underserved neighborhood. I have made numerous presentations on waste reclamation and landscape lifecycles, most recently, the annual conferences of the Association of Collegiate Schools in Architecture (2017) and the European Council of Landscape Architecture Schools (2017).

INDIVIDUAL TEACHER'S RECORD

Name: Richard K. Sutton **Rank:** Professor

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

Landscape Architecture Program 50%; Agronomy and Horticulture Department 50%

EDUCATION:

Institution	Number of Years Attended	Degree/Date Granted
UW-Madison	2	Ph.D. Land Resources /1997
Utah State University	4	MLA /1974
Colorado State University	4	BS Forest Biology /1970

TEACHING EXPERIENCE:

Institution	Years Taught	Subjects
University of Nebraska-Lincoln	41	landscape design, landscape architecture
University of Wisconsin-Madison	2	landscape architecture

PRACTICE EXPERIENCE:

Firm or Agency	Number of Years	Responsibilities
Landscape Architectural Services	27	Owner and Principal
Sasaki, Walker, Roberts	1	Design Intern

PROFESSIONAL REGISTRATION:

Landscape Architect Nebraska (# 131)

PROFESSIONAL & ACADEMIC ACTIVITIES:

2016-PRES Managing Editor, *Journal of Living Architecture (JLIV)*
2009-PRES Green Roofs for Healthy Cities. Research Committee
1983-PRES Fellow, UNL-Center for Great Plains Studies
1979-PRES American Society of Landscape Architects
1978-PRES UNL Graduate Faculty Member
1976-PRES Nebraska Statewide Arboretum

Awards and Honors

2017 ASLA Honor Award for Research "Seeding Native Grasses on Green Roofs"
2016 Outstanding Research Award Green Roofs for Healthy Cities
2015 Great Plains Chapter ASLA Merit Award for Research on Green Roofs
1996, 00,10 Recognition for Contributions to Students, UNL Parents Association

PUBLICATIONS:

Sutton, R. K. (2015). Green Roof Ecosystems. (vol. 223). New York, NY: Springer.
<http://www.springer.com/us/book/9783319149820>
Sutton, R. K. (2015). Introduction to Green Roof Ecosystems. In Richard K. Sutton (Ed.), *Green Roof Ecosystems* (vol. 223, pp. 1-26). New York, NY: Springer. <http://www.springer.com>
Sutton, R. K., Lambrinos, J. (2015). Synthesis and Summary. In Richard K. Sutton (Ed.), *Green Roof Ecosystems* (vol. 223, pp. 423-440). New York, NY: Springer. <http://www.springer.com/us/book/9783319149820>
Sutton, R. K. (2015). Green Roof Plant Trials for the Central Great Plains. *Journal of Living Architecture*, 2(1), 1-8.

- Lindquist, S. N., Sutton, R. K. (2015). Storing Carbon in Green Roofs: Above- and Below-Ground Biomass of Blue Grama and White Stonecrop., 9(1), 1-9. <http://digitalcommons.unl.edu/rurals/vol9/iss1/1/>
- Sutton, R. K. (2015). Review of Sustainable Compromises: A Yurt, a Straw Bale House, and Ecological Living by Alan Boye. *Great Plains Research* (2nd ed., vol. 25, pp. 187). Lincoln, NE: Great Plains Research/University of Nebraska Press. <http://www.unl.edu/plains/gpr-volume-25>
- Sutton, R. (2014). Aesthetics for Green Roofs and Green Walls. *Journal of Living Architecture*, 1, 20 pages.
- Sutton, R. K., Rodie, S. N., Shelton, D. P. (2014). *Stormwater Management: Green Roof Basics*.
- Sutton, R. (2013). Rethinking Extensive Green Roofs to Lessen Emphasis on Above-Ground Biomass. *Journal of Living Architecture*, 1, 2 pages.
- Sutton, R. (2013). Seeding Green Roofs with Native Grasses. *Journal of Living Architecture*, 1, 27.
- Sutton, R. K. (2013). Sites (Sights) Worth Saving; Conversations Worth Having *Prairie Fire* (vol. 7, pp. 2 pages). Lincoln, NE.
- Sutton, Richard K., John A. Harrington, Lee Skabelund, Peter MacDonagh, Reid R. Coffman, and Gord Koch. (In Press-Accepted Oct 31, 2011) Prairie-based Green Roofs: Literature, Templates, and Analogs. *Journal of Green Building*.
- Rodie Steven, Kim Todd, Richard Sutton, Kelly Feehan, and Andy Szatko. *Nebraska Bioretention and Rain Garden Plants Guide*. UNL Cooperative Extension. Lincoln, NE.
- *Kelsey Latshaw, Jay B. Fitzgerald, and Richard K. Sutton. Analysis of Green Roof Growing Media Porosity. *RURALS: Review of Undergraduate Research in Agriculture and Life Sciences*. 4 (1).

CONTRIBUTIONS:

During the last 10-years I have been applying my knowledge of ecology, native plants, and design to reducing costs and aiding maintenance regimes for regionally appropriate green roofs. This has been accomplished in concert with small research grants and a suite of local cooperators on their green roof sites. I have engaged five undergraduate LARC students in the design and execution of experiments as a part of their Undergraduate Creative and Research Experience (UCARE). Two of the students have published peer-reviewed articles on their work. Courses have been taught in support of that focus on green roof design directly or as a constituent of green infrastructure. At a larger scale I am involved with understanding the impact of wind development on the perception of the Nebraska landscape through scholarly research on landscape and human scale.

As a bookend to my 43-year academic career as a landscape architect, I have written a book entitled, *Reading the Nebraska Landscape* that is currently under review by a publisher.

INDIVIDUAL TEACHER'S RECORD

NAME: Steven Rodie

RANK: Associate Professor

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

University of Nebraska-Omaha, Environmental Science

EDUCATION:

Institution	Number of Years Attended	Degree/Date Granted
Kansas State University	3	M. L. A., 1985
Colorado State University	4	B. S. Forest Mgmt, 1977

TEACHING EXPERIENCE:

Institution	Years Taught	Subjects
University of Nebraska-Omaha	3	sustainable landscape plants, environmental sustainability
University of Nebraska-Lincoln	21	plant identification, landscape design, landscape & environmental appreciation, landscape construction, stormwater management
Colorado Mountain College	4	introductory computer applications
U. of Colorado-Colorado Springs	1	planning principles (graduate)
Pikes Peak Community College	2	introductory computer applications

PRACTICE EXPERIENCE:

Firm or Agency	Number of Years	Responsibilities
Nebraska Statewide Arboretum	3	Landscape Architect
Dames & Moore	3	Project Landscape Architect
Colorado Department of Highways	1	Temporary Landscape Architect
Sundesigns Architects	2	Project Landscape Architect
Design Workshop, Inc.	2	Project Landscape Architect
PGVA, Inc.	1	Staff Landscape Architect

PROFESSIONAL REGISTRATION:

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

PUBLICATIONS:

- Tappich, W., Grandgenett, N., Leas, H., Rodie, S., Shuster, R., Schaben, C., & Cutucache, C. 2016. Enhancing the STEM Ecosystem through Teacher-Researcher Partnerships. *Metropolitan Universities*, 27(1), 71-85.
- Shelton, D. P., Rodie, S., Feehan, K. A., Franti, T. G., Pekarek, K. A., Holm, B. A. 2015. Integrating Extension, Teaching, and Research for Stormwater Management Education. *Contemporary Water Research & Education*, 156, 68-77.
- Vogel, J.; Moore, T.; Coffman, R.; Rodie, S.; Hutchinson, S.; McDonough, K.; McLemore, A.; McMaine, J. 2015. Critical Review of Technical Questions Facing Low Impact Development and Green Infrastructure: A Perspective from the Great Plains. *Water Environment Research*, Volume 87, Number 9, 1, pp. 849-862(14).
- Fech, J., Herbst, G. and S. Rodie. 2014. *Waterwise: Tree Selection and Tree Care*. University of Nebraska Extension Circular, EC302. 11 pp.
- Feehan, K., Pekarek, K., Shelton, D., Rodie, S., and T. Franti. 2014. *Stormwater Management: Rainwater Harvesting with Rain Barrels*. University of Nebraska Extension Nebguide G2220. 4pp.
- Holm, B., Holm, K., Shelton, D., Rodie, S., Feehan, K. and T. Franti. 2014. *Stormwater Management: What Stormwater Management Is and Why it is Important*. University of Nebraska Extension Nebguide G2238. 4pp.

- Streich, A. and S. Rodie. 2014. Identifying Landscape Plants. University of Nebraska Extension Circular, EC1265. 16 pp.
- Franti, T. and S. Rodie. 2013. Rain Garden Design: Site Selection and Sizing Guide. University of Nebraska Enhanced Extension Circular, EC1262. 27 pp.
- Shelton, D., Rodie, S., Feehan, K., Franti, T. and K. Pekarek. 2013. Stormwater Management: Disconnecting Downspouts and Impervious Surfaces. University of Nebraska Extension Nebguide G2186, 4 pp.
- Szatko, A., Tang, Z., Tian, S., Rodie, S., 2011. Gray or Green Infrastructure Approaches: Regulating Stormwater Management in Land Use Development, In book "Land Use: Planning, Regulations, and Environment", NOVA Science Publisher, Hauppauge, NY, U.S. (in press)
- Rodie, S. and K. Todd. 2011. Nebraska Bioretention and Rain Garden Plants Guide; Sustainable Selection, Placement and Management in the Northern Great Plains. EC-1261, 64 pp.
- Rodie, S., Hartsig, T. and A. Szatko. 2010. Sustainable Landscapes – Rain Gardens, Bioswales and Xeric Gardens: A Manual for Homeowners and Small Properties in Omaha. Green Gardens Project, City of Omaha Public Works. 154 pp.
- Hartsig, T. and S. Rodie. 2009. Bioretention Gardens: A Manual for Contractors in the Omaha Region to Design and Install Bioretention Gardens. Green Gardens Project, City of Omaha Public Works. 110 pp.
- Rodie, S. and A. Streich. 2009. Landscape Sustainability. G1405. University of Nebraska-Lincoln Extension Nebguide. 4 pp.
- Lindgren, D., Streich, A., Todd, K. and S. Rodie. 2007. Annuals for Nebraska Landscapes I. Flowering Plants. G1774. University of Nebraska-Lincoln Extension. 4 pp.
- Lindgren, D., Streich, A., Todd, K. and S. Rodie. 2007. Annuals for Nebraska Landscapes II: Foliage, Grasses, Fruits and Vines. G1775. University of Nebraska-Lincoln Extension. 4 pp.
- Rodie, S., T. Franti and R. Sutton. 2007. Stormwater Management: Plant Selection for Rain Gardens in Nebraska. G1758. Nebraska Cooperative Extension. 4 pp.
- Streich, Anne and Steven Rodie. 2007. Trees for Home Landscapes. G1747. University of Nebraska-Lincoln Extension. 4 pp.
- T. Franti, and S. Rodie. 2007. Stormwater Management: Rain Garden Design for Homeowners. G1758. Nebraska Cooperative Extension. 4 pp.
- T. Franti and S. Rodie. 2007. Stormwater Management: Installing Rain Gardens in Your Yard. G1760. Nebraska Cooperative Extension. 4 pp.
- VanDerZanden, A.M. and Rodie, S.; *Landscape Design: Theory and Application.*; Thomson/Delmar Learning. 2007

CONTRIBUTIONS:

My primary research focus is two-fold: 1) to determine the functional attributes of bioretention garden and rain gardens in Omaha, and 2) to identify which native and adapted plants are best suited for regional bioretention and green infrastructure stormwater management best management practices (BMPs). Working with consultants, the City, Omaha Public Schools science teachers (through funded STEM summer research programs and Service Learning projects) and other interested parties, a database of derived information is being developed to best identify strategies for the enhanced success of future green infrastructure plantings and function.

Two specific research/teaching efforts are underway: 1) summer research through the Teacher-Researcher Partnership Program for rain garden assessment (completed 2015-2017); and 2) monitoring equipment has been purchased and installed by the City of Omaha (fall 2016) for monitoring the UNO Welcome Center Bioretention Garden (I developed the planting plan for the garden and garnered approximately \$70,000 in funding to design and construct the garden in 2012). On-going monitoring of soil temperatures, soil moisture, weather conditions, infiltration rates, garden seasonal changes will be conducted through sensors, video cameras, data loggers and real-time access to cameras and data; access will be available to the research team as well as public access for student use and connections to course curriculum.

INDIVIDUAL TEACHER'S RECORD

Name: Kim Todd **Rank:** Assistant Professor

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

Agronomy & Horticulture Department

EDUCATION:

Institution	Number of Years Attended	Degree/Date Granted
University of Nebraska-Lincoln	3	MA / 1983
Iowa State University	4	BSLA / 1975

TEACHING EXPERIENCE:

Institution	Years Taught	Subjects
University of Nebraska-Lincoln	15	plants, management, design
University of Nebraska-Lincoln	10	site planning, landscape construction

PRACTICE EXPERIENCE:

Firm or Agency	Number of Years	Responsibilities
Finke Gardens & Nursery	4	Landscape Architect
University of Nebraska-Lincoln	19	Campus Planner and Landscape Architect
Davis Fenton Stange Darling	4	Landscape Architect

PROFESSIONAL REGISTRATION:

Landscape Architect # 125

PROFESSIONAL & ACADEMIC ACTIVITIES:

Capitol Environs Commission (gubernatorial appointment)
Antelope Valley Major Investment Study Team
Urban Design Committee (City of Lincoln)
Nebraska Invasive Species Council (gubernatorial appointment)
Nebraska Innovation Campus Design Review Board

PUBLICATIONS:

Grow a Beautiful Space, 4H Curriculum (Series of 4 manuals and teacher guides). Streich, Anne, S. Rodie, K. Todd. 2015
Nebraska Bioretention and Rain Garden Plants Guide, EC1261. Rodie, Steve, K.Todd. 2011

CONTRIBUTIONS:

My major contributions during the first two decades of my career included transforming the University of Nebraska campus, developing the UNL Botanical Garden and Arboretum, and working with over 50 communities through the Nebraska Statewide Arboretum's Center for Landscape Stewardship program. My focus was primarily on public landscapes, with project involvement ranging from Antelope Valley, Beadle Center, Parking Structure Study, Lied Center, R Street, nurseries, using a more sustainable and resilient approach.

I engage students in design and management in projects ranging from the historic landscape of William Jennings Bryan home to development of landscape management plans for Raising Nebraska at State Fair. I was instrumental in the development of a new major in turf and landscape management, and in several new plant- and landscape-related courses. I procured grant and/or private funding totaling over \$2 million to create campus teaching gardens and support research and student experiential learning. I host Backyard Farmer, which is watched on public television by over 25,000 households per week.

INDIVIDUAL TEACHER'S RECORD

Name: Jeffery L. Day

Rank: Professor

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

Architecture Program and Landscape Architecture Program

EDUCATION:

Institution	Number of Years Attended	Degree/Date Granted
University of California Berkley	3	Master of Architecture/1995
Harvard College	4	AB/1988

TEACHING EXPERIENCE:

Institution	Years Taught	Subjects
University of Nebraska-Lincoln	17	architecture

PRACTICE EXPERIENCE:

Firm or Agency	Number of Years	Responsibilities
Min Day	14	Owner and Principal
Fernau & Hartman Architects	4	Architect

PROFESSIONAL REGISTRATION:

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

PROFESSIONAL & ACADEMIC ACTIVITIES:

Honors and Awards:

Interior Design Educators Council Award of Excellence (Bucktown House) Best in Category: Design as Interior, March 2011
2016 Illumination Award, Illuminating Engineering Society, Outdoor Lighting Design Award, Special Citation for Use of Light as a Beacon that Enhances the Community Culture (Blue Barn Theatre, collaboration with lighting designer Morrissey Engineering) October, 2016
Emerging Voices, The Architectural League of New York, "Emerging Voices spotlights individuals and firms based in the United States, Canada, or Mexico with distinct design voices and the potential to influence the disciplines of architecture, landscape architecture, and urbanism," 2016
ACSA Faculty Design Award (BLUEBARN Theatre & Boxcar 10) 2016 (4 awards given from 107 submissions)
ACSA Collaborative Practice Award (Bemis Gardens) 2016 (4 awards given from 50 submissions)
Residential Architect Design Awards, Citation (Bucktown House) April 2015
Illuminating Engineering Society of North America, International Merit Award (Bucktown House, collaboration with lighting designer Derek Porter Studio) 2015
AIA National Small Project Honor Award (Bemis InfoShop) June 2013
ACSA Design Build Award, ("FACT: Design Fabricate") March 2013 (first year given)
AIA Central States Region Honor Award (BLUEBARN Theatre & Boxcar 10) October 2017
AIA Central States Region Merit Award (Better Place Forests) October 2017
AIA Central States Region Honor Award (Rebar Wall) October 2016
Merit Award, Illuminating Engineering Society of North America (BLUEBARN Theatre, collaboration with lighting designer Morrissey Engineering) 2016
AIA Central States Region Honor Award (Bucktown House) October 2015 (9 awards given from 200+ entries)
AIA Central States Honor Award for Interior Architecture (L Residence) October 2012
AIA Nebraska Honor Award for Details (RebarWall at BLUEBARN Theatre) October, 2017
AIA Nebraska Honor Award for Unbuilt Architecture (Better Place Forests) October, 2017
AIA Nebraska Merit Award for Details (Cochran Park bench/sign) October, 2017
AIA Nebraska Merit Award for Interior Architecture (FLOCK) October, 2017
AIA Nebraska People's Choice Award (Better Place Forests) October, 2017
AIA Nebraska Art X Architects, Gold Medal (Soft Stones) October, 2017

ACEC Nebraska Engineering Excellence Awards, Merit Award (MEP & lighting, collaboration with Morrissey Engineering) February, 2017

AIA Nebraska Honor Award for Architecture (BLUEBARN Theatre & Boxcar 10) Sept. 2016

AIA Nebraska Merit Award for Unbuilt Architecture (Hexad) Sept. 2016

AIA San Francisco Design Awards, Special Commendation for Urban Design awarded in partnership with SPUR (Blue Barn Theatre & Boxcar 10) April 2016

AIA Chicago, Interior Architecture Award, Citation of Merit, (Bucktown House) Oct. 2015

AIA Nebraska Honor Award for Interior Architecture (Bucktown House) Sept. 2015

AIA Nebraska Merit Award for Interior Architecture (Spirits Pavilion) Sept. 2015

AIA Nebraska Merit Award for Unbuilt Architecture (BART/Muni Entrance) Sept. 2015

AIA Nebraska Honor Award for Details (Dr. No Cabinet) Sept. 2015

AIA San Francisco Design Awards, Citation (Bucktown House) April 2015

AIA Nebraska Merit Award for Unbuilt Architecture (Multifaith Sanctuary) October 2014

AIA Nebraska Merit Award for details, (Chartboost Parklet) October 2014

AIA Nebraska Merit Award for Unbuilt Architecture (CROPS) 2013

AIA Nebraska Merit Award for details, (Stones Table) 2013

AIA San Francisco Constructed Realities Citation for Detail (Stones Table) 2013

AIA San Francisco Honor Award for Interior Architecture (Bemis InfoShop) 2013

PUBLICATIONS:

C3 Magazine Special: Contemporary Communities, Blue Barn Theatre, Seoul, Korea, 2017

Midcoast Design Record, BLUEBARN Theatre & Boxcar 10, featured project, <http://www.midcoastrecord.com/bluebarn>, October 2017

Residential Design Magazine, (featuring Sylvan Lake House) v3. 2017

Mobitecture: Architecture on the Move, by Rebecca Roke (featuring Pnuemad) Phaidon, 2017, p64

ArchDaily.com, "Blue Barn Theatre & Boxcar 10 Min | Day" January 30, 2017. <http://www.archdaily.com/804021/blue-barn-theatre-and-boxcar-10-min-day>

SBC Magazine, "Supporting the Arts" (cover story on wood framing innovations at the Blue Barn Theatre) Jan-Feb 2017, pp. 16-21

Slate.com, "The Best Things America Built in 2016" by Henry Grabar December 30, 2016 (featuring 8 projects including the Blue Barn Theatre)

http://www.slate.com/articles/news_and_politics/metropolis/2016/12/the_eight_best_things_we_built_in_2016_and_why_they_matter.html

Dezeen.com, "Min | Day clads Nebraska Theatre in Weathering Steel and Rebar" by Jenna McKnight, December 5, 2016.

<https://www.dezeen.com/2016/12/05/min-day-blue-barn-theatre-weathering-steel-rebar-nebraska/>

Dwell Magazine, "Switch Over: A Strategic Rewire Enhances a Spec House's Gut Renovation" (Bucktown House) by Winifred Bird, July/August 2016, pp. 128-138

San Francisco Cottages & Gardens, "Super Studio: Getting to Know Bay Area Architecture Firm Min | Day," by Lydia Lee, June/July 2016

The Architects Newspaper, "Emerging Voices 2016 > Min | Day" by Olivia Martin, Issue 2, March 2, 2016, p. 25

Revista Casa FOA, "Residencia Bucktown" by Debora Campos, Buenos Aires, Argentina, Año 4, #9, 2016 pp. 98-111

Omaha World Herald, "Spaces: 'A Real Place' for Dream Projects" (special feature on the Omaha office of Min | Day) by Chris Peters, February 1, 2016, Section E, pp. 1-2

Inspired Living Omaha Magazine, Omaha World Herald, "Pump up the Volume: For Min | Day, Color Moves Through Cutting-Edge Architecture" (interview with Jeffrey L. Day featuring recent projects) by Kim Carpenter, January / February 2016

"Additional Subtractions," by Jeffrey L. Day, sole author, Word Play, An Architectural Compendium, ed. Margaret Ikeda, Lindsey Peterson, Susannah Meek, and Susi Stadler, Regents of the University of California, April 2015 (invited)

Lincoln Journal Star, "Coming to a Neighborhood Near You: Housing Nonprofit, UNL Class Eye Affordable Residential Alternative" (Box House One by FACT & Min | Day) by Kevin Abouezek, December 4, 2015, Section B, pp. 1-2

Chicago Architect, "Bucktown House," November / December 2015

The Architects Newspaper, "Black and Blue in Omaha: Two Buildings on One Site with Two Clients – Designed by One Office in Two Locations" (Blue Barn Theatre & Boxcar 10) by Matthew Messner, Issue 13 November 4, 2015

Improvisations on the Land: Houses of Fernau & Hartman, (features projects designed under the leadership of Jeffrey L. Day) by

Richard Fernau, The Monacelli Press, 2015

Interior Design, Design Insider, "Influence is Immortality: Sir John Soane Lives on Through Contemporary Interiors" (includes Bucktown House) by Fred A. Bernstein, October 2015 pp. 162-164

Omaha Magazine, "Rustic Roots: Blue Barn Theatre Finds its Home" by Daisy Hutzell-Rodman, October 30, 2015

The Reader, "Blue Barn: Past, Present, Future Converge in New Space" by Leo Adam Biga, Volume 22, Number 6, September 2015 Cover Story, pp. 22-28

Metro Quarterly "{new blue} Blue Barn Theatre Putting Down New Roots" by Leo Adam Biga, August / September / October 2015 pp. 97-99

American Theatre, "House Proud: How to build a new theatre space that is both financially responsible and artistically appropriate" (Blue Barn Theatre) by Eliza Bent, Theatre Communications Group, May / June 2015

The Reader, "How Form, Function and Creative Inspiration Can Help Elevate Omaha" (interview regarding the value of design. Featuring Bucktown House and Blue Barn Theatre) by Kara Schweiss, Volume 21, Number 49, March 2015

Flyover Magazine, "Put An Architect in a Corner: Talking Design Philosophy with Architect Jeff Day" by Stephen Prince, Premier Issue 2015 pp. 62-66

Omaha World Herald, "Blue Barn ready for Bright Lights: The Theater's New Home has Slightly Larger Capacity, One-Of-A-Kind Features," by Betsey Freeman, September 9, 2015 Cover Story, Section E, pp1-2

B2B Magazine, "Controlled Chaos: Architect Jeff Day," (feature on Min | Day and the Omaha office) by Lisa Lukekart, Summer 2015, pp54-57

Omaha World Herald, "Kaneko's latest is child's play" (Pneumad and Soft Stones included in exhibition PLAY) by Casey Logan, June 2, 2015, Section E, pp. 1-2

Residential Architect, "Bucktown Residence" by Deane Madsen, Volume 2, 2015, p. 42

Summa+ #141, "Morando Na Estrada" (Pneumad) by Constanza Llorente, Argentina and Brazil (published in Spanish and Portuguese editions) May 2015, pp. 120-121

KETV Newswatch 7, "Blue Barn Theatre Prepares for New Home," by Jobeth Devera, broadcast May 19, 2015

Evolvo Issue 6 Digital & Parametric Architecture, "The Potential of Digital Architecture" (featuring the Okoboji Headboard Cabinet) by Dongyang Chen, Evolvo, Inc., New York and Los Angeles, 2014 pp. 40-47

Lincoln Journal Star, "UNL Architecture Professor's Firm Envisions Future for East Lansing" (concerning Gather / Grow / Make / Live / Play for East Lansing 2030: Collegeville Re-envisioned) November 6, 2014

Omaha World Herald, "Freewheeling Design" (Pneumad for Truck-A-Tecture) by Casey Logan, June 24, 2014

The Wall Street Journal, "More Than Just a Pretty Facet" (MOD Soft Stones and other work at ICFF) by Dale Hrabí, May 31-June 1, 2014

Omaha World Herald, "Competing visions for urban green space" (Green in the City competition) by Cindy Gonzalez, January 21, 2014

CONTRIBUTIONS:

Professor Day's work resolves around two primary topics: 1. the role of Architecture in Landscape Urbanism, and 2. the critical and design procedures of translating of ideas into physical form. Professor Day has taught Landscape Architecture students in Design Thinking, 3rd year ARCH/LARC collaborative studios, interdisciplinary theory seminars, special interdisciplinary collaborative studios for upper level students, and FACT (Fabrication And Construction Team). FACT is a cross disciplinary design-build course and workshop that engages design intensive projects and creative, non-profit clients in collaborations that span design and construction. In such a practice the boundaries that conventionally distinguish the design professions are eroded to admit other disciplines ordinarily thought of as distinct. FACT operates an academic/professional collaborative design lab that offers students a forum for exploration aimed at expanding the understanding of the complex relationships between thinking (conceiving, designing, theorizing) and making. FACT is a "do-tank", a lab in which ideas and new knowledge are developed through action as well as thought. Where academic design studios focus on ideation, conceptualization and a little design development, FACT offers students an opportunity to focus on the creative opportunities embedded in the development and realization of projects. Such a practice allows production to influence design as much as design directs production. FACT projects often explore the intersection of buildings, landscapes, and interiors.

INDIVIDUAL TEACHER'S RECORD

Name: Andrea Kelly

Rank: Lecturer

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

Architecture Program

EDUCATION:

Institution	Number of Years Attended	Degree/Date Granted
Oklahoma State University	5	BARCH / 1998

TEACHING EXPERIENCE:

Institution	Years Taught	Subjects
University of Nebraska Lincoln	2	professional practice

PRACTICE EXPERIENCE:

Firm or Agency	Number of Years	Responsibilities
AToM	8	Co-founder and Architect
Randy Brown Architects	2	Project Manager, Architect
BFGC	2	Architect
Selser Schaefer Architects	4	Intern Architect

PROFESSIONAL REGISTRATION:

Nebraska, A3766; NCARB Certificate #61761

PROFESSIONAL & ACADEMIC ACTIVITIES:

Honors and Awards

Dickhut Residence, Interior Design Educators Council, Best of Category "Design as Interior" (03.2016)
bifurcate, Interior Design Educators Council, Best of Category "Design as Art" (03.2014)
Omaha Foot and Ankle, AIA Nebraska State Design Award – Citation (2011)

PUBLICATIONS:

Design Work Featured:

5047 House (2015), David Williams, "The Wolf in Sheep's Clothing" in *Omaha Magazine*, Nov/Dec 2015.

Dickhut Residence (2014), "Nine and Two: Mid Century Modern Makeover" in *Omaha Magazine*, Sep/Oct 2015.

bifurcATE (2012), "Emerging Terrain" in Lincoln Journal Star, 4 November 2012. p. F1-2. And "A junction of food, design at I-80", Omaha World Herald Front Page, Monday, 4 June 2012. p.1A.

concre(A)te synergies (2011), Omaha World Herald and Metropolis Magazine.

CONTRIBUTIONS:

I am a licensed, practicing architect and have been teaching Professional Practice for three of the four degree programs at the UNL College of Architecture since 2016. I wrote the new course syllabus and project statements to provide a broad, yet timely and relevant, overview of the following topics: firm planning, organization, and operation; marketing professional services; contracts and agreements; project delivery and communication; construction process; digital technology and data management; risk management; historic preservation; and advocacy and engagement. Additionally, I serve as a review critic in various design studios.

INDIVIDUAL TEACHER'S RECORD

Name: Brad Swerczek

Rank: Lecturer

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

Architecture Program

EDUCATION. (College and higher)

Institution	Number of Years Attended	Degree/Date Granted
Kansas State University	5	MLA / 2004
University of Nebraska-Lincoln	4	BS Arch/1989

TEACHING EXPERIENCE. (College level)

Institution	Years Taught	Subjects
University of Nebraska-Lincoln	2	construction implementation

PRACTICE EXPERIENCE. (Brief listing)

Firm or Agency	Number of Years	Responsibilities
KTECH Project Services	1	Landscape Architect, Project Manager
HDR	8	Landscape Architect, Project Manager
Lanoha Nurseries, Inc	1	Landscape designer

PROFESSIONAL REGISTRATION:

State of Nebraska License No. 308; State of Oklahoma License No. 419; CLARB No. 21982

PROFESSIONAL ACTIVITIES:

Board Member, Nebraska State Board of Landscape Architects, 2017 - Present
Board Member/Current Chairperson, City of Omaha Parks, Recreation and Public Property, 2015 – Present
Member, American Society of Landscape Architects
Member, Great Plains Chapter, American Society of Landscape Architects
Volunteer Member, Nebraska State Board of Landscape Architects, Statute Revision Task Force, 2014
Board Member, Pepperwood S.I.D. 300, 2011-2014
Construction Volunteer, Habitat for Humanity
Volunteer Basketball Coach, YMCA Youth Basketball League, 2008 – 2009

CONTRIBUTIONS:

Instruct junior level landscape architecture students the skills and techniques necessary to implement their site designs. Students develop a fundamental understanding in construction techniques, materials and graphic representation to realize a construction documentation package for their designs. Skills include AutoCAD drawing, site grading and drainage, site layout and dimensioning, landscape planting design and documentation, site materials and site detailing.

INDIVIDUAL TEACHER'S RECORD

Name: Zhenghong Tang **Rank:** Associate Professor

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

Community and Regional Planning Program; Landscape Architecture Program

EDUCATION:

Institution	Number of Years Attended	Degree/Date Granted
Texas A&M University	4	Ph.D/2007
Huazhong Agricultural University	3	Master/2000
Hunan Normal University	4	BS/1997

TEACHING EXPERIENCE:

Institution	Years Taught	Subjects
University of Nebraska-Lincoln	9	environmental planning, GIS, hazard mitigation, theory

PRACTICE EXPERIENCE:

Firm or Agency	Number of Years	Responsibilities
Wake County Planning Department, NC	1	Land Use Planner

PROFESSIONAL REGISTRATION:

N/A

PUBLICATIONS:

- Qiu, B., Zhang, K., Tang, Z., Chen C., Wang, Z., 2017, Developing Soil Indices based on Brightness, Darkness, and Greenness to Improve Land Surface Mapping Accuracy, *GIScience & Remote Sensing*, 54(5): 759-777.
- Qiu, B., Luo Y., Tang, Z., Chen, C., Lu, D., Huang, H., Chen, Y., Chen, N., Xu, W., Winter Wheat Mapping Combining Variations Before and After Estimated Heading Dates, *ISPRS Journal of Photogrammetry and Remote Sensing*, 123: 35-46.
- Qiu, B., Chen, G., Tang, Z., Lu, D., Wang, Z., Chen, C., 2017, Assessing the Three-North Shelter Forest Program in China by a Novel Framework for Characterizing Vegetation Changes, *ISPRS Journal of Photogrammetry and Remote Sensing*, 133:75-88.
- Tang, Z., Drahota, J., Hu, Q., Jiang, W., 2017, Examining Playa Wetland Contemporary Conditions in the Rainwater Basin, Nebraska, *Wetlands*, DOI 10.1007/s13157-017-0953-x
- Li, Y., Tang, Z., Liu, C., Kilic, A., 2017, Estimation and Investigation of Consumptive Water Use in Residential Area -Case Cities in Nebraska, U.S.A., *Sustainable Cities and Society*, 35:637-644.
- Figuroa-Alfaro, RW, Tang, Z., 2017, Evaluating Aesthetic Value of Cultural Ecosystem Service by Mapping Geo-Tagged Photographs from Social Media Data on Panoramio and Flickr, *Journal of Environmental Planning and Management*, 60(2): 266-281.
- Qiu, B., Zhong, J, Tang, Z., Feng, M., Chen C., Wang X., 2017, Greater Phenological Sensitivity on the higher Tibetan Plateau: New Insights from Weekly 5km EVI2 Datasets, *International Journal of Biometeorology*, 61(5):807-820.
- Qiu, B., Lu, D., Tang, Z., Chen, C., Zou, F., 2017, Automatic and Adaptive Paddy Rice Mapping Using Landsat Images: Case study in Songnen Plain in Northeast China, *Science of the Total Environment*, 598: 581-592.
- Zhang, L., Tochen, R., Hibbard, M., Tang, Z., 2017, The Role of Local Leaders in Environmental Concerns in Master Plans: An Empirical Study of China's Eighty Large Municipalities, *Journal of Planning Education and Research*, 1-13.
- Deng, Y., Jang, W., Tang, Z., Li, J., Lv, J., Chen, Z., Jia, K., 2017, Spatial-Temporal Change of Lake Water Extent in Wuhan Urban Agglomeration Based on Landsat Images from 1987 to 2015, *Remote Sensing*, (9)3: 270.

- Qiu, B., Lu, D., Tang, Z., Song, D., Zeng, Y., Wang, Z., Chen, C., Chen N., Huang, H., Xu, W., 2017, Mapping Cropping Intensity Trends in China during 1982-2013, *Applied Geography*, 79: 212-222.
- Wang, Q., Wu, J., Li, X., Zhou, H., Yang, J., Geng, G., An, Xue., Liu, L., Tang, Z., 2017, A Comprehensively Quantitative Method of Evaluating the Impact of Drought on Crop Yield using Daily Multi-scale SPEI and Crop Growth Process Model, *International Journal of Biometeorology*, 61: 685–699.
- Qiu, B., Zhong, J., Tang, Z., Feng, M., Chen, C., Wang, X., 2017, Greater Phenological Sensitivity on the Higher Tibetan Plateau: New Insights from Weekly 5km EVI2 Datasets, *International Journal of Biometeorology*, 61:807–820.
- Mei, X., Van Gelder, P., Dai, Z., Tang, Z., 2017, Impact of Dams on Flood Occurrence of Selected Rivers in the United States, *Frontiers of Earth Science*, 11(2): 268–282.
- Tang, Z., Li, Y., Gu, Y., Jiang, W., Xue, Y., Hu, Q., LaGrange, T., Bishop, A., Drahota., Li, R., 2016, Assessing Nebraska Playa Wetland Inundation Status During 1985-2015 Using Landsat Data and Google Earth Engine, *Environmental Monitoring and Assessment*, 188:654.
- Qiu, B., Wen Q., Tang, Z., Chen, C., Wang, X., 2016, Rice Cropping Density and Intensity Lessened in Southeast China during the 21st Century, *Environmental Monitoring and Assessment*, 188:5.
- Wei, W., Mei, X., Dai, Z., Tang, Z., 2016, Recent Morphodynamic Evolution of the Largest Uninhibited Island in the Yangtze (Changjiang) Estuary during 1998-2014: Influence of the Anthropogenic Interference, *Continental Shelf Research*, 124: 83-94.
- Qiu, B., Wang, Z., Tang, Z., Chen, C., Fan, Z., Li, W., 2016, Automated Cropping Intensity Extraction from Isolines of Wavelet Spectra, *Computers and Electronics in Agriculture*, 125:1-11.
- Qiu, B., Min, F., Tang, Z., 2016, A Simple Smoother based on Continuous Wavelet Transform: Comparative Evaluation based on the Fidelity, Smoothness and Efficiency in Phenological Estimation. *International Journal of Applied Earth Observation and Geoinformation*, 47: 91-101.
- Qiu, B., Wang, Z., Tang, Z., Liu, Z., Lu, D., Chen, C., Chen, N., 2016, A Multi-scale Spatiotemporal Modeling Approach to Explore Vegetation Dynamics Patterns under Global Climate Change, *GIScience & Remote Sensing*, 53(5): 596-613.
- Jiang, W., Deng, Y., Tang, Z., Cao, R., Chen, Z., Jia, K., 2016, Adaptive Capacity of Mountainous Rural Communities under Restructuring to Geological Disasters: The Case of Yunnan Province, *Journal of Rural Studies*, 47: 622-629.
- Tang Z., Gu, Y., Jiang, W., Xue, Y., Bishop, A., LaGrange, T., Nugent, E., 2016, Use RUSLE2 Model to Assess the Impact of Soil Erosion on Playa Inundation and Hydrophyte Conditions in the Rainwater Basin, Nebraska, *Environmental Monitoring and Assessment*, 188 (6): 1-15.
- Qiu, B., Liu, Z., Tang, Z., Chen, C., 2016, Developing Indices of Temporal Dispersion and Continuity to Map Natural Vegetation, *Ecological Indicators*, 64: 335–342.
- Tang, Z., Liu, T., 2016, Evaluating Internet-Based Public Participation GIS (PPGIS) and Volunteered Geographic Information (VGI) in Environmental Planning and Management, *Journal of Environmental Planning and Management*, 59(6): 1073-1090.

CONTRIBUTIONS:

Since 2008, I have taught the GIS class for Landscape Architecture students. I also assist the students to use GIS skills and spatial data for their design/planning projects.

INDIVIDUAL TEACHER'S RECORD

Name: Rumiko Handa **Rank:** Professor

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

Architecture Program

EDUCATION:

Institution	Number of Years Attended	Degree/Date Granted
University of Pennsylvania	4	Ph.D/1996
University of Pennsylvania	2	MS ARCH/1985
University of Pennsylvania	2	MARCH/1983
University of Tokyo	4	BARCH/1979

TEACHING EXPERIENCE:

Institution	Years Taught	Subjects
University of Nebraska-Lincoln	21	architectural history, theory, design
Texas Tech	4	architectural history, theory
University of Michigan	1	architectural history, theory

PROFESSIONAL REGISTRATION:

Registered Architect, Japan.

PUBLICATIONS:

Books:

Handa, Rumiko. *Allure of the Incomplete, Imperfect, and Impermanent: Designing and Appreciating Architecture as Nature*. London, New York: Routledge, January 2015.

Handa, Rumiko and James Potter, ed. Iain Borden, foreword. *Conjuring the Real: The Role of Architecture in Eighteenth- and Nineteenth-Century Fiction*. Lincoln: University of Nebraska Press, 2011.

Website:

Architecture in the Humanities. <http://aith.unl.edu>. Interdisciplinary relational database that demonstrates how pieces of architecture are incorporated in works of literature, film, theater, and art. Co-author: James Potter.

Book Chapters:

Handa, Rumiko. "W. G. Sebald's *Austerlitz*: Architecture as a Bridge between the Lost Past and the Present," Book Title TBD. Ed. by Angeliki Sioli and Yoonchun Jung, in progress since July 2015. Forthcoming from Routledge.

Handa, Rumiko. "Japan 1334-1868," *Sir Banister Fletcher's A History of Architecture*, 21st edition. Murray Fraser, gen. ed. Contract by the Royal Institute of British Architects, January 2015-. Forthcoming.

Handa, Rumiko. "Experiencing the Architecture of the Incomplete, Imperfect, and Impermanent," *Architecture, Culture, and Spirituality: Essays on the Experience, Significance, and Meaning of the Built Environment*, co-edited by Julio Bermudez, Thomas Barrie, and Phillip Tabb. London: Ashgate, November 2015.

Handa, Rumiko. "Coelum Britannicum: Inigo Jones and Symbolic Geometry." *Architecture and Mathematics from Antiquity to the Future*. Ed. by Kim Williams and Michael J. Ostwald. Vol. II. The 1500s to the Future. Basel: Birkhäuser, February 2015.

- Handa, Rumiko. "Introduction," *Conjuring the Real: The Role of Architecture in Eighteenth- and Nineteenth-Century Fiction*. Ed. by Rumiko Handa and James Potter. Lincoln: University of Nebraska Press, 2011: 1-20.
- Handa, Rumiko. "Inigo Jones and Stonehenge: *The Most Notable Antiquity of Great Britain, Restored*." *Ordo et Mensura IX*. Ed. by Florian Huber and Rolf C. A. Rottländer. Sankt Katharinen: Scripta Mercaturae Verlag, 2010: 87-101.
- Handa, Rumiko. "Elements of Architecture." *Architectura: Elements of Architectural Style*. Ed. by Miles Lewis. Hauppauge, NY: Barron's Educational Series, Inc., 2008: 30-7.
- Handa, Rumiko. "Coelum Britannicum: Inigo Jones and Symbolic Geometry." *Nexus IV: Mathematics and Architecture*. Ed. by Kim Williams and José Francisco Rodrigues. Florence: Kim Williams Books, 2002: 109-126.
- Handa, Rumiko. "Body World and Time: Meaningfulness in Portability." *Transportable Environments: Theory, Context, Design and Technology*. Ed. by Robert H. Kronenburg. London: E & FN Spon, 1998: 8-17.
- Handa, Rumiko. "Representation in Architecture." *Architecture Reading Lists and Course Outlines*. Ed. by Georgia Bizios. Durham, NC: Eno River Press, 1994:163-167.
- Handa, Rumiko. "Semiotics and Architectural Design Competition," *Semiotics 1984*. Ed. by John Deely. Lanham, MD and London: University Press of America, 1985: 203-15.

CONTRIBUTIONS:

I am working on a book-length manuscript that explores the question of how architectural design can assist in making the past present in meaningful ways when applied to pre-existing buildings that carry particularly notable and troubling pasts. Buildings have a way of bringing the past into the present. This is important because experiences of the past often constitute impactful moments in everyday lives and inspire a contemplation of existential meaning. It is an aspect often neglected by architectural professionals and critics because it lies outside the Vitruvian triad of aesthetic, functional, and structural virtues, which have served as the intellectual baseline of the discipline for two millennia. In particular, I am investigating and comparing five architectural designs that transformed pre-existing buildings once used by the Nazis into documentation centers on Nazism, which are located in four different German cities. My research questions are applicable not only to buildings associated with Nazism and the Holocaust, but also to general debates on the treatments of artifacts that carry difficult pasts. A typical reaction in Germany and elsewhere when confronted with such artifacts is to destroy them. However, despite, or rather because of, its extreme difficulty, keeping such a past in the present and carrying it to the future is a social responsibility. My project will contribute to the ways architectural design can participate in this effort. I am also working on a scholarship of teaching learning project with Kim Wilson, focusing on the information literacy through the undergraduate curricula in the College.

INDIVIDUAL TEACHER'S RECORD

Name: David Karle

Rank: Associate Professor

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

Architecture Program

EDUCATION:

Institution	Number of Years Attended	Degree/Date Granted
University of Michigan	2	MARCH / 2006
University of Michigan	4	BS ARCH / 2001

TEACHING EXPERIENCE:

Institution	Years Taught	Subjects
University of Nebraska-Lincoln	8	design, urbanism, graduate seminar
University of Michigan	1	design, graduate seminar

PROFESSIONAL EXPERIENCE:

Firm or Agency	Number of Years	Responsibilities
Mack Scogin Merrill Elam Architects	3	Project Designer
WETSU-Design Build	2	Designer
Terroir Architects	2	Project Designer

PROFESSIONAL REGISTRATION:

None

PUBLICATIONS

- Karle, S.T., & Karle, D., *Conserving the Dust Bowl: The New Deal's Prairie States Forestry Project*. Louisiana State University Press: Reading the American Landscape series. Series Editor: Lake Douglas. LSU Press Acquisitions Editor: Margaret Lovecraft. Spring 2017.
- Karle, D., Tangeman, C., "Decentralized Consumerism," *MONU, Issue #26*. Rotterdam, Netherlands. Ed. B. Upmeyer. Spring 2017. Book Review: Off-centred Considerations in the Urban Age: Review of MONU #26 by Federico Ortiz. Archinect, 2017. MONU's issue #26 was exhibited at "A PRINT" in Gothenburg, Sweden. May 10 – 28. Organized and curated by Studio NOCK.
- Karle, S.T., & Karle, D., "200 Million Trees: Fabricating a Rain-Making Scheme" *Journal of Architectural Education* 69:1 *Crisis*. Editors: Timothy Hyde and Amy Kulper. Taylor & Francis. pg. 54–57. March 2015.

PRESENTATIONS:

- Karle, D., "Re/Landmark," *Reuse Reconsidered Conference*, Brown University, September 15-17, 2017.
- Karle, D., "Sandpit Urbanism," *2017 Association of Collegiate Schools of Architecture*, National Conference. Detroit, MI. March 23–25, 2017.
- Culbertson, K., Brzuszek, B., Deming, M.E., Thomas Karle, S., Karle, D., Douglas, L., Panel Discussion, "Publishing for Professional Success: Navigating the Publication Process," *2016 American Society of Landscape Architects Annual Meeting*. New Orleans, LA. October 21-24, 2016.
- Karle, S.T., Karle, D., "Prairie States Forestry Project: A Modernist Resiliency Plan," 2016 Environmental Design Research Association. NC State, Raleigh, NC. May 18-21, 2016.
- Karle, D., "Visualizing 200 Million Trees: A Digital Mapping Narrative," 2016 Council of Educators in Landscape Architecture. Salt Lake City, UT. March 23-26, 2016.

CONTRIBUTIONS:

My research and creative activity are integrated into my teaching, my outreach, and my engagement with local partners. My research promotes interactions across disciplines to enhance the learning potential of students, faculty, and research partners, and my research philosophy involves developing new knowledge to inform researchers, the profession, and the academy on spatial patterns of urbanism in the Great Plains. I am interested in how ideas provoked from outside the architecture discipline shape the built environment, and ask critical questions about how buildings and the larger built environment are influenced by factors including policy, settlement, mobility, technology, resources, ecologies, and natural systems. The answers to these questions influence emerging architectural scenarios, and are particularly important in the Great Plains as a region largely unnoticed in architectural discourse. To date I have developed six urbanism-focused courses: Arch/Larc 461 "Urbanism," Arch 563/863 "Project Territory," Arch 562/862 "Urban Form Typology," and three design research studios: "Urbanism of Roofs," "Air Rights," and "Agoraphobia Architecture."

INDIVIDUAL TEACHER'S RECORD

Name: Yunwoo Nam

Rank: Associate Professor

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

Community and Regional Planning Program

EDUCATION:

Institution	Number of Years Attended	Degree/Date Granted
University of Pennsylvania	5	Ph.D. / 2004
University of Pennsylvania	2	MCRPL / 1999
Yonsei University	2	MPA / 1992
Yonsei University	4	BS / 1989

TEACHING EXPERIENCE:

Institution	Years Taught	Subjects
University of Nebraska-Lincoln	12.5	active and healthy community development, planning with GIS, spatial analysis with GIS, urban spatial structure, spatial structure of cities and regions
Yonsei University	2	public administration

PROFESSIONAL EXPERIENCE:

Firm or Agency	Number of Years	Responsibilities
Gi Rim Gong Young Co.	2	Project Consultant
Institute of Urban Studies & Deve	3	Researcher
University of Pennsylvania	2	GIS and Social Statistics Consultant

PROFESSIONAL & ACADEMIC ACTIVITIES:

2017	Recipient of Best poster paper award, Annual Conference of ISTTE (International Society of Travel and Tourism Education), Charleston, SC
2009	UCGIS/Intergraph Junior Faculty Award, University Consortium of Geographic Information Science
2015-present	Fellow Researcher, Global Digital Governance Lab, College of Public Affairs and Community Service, University of Nebraska-Omaha
2015-present	Fellow of the Center for Great Plains Studies
2014-present	Editorial Board Member, Journal of Korean Regional Development Association, since 2016; Editorial Board Member Journal of Korean Urban Management Association, since 2014
2015	served a grant reviewer for NSF (National Science Foundation), Geography and Spatial Science Program.
2008-present	Policy advisor, Lincoln Fire/Rescue Department, City of Lincoln

PUBLICATIONS:

- Nam, Y. Spatial Variation of Land Consumption Patterns in a Metropolitan Area: Residential and Employment Land Use Intensity, VDM Verlag Publishing. Feb. 2009. (ISBN: 978-3639121629)
- Tang, Z, Dong, W, & Nam, Y., Towards Green Growth and Low-Carbon Urban Development. Nova Science Publication. 2013. (ISBN: 978-1624178580)
- Bisadi, M., Kim, H., Ahn, C.R., and Nam, Y. "Effects of Physical Disorders in Neighborhoods on Pedestrians' Physiological Responses." Proceedings of ASCE (American Society of Civil Engineers), 2017.

- Ko, J., Nazarian, E., Nam, Y., & Guo, Y., "Integrated redistricting, location-allocation and service sharing with intra-district service transfer to reduce demand overload and its disparity," *Computers, Environment and Urban Systems*, 2015, 54:132-143.
- Brittin, J., Elijah-Barnwell, S., Nam, Y., Araz, O., Friedow, B., Jameton, A., Drummond, W., and Huang, T., "Community-Engaged Public Health Research to Inform Hospital Campus Planning in a Low Socioeconomic Status Urban Neighborhood", *Health Environments Research & Design Journal*, 2015, 8(4):12-24.
- Brittin, J., Araz, O., Nam, Y., and Huang, T.-K., "A system dynamics model to simulate sustainable interventions on chronic disease outcomes in an urban community", *Journal of Simulation*, 2015, 9(2): 140-155.
- Marney, R. & Nam, Y., "Utilization and Implementation of Green Infrastructure through GIS Based Modeling", in *Towards Green Growth and Low-Carbon Urban Development*, 2013.
- Glanz, T., Nam, Y., & Tang, Z., "Sustainable Urban Design and Walkable Neighborhoods". In Chaouki Ghenai, ed., *Sustainable Development - Policy and Urban Development - Tourism, Life Science, Management and Environment*, InTech Publisher, Feb. 2012.

CONTRIBUTIONS:

Dr. Nam's research interest lies in understanding the interactions of urban environment with the complex social and economic processes. One of active research programs is about creating active, healthy and sustainable communities. His community assessment project - partnering with the City, community organization, neighborhood associations and residents - developed a community assessment framework and tool with which residents in Nebraska, can collect crucial and otherwise unavailable information on housing conditions and other environmental characteristics for use in improving and strengthening their neighborhoods. His current project, supported by NSF, developed a mechanism that analyzes human's collective bodily and behavioral response patterns to a neighborhood's built environment to identify barriers and facilitators of walkable and healthy environment. Research outcomes were presented at the regional, national and international conferences and workshops. The research efforts were recognized in various media including newspaper, radio programs, tv shows, and professional organization's websites.

INDIVIDUAL TEACHER'S RECORD

Name: Chip Stanley

Rank: Lecturer

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

Architecture Program

EDUCATION:

Institution	Number of Years Attended	Degree/Date Granted
University of Nebraska-Lincoln	2	MFA / 2005
Colorado College	4	BA / 1992

TEACHING EXPERIENCE:

Institution	Years Taught	Subjects
University of Nebraska-Lincoln	11	design drawing, design making
Metropolitan Community College	2	drawing
Doane College	1	painting

PRACTICE EXPERIENCE:

Firm or Agency	Number of Years	Responsibilities
Lux Center for The Arts	2	Exhibitions Director
Bemis Center	3	Gallery Coordinator
Citizen Advocacy Omaha	2	Coordinator

PROFESSIONAL REGISTRATION:

NA

PROFESSIONAL & ACADEMIC ACTIVITIES:

Honors:

2005/04/03	Kimmel Fellowship, University of Nebraska Lincoln, Lincoln, NE
2005/04/03	Woods Graduate Assistantship, University of Nebraska Lincoln, Lincoln, NE
2001	Juror, Period Gallery, National Juried Competition, Omaha, NE
1998	Second Place Award, Period Gallery, National Juried Competition, Omaha, NE
1995	Individual Fellowship, Art Matters, Inc., New York City, NY

INDIVIDUAL TEACHER'S RECORD

Name: Lindsey Bahe

Rank: Associate Professor

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

Interior Design Program

EDUCATION:

Institution	Number of Years Attended	Degree/Date Granted
University of Nebraska-Lincoln	2	MARC / 2003
University of Nebraska-Lincoln	4	BS Design / 2001

TEACHING EXPERIENCE:

Institution	Years Taught	Subjects
University of Nebraska-Lincoln	12	introduction to design, foundational design, healthcare, suburban housing

PROFESSIONAL REGISTRATION:

NCARB #109565

PUBLICATIONS:

- Bahe, L. & Bicak, N. (March 2017). *"Design Making as a Recruiting Tool: Body, Space and Experience"*, Proceedings: 2017 Interior Design Educators Council Annual International Conference: Chicago, Illinois, March 2017.
- Bahe, L. & Bicak, N. (March 2014). *"The Return to the Digit: How Hand-Making is Fundamental to Digital Ideation"*, Proceedings: Interior Design Educators Council Annual International Conference: Teaching Forum, New Orleans, Louisiana.
- Bahe, L. (March 2011). *"theBAHEhouse"*, Proceedings: Interior Design Educators Council Annual International Conference: Creative Scholarship and Annual Juried Competition. Denver, CO.
- Bahe, L. (March 2011). "Applying Conceptual Methods to Material Applications", by Lindsey Bahe, sole author, Proceedings: Interior Design Educators Council Annual International Conference: Teaching Forum. Denver, CO.
- Hemsath, T. & BAhe, L. (March 2011). "Decon/Recon: Design Strategies for Repurposing Materials", Proceedings: 99th ACSA Annual Meeting, Montreal, Canada.

INDIVIDUAL TEACHER'S RECORD

Name: Peter Olshevsky

Rank: Associate Professor

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

Architecture Program

EDUCATION:

Institution	Number of Years Attended	Degree/Date Granted
McGill University	3	Ph.D. / 2012
McGill University	2	MARCH / 2005
The Pennsylvania State University	4	BARCH / 2002

TEACHING EXPERIENCE:

Institution	Years Taught	Subjects
University of Nebraska-Lincoln	7	architectural history/theory, foundational design
Temple University	3	architectural history/theory, foundational design
Philadelphia University	1	architectural history/theory, foundational design

PRACTICE EXPERIENCE:

Firm or Agency	Number of Years	Responsibilities
MGA Partners Architects	2	Staff Architect
Daniel Willis	13	Intern

PROFESSIONAL REGISTRATION:

NA

PUBLICAITONS:

- "Steven Holl: Reconfiguring Architectural Agency" in Steven Holl: Making Architecture (New York: SUNY, forthcoming).
- "The Untimely Thinking of Alberto Pérez-Gómez," in Alberto Pérez-Gómez, *Timely Meditations: Select Essays on Architecture* (Montreal: RightAngle International, 2016), xv-xxxvii.
- "Hidden Multitude: Libeskind's Three Lessons in Architecture," *Dialectics IV*, (Salt Lake City, UT: University of Utah, 2016).
- "Buildings of Nebraska," SAH-Archipedia.org. Society of Architectural Historians and The University of Virginia Press, <http://sah-archipedia.org/essays/NE-01> (2015 & forthcoming).
- "An Ubuist: Eileen Gray's Embodied Practice," *KTISMAjournal* 5, (2015): 60–7.
- "La Maison Suspendue: Imaginary Solutions for an Everyday Domestic Machine" in *Designing the French Interior: The Modern Home and Mass Media*, ed. Anca I. Lasc, Georgina Downey, and Mark Taylor (New York: Bloomsbury, 2015), 71–80.
- "Building Upon Love in the Age of Innovation," in *Architecture's Appeal: How Theory Informs Architectural Praxis*, ed. Marc J. Neveu and Negin Djavaherian (New York: Routledge, 2015), 272–82.
- "Situating 'Pataphysical Machines: A History of Architectural Machinations" in *Chora: Intervals in the Philosophy of Architecture*, vol.6 (Montreal: McGill-Queen's University Press, 2011), 181–209.

INDIVIDUAL TEACHER'S RECORD

Name: David Stasiuk

Rank: Lecturer

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

Architecture Program

EDUCATION:

Institution	Number of Years Attended	Degree/Date Granted
Rensselaer Polytechnic Institute	3	MARC / 2010
Lafayette College	4	BA / 1995

TEACHING EXPERIENCE:

Institution	Years Taught	Subjects
University of Nebraska-Lincoln	3	computer applications
CITA, Copenhagen	3	computational design and simulation

PRACTICE EXPERIENCE:

Firm or Agency	Number of Years	Responsibilities
Proving Ground, LLC	2	Director of Applied Research
Besoke Geometry	5	Owner
Method Design	2	Associate

PROFESSIONAL REGISTRATION:

NA

PUBLICATIONS:

- Miller, N. & Stasiuk, D. "A Novel Mesh-Based Workflow for Complex Geometry in BIM." In: *Proceedings for ACADIA 2017: Disciplines Disruption*. (Association for Computer Aided Design in Architecture).
- Stasiuk, D. & Thomsen, M. R. "Digital Simulation for Design Computation in Architecture." In: *Utzon X Summer School 2014*. Aalborg University Press.
- Nicholas, P., Stasiuk, D., Noørgaard, E., Hutchinson, C. & Thomsen, M. R. "An Integrated Modelling and Toolpathing Approach for a Frameless Stressed Skin Structure, fabricated using Robotic Incremental Sheet Forming." In: *Robots in Architecture 2016*. (Association for Robots in Architecture).
- Nicholas, P., Zwierzycki, M., Stasiuk, D., Noørgaard, E. & Thomsen, M. R. "Concepts and Methodologies for Multiscale Modeling: A Mesh-Based Approach for Bi-Directional Information Flows." In: *Proceedings for ACADIA 2016: Posthuman Frontiers*. (Association for Computer Aided Design in Architecture).
- Nicholas, P., Stasiuk, D., Noørgaard, E., Hutchinson, C. & Thomsen, M. R. "A Multiscale Adaptive Mesh Refinement Approach to Architected Steel Specification in the Design of a Frameless Stressed Skin Structure." In: *Proceedings for the Design Modelling Symposium 2015: Modelling Behaviour*. (Design Modelling Symposium). Nicholas, P., Stasiuk, D. & Schork, T. "The Social Weavers: Negotiating a continuum of agency." In: *Proceedings for ACADIA 2014: Design Agency*. (Association for Computer Aided Design in Architecture).
- Stasiuk, D. & Thomsen, M. R. "Learning to be a Vault: Implementing machine learning for design exploration in inter-scalar systems." In: *Proceedings for eCAADe 2014 Fusion: Data integration at its best*. (Education and research in Computer Aided Architectural Design in Europe).

ADDENDA F: FACILITIES INFORMATION

Assignment 1. Instructions

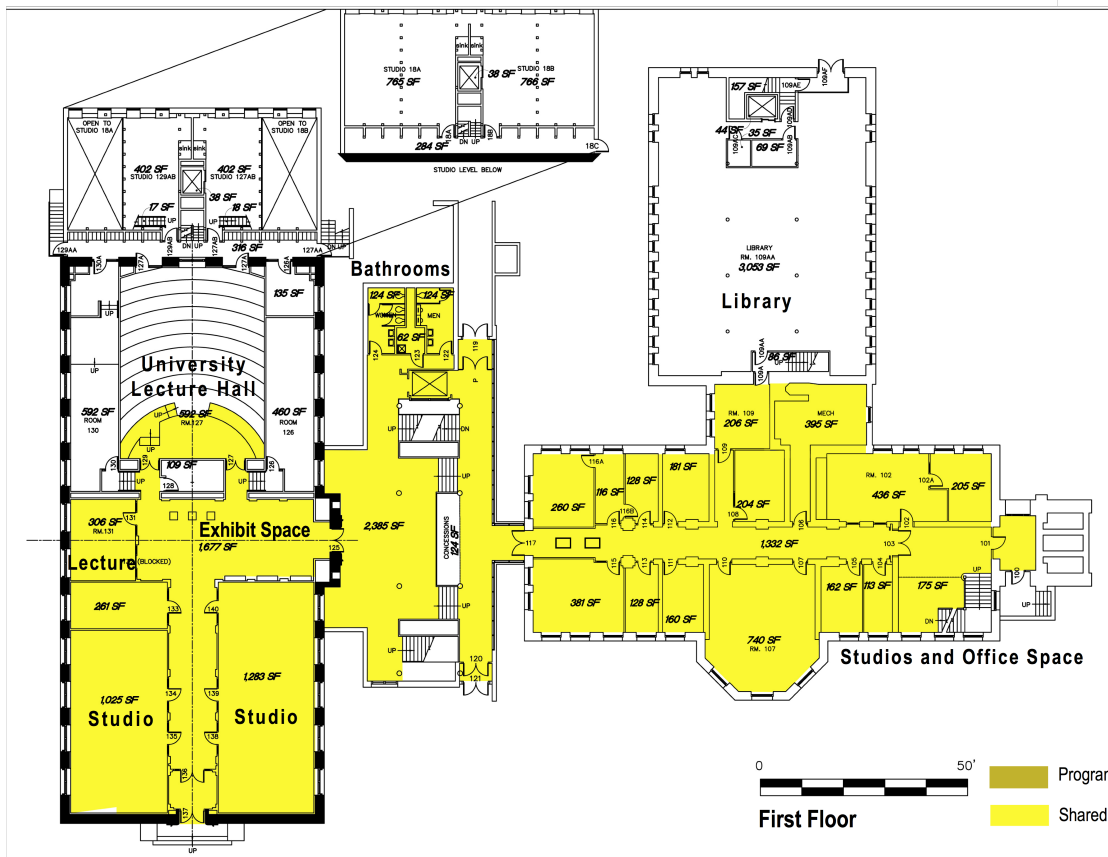
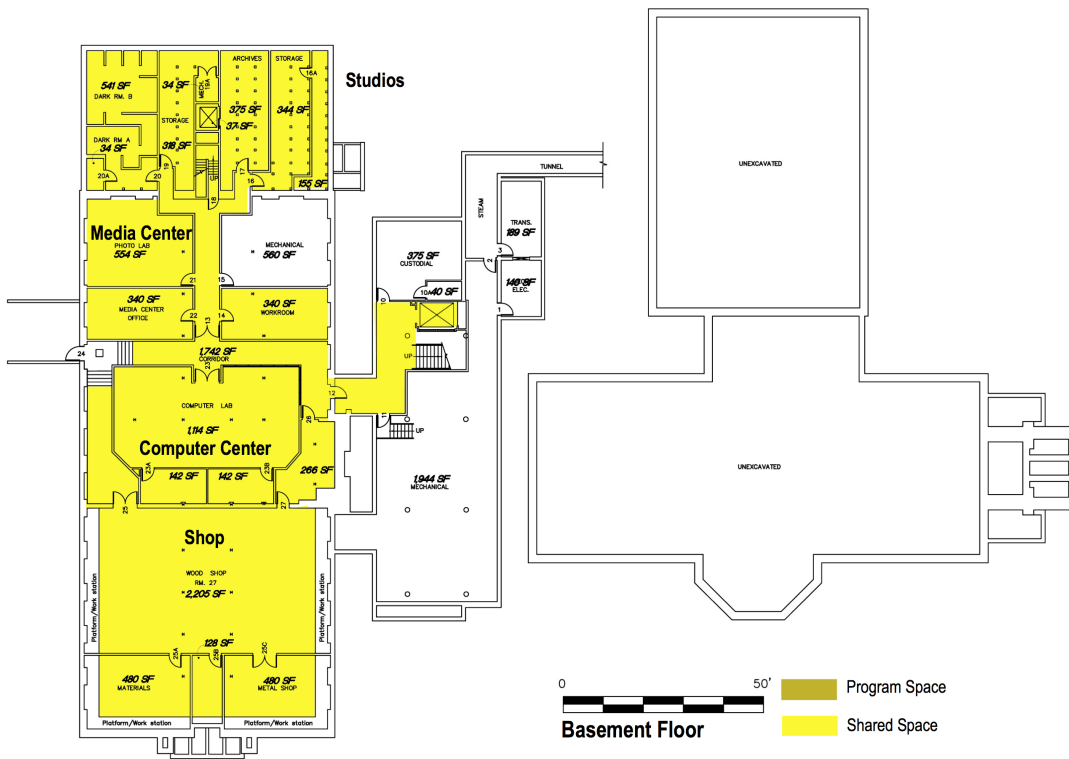
1. Tabulate space data as shown below.
2. Describe any steps that are being taken to improve the spaces.
3. Include floor plan(s) on standard 8 1/2" x 11" sheets. Label these plans to identify various types of spaces and who controls/uses it.
4. If spaces are shared by other programs or departments,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

Program Facilities

Room #	Size (SF)	Max. Capacity Normal Max. Users	Type of Space (studio, office, storage, etc.)	Shared Use (SU) Exclusive Use (E)
Architecture Hall				
ARCH 302A	205 SF	3	Director's Office	E
ARCH 303	170 SF	1	Faculty Office	E
ARCH 238	149 SF	1	Faculty Office	E
ARCH 236	149 SF	1	Faculty Office	E
ARCH 307	89 SF	1	Faculty Office	E
ARCH 232	1,187 SF	4	Program Offices	SU
ARCH 216-232, 232-246, 304, 313-315, 307-309	3,110 SF	27	Faculty Offices	SU
ARCH 23A, 23B, 133, 232, 205, 203, 302,	4,244 SF	9	Staff Offices	SU
ARCH 18A, 18B, 127AB, 129AB, 122, 224, 225, 226, 234-240, 322, 420325, 327-329	20,826 SF	350-380 students	Studios	SU
ARCH 131, 233, 305,	2,238 SF	55-60 students	Classrooms, Seminar, Lecture	SU
ARCH 125, 222	2,452 SF	Variable	Gallery/Exhibit	SU
ARCH 247A, 322	1,560 SF	Variable	Review Space (other)	SU
ARCH 109AA, 240, 308	8,613 SF	N/A	Library	SU
ARCH	330 SF	N/A	Materials Library/Collection	SU
ARCH 126	512 SF	N/A	Archives	SU
ARCH 120	385 SF	N/A	Vending/Cafe	SU
ARCH 23, 316	1,114 SF	20	Computer Center	SU
ARCH 25A, 25B, 25C, 27	3,254 SF	N/A	Shop	SU
ARCH 20-22	1,468 SF	N/A	Media Center	SU
	38,899 SF	N/A	Circulation	SU
Old City Hall				
Entire Floor	3,900 SF	65 students	Studio	SU

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).

Architecture Hall



ADDENDA G: MISCELLANEOUS PROGRAM INFORMATION

Assignment 1. Key Websites

UNL Strategic Plan	https://www.unl.edu/chancellor/compass
UNL Benefits	http://hr.unl.edu/benefits/
UNL Promoting Academic Excellence	https://academicaffairs.unl.edu/accreditation/resources.shtml
Undergraduate Bulletin	https://catalog.unl.edu/
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 CoA Faculty and Staff Resources	https://architecture.unl.edu/coa-resources
UNL Water for Food Institute	http://waterforfood.nebraska.edu/
UNL Center for Great Plains Studies	https://www.unl.edu/plains/welcome
UNL Digital Commons	http://digitalcommons.unl.edu/
NU Rural Futures Institute	http://ruralfutures.nebraska.edu/

Assignment 2. Undergraduate Bulletin 2017-18, Landscape Architecture Course Descriptions

DSGN 101 Introduction to Design

Prerequisites: Admission to the College of Architecture or permission

Introduction to architecture, industrial design, interior design, landscape architecture and related design fields; the forces that shape these fields and the processes of production they rely upon.

DSGN 110 Design Thinking (ACE 7)

Prerequisites: Admission to the College of Architecture or permission

Introduction to an approach to problems employing a user-focused, iterative, team-based process. Through experiential labs, lectures, workshops, and class discussions students practice design thinking to promote innovation in a wide variety of disciplines.

DSGN 111 Design Making

Prerequisites: DSGN 110 or permission

Builds upon the skills acquired in Design Thinking by focusing on formal and spatial constructs. Integrates craft and compositional principles into the design process. Introduces multiple techniques for communicating ideas through physical and digital modeling, orthographic projection, freehand drawing, and other forms of graphic representation.

DSGN 120 Design Drawing

Prerequisites: Acceptance into the College of Architecture or permission

Introduction to the fundamental practice and exploration of observational, projective and speculative drawing for design through a variety of media and drawing techniques.

DSGN 123 Computer Applications in Design

Prerequisites: Admission to the College of Architecture or permission

Application of computer technology to the design disciplines. Enabling the effective use of computer technology to produce measured drawings and digital models to aid the investigation, visualization, and communication of design.

DSGN 140 History of Design (ACE 5)

Prerequisites: Admission to the College of Architecture or permission

Thematic exploration of the history and theory of design as it relates to political, economic, and societal shifts.

LARC 200 Landscape and Environmental Appreciation (ACE 9/ACE 7)

Crosslisted with [GEOG 200](#), [HORT 200](#)

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 Studio I: Landscape Architecture Design Foundations

Prerequisites: Admission into the Professional Program

Introductory design studio exploring design principles central to landscape architecture. Three interrelated aspects of design are pursued: 1) the elements of composition and their formal and spatial manipulation, 2) meanings conveyed by formal choices and transformations and 3) response to cultural and environmental forces in the landscape.

LARC 211 Studio II: Landscape Architecture Site Design

Prerequisites: [LARC 210](#)

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 212 Landscape Plants I

Crosslisted with [HORT 212](#), [NRES 212](#)

Prerequisites: [HORT 131](#)

Requires Saturday off-campus field trips.

Identification using botanical and common names for woody, 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 with [HORT 213](#), [NRES 213](#)

Prerequisites: [HORT/LARC/NRES 212](#).

Continuation of [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

Prerequisites: Admission to the College of Architecture

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 231 Site Systems II: Site Engineering

Prerequisites: [LARC 230](#), Letter Grade Only

Investigation and application of landscape architectural design analysis, process and technology to aesthetic/functional landform manipulation, earthwork estimation, and stormwater management.

LARC 241 History of Landscape Architecture (ACE 7/ACE 5)

Prerequisites: Sophomore standing and permission.

Survey of the development of landscape design from pre-history to the present day.

LARC 310 Studio III: Landscape Architecture Advanced Site Design

Prerequisites: LARC 211

Intermediate studio focused on the integrated relationship between landscape architecture and architecture. Projects focus on development of the land, integrating ecological and social systems at various scales.

LARC 311 Design Studio IV: Contemporary Landscape Architecture Design Problems

Prerequisites: LARC 310

Advanced design studio. Landscape architectural design in relation to ecological and cultural landscape systems. Design projects that emerge from research exploring ecological design and the design and management of landscape and cultural systems at both the site and regional scales.

LARC 330 Site Systems III: Landscape Architecture Implementation

Prerequisites: LARC 231

Investigation and application of landscape architectural design analysis, process and technology to landscape utility/circulation systems, structures, site layout, construction observation and implementation.

LARC 380 Internship Preparation

Prerequisites: Permission

To provide students with information about career choices in landscape architecture and an appropriate knowledge base and support in the development of materials with which to secure an internship position.

DSGN 410 Design Studio: Collaborate

Prerequisites: ARCH 311; or IDES 351; or LARC 311; or by permission

Collaborative design research approach to complex problems. Various studios utilize multidisciplinary, interdisciplinary, or trans-disciplinary teams to explore issues across range of project types.

LARC 411 Design Studio VI: Community Planning and Design

Prerequisites: LARC 311, Letter Grade Only

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 433 GIS Environmental Design and Planning

Crosslisted with CRPL 833

Prerequisites: Permission

This course provides an introduction of contemporary theories, principles, and methods of environmental survey and analysis in environmental design and planning. It includes an analysis of the critical environmental elements, their interrelationships, and human interactions in environmental design and planning. This course emphasizes synthesizing Geographical Information System (GIS) spatial analysis skills and environmental analysis knowledge into a coherent concept for practical applications. By the end of the course, it is expected that students will have the ability to use GIS to perform environmental spatial analysis and site analysis.

LARC 461 Urbanism

Crosslisted with [ARCH 461](#), [ARCH 561](#), [ARCH 861](#)

Prerequisites: LARC/NRES 487; parallel DSGN 410

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

Crosslisted with [ARCH 467](#), [ARCH 567](#), [ARCH 867](#), [HORT 467](#)

Prerequisites: 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 470 International Service-Learning Experience

Prerequisites: Permission by instructor

This course is an international service-learning experience. Students study cultural implications of working within communities, and extensive project planning, management, and evaluation. Working with an international partner, teams of students working with faculty plan, design, conduct, and evaluate short- and long-term community projects.

LARC 497 Professional Practice

Crosslisted with: [ARCH 880](#), [ARCH 680](#)

Orientation to professional practice through a study of the architects' and the contractors' relationships to society, specific clients, their professions, and other collaborators in the environmental design and construction fields. Ethics; professional communication and responsibility; professional organizations; office management; construction management; legal and contractual relationships; professional registration; and owner-architect-contractor relationships.

LARC 487 Introduction to Landscape Ecology

Crosslisted with [NRES 487](#)

Prerequisites: 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 489 Design Research

Crosslisted with [ARCH 489](#), [ARCH 589](#), [ARCH 889](#), [IDES 489](#), [IDES 889](#)

Comprehensive overview of the complementary and contributory relationship between research and design, with a particular emphasis on design research as a projective activity.

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 497 Selected topics in Landscape Architecture (used for Profession Electives)

Crosslisted with [LARC 397](#), [LARC 597](#)

Prerequisites: Permission.

Group investigation of a topic in landscape architecture.

Assignment 3. Curriculum Flow-Chart

PRE-LANDSCAPE ARCHITECTURE d.ONE 30 Credit Hours		BACHELOR OF LANDSCAPE ARCHITECTURE BLA Degree 90 Credit Hours					
FIRST YEAR		SECOND YEAR		THIRD YEAR		FOURTH YEAR	
Fall Semester	Spring Semester	Fall Semester	Spring Semester	Fall Semester	Spring Semester	Fall Semester	Spring Semester
DISCIPLINARY	Intro to Design DSGN 110 ACE 7) 2 Credit Hours	Design History DSGN 111 ACE 5) 3 Credit Hours	Landscapes Now LARC 201 ACE 5) 3 Credit Hours	History/Theory II LARC 201 ACE 7) 3 Credit Hours	Urbanism LARC 451 3 Credit Hours	Design Research LARC 489 3 Credit Hours	
DESIGN	Design Thinking DSGN 111 ACE 7) 3 Credit Hours	Design Making DSGN 111 4 Credit Hours	Studio I LARC 210 Landscape Arch Design Foundations 4 Credit Hours	Studio II LARC 211 Landscape Arch Site Design 4 Credit Hours	Studio III LARC 311 Landscape Arch Advanced Site Design 5 Credit Hours	Studio IV LARC 311 Contemporary Landscape Arch Design Problems 5 Credit Hours	Studio V LARC 411 Community Planning and Design ACE 1) 5 Credit Hours
IMPLEMENTATION PROFESSIONALISM		Site Systems I: IM LARC 230 3 Credit Hours	Site Systems II: CD LARC 231 3 Credit Hours	Site Systems III: BI LARC 330 3 Credit Hours	Professional Pract LARC 361 3 Credit Hours	Professional Pract LARC 361 3 Credit Hours	
TECHNIQUE	Design Drawing DSGN 120 ACE 5) 3 Credit Hours	Computer DSGN 120 3 Credit Hours		GIS GRPL 433 3 Credit Hours			
ENVIRONMENTAL SCIENCES		Plants I LARC 212 3 Credit Hours	Plants II LARC 213 3 Credit Hours	General Ecology BIOS 203 3 Credit Hours	Plants II LARC 213 3 Credit Hours	Landscape Eco LARC 487 3 Credit Hours	
ELECTIVE MINOR	English Comp ENG 101 ACE 1) 3 Credit Hours	English Comp ENG 101 ACE 1) 3 Credit Hours	Plant Sciences HORT 110 ACE 4) 3 Credit Hours	Soil Resources HORT 110 4 Credit Hours			Open Elective 3 Credit Hours
	Elective* ACE 6) 3 Credit Hours	COMM 286 ACE) 3 Credit Hours	MATH 104 ACE 3) 3 Credit Hours			Elective ACE 6) 3 Credit Hours	Open Elective 3 Credit Hours
	14	16	16	17	14	12	14
	FIRST YEAR	SECOND YEAR			THIRD YEAR	FOURTH YEAR	

LARC 495
Landscape Architecture Internship
All students enrolled in the Landscape Architecture program are required to complete LARC 495 as part of their professional requirements. The internship provides students with the opportunity to apply their knowledge and skills in a professional setting. The internship term is available for your address.

LARC 470
International Studies Learning and Practicum
One of these summer courses are available to students for various credits.

College of Architecture/University of Nebraska-Lincoln (updated 3.23.16)
*Please consult the Undergraduate Bulletin, Achievement-Centered Education (ACE) requirement.

Assignment 4. Learning Goals, Measurable Outcomes and Course Alignment

The following learning goals and outcomes are used by faculty to set course outcomes and measure students' success towards a professional degree in landscape architecture. The chart aligns the curriculum core courses with the learning goals and outcomes.

LARC Learning Outcomes	Course Alignment	
LGI. Design Process and Methods: critical thinking, design thinking, systems thinking and information literacy Ensure 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 formulating them clearly and precisely.	Introduction to Design Design History (ACE 5) Design Thinking (ACE 7) Design Making Design Drawing (ACE 2) Computers Applications in Design Landscape and Env. Appreciation (ACE 9) Landscape History/Theory (ACE 7) Urbanism Introduction to Planning (ACE 8) Design Research Studio I: Landscape Arch Foundational Design Studio II: Landscape Arch Site Design Studio III: Landscape Arch Advanced Site Design Studio IV: Cont. Landscape Arch. Design Problems Studio V: Collaborate Studio VI: Community Plg and Design (ACE 10) Site Systems I, Materiality in Landscape Arch Site Systems II, Site Engineering Site Systems III, Landscape Architecture Impl. Internship Preparation Landscape Architecture Internship or International Service-Learning in Ecuador or FACT Lab Professional Practice GIS in Environmental Design and Planning Landscape Plants I Plants Science (ACE 4) Soil Resources General Ecology Landscape Plants II Landscape Ecology	DSGN 101 DSGN 140 DSGN 110 DSGN 111 DSGN 120 DSGN 123 LARC 200 LARC 241 LARC 461 CRPL 400 LARC 489 LARC 210 LARC 211 LARC 310 LARC 311 DSGN 410 LARC 411 LARC 230 LARC 231 LARC 330 LARC 380 LARC 495 LARC 470 ARCH 418 LARC 497 CRPL 433 LARC 212 HORT 131 HORT 153 BIOS 220 LARC 213 LARC 487
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	Design Thinking (ACE 7) Design Making Studio I: Landscape Arch Foundational Design Studio II: Landscape Arch Site Design Studio III: Landscape Arch Advanced Site Design Studio IV: Cont. Landscape Arch. Design Problems Studio V: Collaborate Studio VI: Community Plg and Design (ACE 10) International Service-Learning in Ecuador FACT Lab	DSGN 110 DSGN 111 LARC 210 LARC 211 LARC 310 LARC 311 DSGN 410 LARC 411 LARC 470 ARCH 418
3. Program Development - demonstrate the ability to develop project components and their requirements. Programming	Design Thinking (ACE 7) Design Making	DSGN 110 DSGN 111

includes vision, goals and objectives.	Studio I: Landscape Arch Foundational Design Studio II: Landscape Arch Site Design Studio III: Landscape Arch Advanced Site Design Studio IV: Cont. Landscape Arch. Design Problems Studio V: Collaborate Studio VI: Community Plg and Design (ACE 10) International Service-Learning in Ecuador FACT Lab	LARC 210 LARC 211 LARC 310 LARC 311 DSGN 410 LARC 411 LARC 470 ARCH 418
4. Conceptualizing- demonstrate the ability to relate facts to propositions and theories in a systematic and constructive way.	Design Thinking (ACE 7) Design Making Studio I: Landscape Arch Foundational Design Studio II: Landscape Arch Site Design Studio III: Landscape Arch Advanced Site Design Studio IV: Cont. Landscape Arch. Design Problems Studio V: Collaborate Studio VI: Community Plg and Design (ACE 10) International Service-Learning in Ecuador FACT Lab	DSGN 110 DSGN 111 LARC 210 LARC 211 LARC 310 LARC 311 DSGN 410 LARC 411 LARC 470 ARCH 418
5. Iterative design development and alternative solutions – demonstrate the ability to think open-mindedly within alternative systems of thought and recognize and assess their assumptions, implications, and practical consequences.	Design Thinking (ACE 7) Design Making Studio I: Landscape Arch Foundational Design Studio II: Landscape Arch Site Design Studio III: Landscape Arch Advanced Site Design Studio IV: Cont. Landscape Arch. Design Problems Studio V: Collaborate Studio VI: Community Plg and Design (ACE 10) International Service-Learning in Ecuador FACT Lab	DSGN 110 DSGN 111 LARC 210 LARC 211 LARC 310 LARC 311 DSGN 410 LARC 411 LARC 470 ARCH 418
6. Discussion and presentations –communicate effectively with others in figuring out solutions to complex problems.	Design Thinking (ACE 7) Design Making Studio I: Landscape Arch Foundational Design Studio II: Landscape Arch Site Design Studio III: Landscape Arch Advanced Site Design Studio IV: Cont. Landscape Arch. Design Problems Studio V: Collaborate Studio VI: Community Plg and Design (ACE 10) International Service-Learning in Ecuador Design Research FACT Lab	DSGN 110 DSGN 111 LARC 210 LARC 211 LARC 310 LARC 311 DSGN 410 LARC 411 LARC 470 LARC 489 ARCH 418
LG2. Communications Ensure 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	Design Thinking (ACE 7) Design Making Studio I: Landscape Arch Foundational Design Studio II: Landscape Arch Site Design Communications Studio III: Landscape Arch Advanced Site Design Studio IV: Cont. Landscape Arch. Design Problems Studio V: Collaborate Studio VI: Community Plg and Design (ACE 10) International Service-Learning in Ecuador Landscape Ecology	DSGN 110 DSGN 111 LARC 210 LARC 211 COMM 286 LARC 310 LARC 311 DSGN 410 LARC 411 LARC 470 LARC 487
2. Written communication - effective written communication skills in reflective journals, interoffice	Introduction to Design Design Thinking (ACE 7)	DSGN 101 DSGN 140

<p>memos, critiques, evaluations, proposals, scholarly papers, reports, site notes and field-trip notes.</p>	<p>Landscape and Env. Appreciation (ACE 9) Landscape History/Theory (ACE 7) Urbanism Introduction to Planning (ACE 8) Design Research Studio I: Landscape Arch Foundational Design Studio II: Landscape Arch Site Design Studio IV: Cont. Landscape Arch. Design Problems Studio V: Collaborate Studio VI: Community Plg and Design (ACE 10) International Service-Learning in Ecuador</p>	<p>LARC 200 LARC 241 LARC 461 CRPL 400 LARC 489 LARC 210 LARC 211 LARC 311 DSGN 410 LARC 411 LARC 470</p>
<p>3. Graphic representation - effective graphic communication skills using all forms of graphic techniques.</p>	<p>Design Thinking (ACE 7) Design Making Design Drawing (ACE 2) Computers Applications in Design Studio I: Landscape Arch Foundational Design Studio II: Landscape Arch Site Design Studio III: Landscape Arch Advanced Site Design Studio IV: Cont. Landscape Arch. Design Problems Studio V: Collaborate Studio VI: Community Plg and Design (ACE 10) International Service-Learning in Ecuador FACT Lab</p>	<p>DSGN 110 DSGN 111 DSGN 120 DSGN 123 LARC 210 LARC 211 LARC 310 LARC 311 DSGN 410 LARC 411 LARC 470 ARCH 418</p>
<p>LG3. History, Theory, Philosophy, Principles, and Values Students develop skills and knowledge to give structure and form to an idea in an intelligent, creative, functional and meaningful ways. Grounded in sound theoretical understanding of both ecological and cultural issues, students apply this knowledge to a range of project scales and project types.</p>		
<p>1. 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.</p>	<p>Design History (ACE 5) Landscape and Env. Appreciation (ACE 9) Landscape History/Theory (ACE 7)</p>	<p>DSGN 140 LARC 200 LARC 241</p>
<p>2. 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).</p>	<p>Design Making Studio I: Landscape Arch Foundational Design Studio II: Landscape Arch Site Design Studio III: Landscape Arch Advanced Site Design Studio IV: Cont. Landscape Arch. Design Problems Studio V: Collaborate Studio VI: Community Plg and Design (ACE 10) International Service-Learning in Ecuador FACT Lab</p>	<p>DSGN 111 LARC 210 LARC 211 LARC 310 LARC 311 DSGN 410 LARC 411 LARC 470 ARCH 418</p>
<p>3. Site design components – translate design ideas using aesthetic design characteristics of landform, plants, buildings, pavement, site structures, water, circulation systems, and art.</p>	<p>Studio I: Landscape Arch Foundational Design Studio II: Landscape Arch Site Design Studio III: Landscape Arch Advanced Site Design Studio IV: Cont. Landscape Arch. Design Problems Studio V: Collaborate Studio VI: Community Plg and Design (ACE 10) International Service-Learning in Ecuador FACT Lab</p>	<p>LARC 210 LARC 211 LARC 310 LARC 311 DSGN 410 LARC 411 LARC 470 ARCH 418</p>
<p>4. Landscape architectural history and theory – apply key theoretical concepts that underpin contemporary landscape architecture to a range of project types and project scales.</p>		
<p>a. Design process – apply procedural theories that underpin contemporary landscape architecture including design based on systematic research and analysis with creative synthesis; site planning;</p>	<p>Studio I: Landscape Arch Foundational Design Studio II: Landscape Arch Site Design Studio III: Landscape Arch Advanced Site Design Studio IV: Cont. Landscape Arch. Design Problems</p>	<p>LARC 210 LARC 211 LARC 310 LARC 311</p>

systematic ecological method; and community design (Sasaki, Lynch, Simonds, McHarg, Hester, IDEO)	Studio V: Collaborate Studio VI: Community Plg and Design (ACE 10) International Service-Learning in Ecuador FACT Lab	DSGN 410 LARC 411 LARC 470 ARCH 418
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, Nassauer)	Studio I: Landscape Arch Foundational Design Studio II: Landscape Arch Site Design Studio III: Landscape Arch Advanced Site Design Studio IV: Cont. Landscape Arch. Design Problems Studio V: Collaborate Studio VI: Community Plg and Design (ACE 10) International Service-Learning in Ecuador FACT Lab	LARC 210 LARC 211 LARC 310 LARC 311 DSGN 410 LARC 411 LARC 470 ARCH 418
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. (Spirn, Potteiger, Corner, Meyer)	Studio III: Landscape Arch Advanced Site Design Studio IV: Cont. Landscape Arch. Design Problems Studio V: Collaborate Studio VI: Community Plg and Design (ACE 10) International Service-Learning in Ecuador FACT Lab	LARC 310 LARC 311 DSGN 410 LARC 411 LARC 470 ARCH 418
d. Ecological design and sustainability – apply the theory and design strategies that underpin the aesthetics of ecologically based design. (McHarg, Spirn, Lyle, Thayer, Waldheim, Corner)	Studio III: Landscape Arch Advanced Site Design Studio IV: Cont. Landscape Arch. Design Problems Studio V: Collaborate Studio VI: Community Plg and Design (ACE 10) International Service-Learning in Ecuador	LARC 310 LARC 311 DSGN 410 LARC 411 LARC 470
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)	Studio III: Landscape Arch Advanced Site Design Studio IV: Cont. Landscape Arch. Design Problems Studio V: Collaborate Studio VI: Community Plg and Design (ACE 10) International Service-Learning in Ecuador	LARC 310 LARC 311 DSGN 410 LARC 411 LARC 470
5. Environmental and community planning history and theory – apply key theoretical concepts that underpin historical and contemporary environmental land planning.	Introduction to Planning (ACE 8) Studio III: Landscape Arch Advanced Site Design Studio IV: Cont. Landscape Arch. Design Problems Studio V: Collaborate Studio VI: Community Plg and Design (ACE 10) International Service-Learning in Ecuador	CRPL 400 LARC 310 LARC 311 DSGN 410 LARC 411 LARC 470
6. Urbanism theory – apply key theoretical concepts that underpin historical and contemporary urbanism.	Urbanism Introduction to Planning (ACE 8) Studio III: Landscape Arch Advanced Site Design Studio IV: Cont. Landscape Arch. Design Problems Studio VI: Community Plg and Design (ACE 10) International Service-Learning in Ecuador	LARC 461 CRPL 400 LARC 310 LARC 311 DSGN 410 LARC 470
7. Architectural history and theory – describe key theoretical concepts that underpin historical and contemporary architecture.	Design History (ACE 5)	DSGN 140
LG4. Environmental and Cultural Literacy Students develop an understanding of the principles and organization of environmental and cultural systems and their application to understanding how to plan, design and build a sustainable and humane society.		
1. Soils - apply basic understanding of soils including: content, classification, use and management in undisturbed and urban contexts.	Soil Resources GIS in Environmental Design and Planning Studio III: Landscape Arch Advanced Site Design Studio IV: Cont. Landscape Arch. Design Problems Studio V: Collaborate Studio VI: Community Plg and Design (ACE 10)	HORT 153 CRPL 433 LARC 310 LARC 311 DSGN 410 LARC 411

	International Service-Learning in Ecuador	LARC 470
2. Hydrology – apply fundamental hydrologic principles in water resources management.	Site Systems II, Site Engineering GIS in Environmental Design and Planning Studio III: Landscape Arch Advanced Site Design Studio IV: Cont. Landscape Arch. Design Problems Studio V: Collaborate Studio VI: Community Plg and Design (ACE 10) International Service-Learning in Ecuador	LARC 231 CRPL 433 LARC 310 LARC 311 DSGN 410 LARC 411 LARC 470
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.	GIS in Environmental Design and Planning Landscape Plants I Plants Science (ACE 4) Soil Resources General Ecology Landscape Plants II Landscape Ecology	CRPL 433 LARC 212 HORT 131 HORT 153 BIOS 220 LARC 213 LARC 487
4. Landscape ecology – apply methods and techniques of landscape ecology to land use and site planning and design.	GIS in Environmental Design and Planning Landscape Plants I General Ecology Landscape Plants II Landscape Ecology	CRPL 433 LARC 212 BIOS 220 LARC 213 LARC 487
5. Sociology and human dimensions - be aware of basic human organizational characteristics; understand the social and behavioral aspects of human/environment interactions.	Design Thinking (ACE 7) Landscape and Env. Appreciation (ACE 9) Landscape History/Theory (ACE 7) Urbanism Introduction to Planning (ACE 8)	DSGN 110 LARC 200 LARC 241 LARC 461 CRPL 400
6. Geospatial and environmental analysis – apply GIS skills in site analysis, land suitability assessment, and environmental spatial analysis.	GIS in Environmental Design and Planning Studio III: Landscape Arch Advanced Site Design Studio IV: Cont. Landscape Arch. Design Problems Studio V: Collaborate Studio VI: Community Plg and Design (ACE 10) International Service-Learning in Ecuador Urbanism	CRPL 433 LARC 310 LARC 311 DSGN 410 LARC 411 LARC 470 LARC 461
LG5. Implementation Ensure 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	Introduction to Planning (ACE 8) Studio III: Landscape Arch Advanced Site Design Studio IV: Cont. Landscape Arch. Design Problems Studio V: Collaborate Studio VI: Community Plg and Design (ACE 10) International Service-Learning in Ecuador	CRPL 400 LARC 310 LARC 311 DSGN 410 LARC 411 LARC 470
2. Planning documents – develop planning documents as part of an implementation strategy including master plans, framework plans, design guidelines, and policy.	Studio VI: Community Plg and Design (ACE 10) International Service-Learning in Ecuador	LARC 411 LARC 470
3. 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.	Site Systems I, Materiality in Landscape Arch Site Systems III, Landscape Architecture Impl. Studio I: Landscape Arch Foundational Design Studio II: Landscape Arch Site Design Studio III: Landscape Arch Advanced Site Design Studio IV: Cont. Landscape Arch. Design Problems Studio V: Collaborate	LARC 230 LARC 231 LARC 210 LARC 211 LARC 310 LARC 311 DSGN 410

	Studio VI: Community Plg and Design (ACE 10)	LARC 411
b. Planting – apply the skills, knowledge and methods associated with plant selection and implementation.	Landscape Plants I Landscape Plants II Landscape Ecology Studio I: Landscape Arch Foundational Design Studio II: Landscape Arch Site Design Studio III: Landscape Arch Advanced Site Design Studio IV: Cont. Landscape Arch. Design Problems Studio V: Collaborate Studio VI: Community Plg and Design (ACE 10)	LARC 212 LARC 213 LARC 487 LARC 210 LARC 211 LARC 310 LARC 311 DSGN 410 LARC 411
c. Grading – apply the skills and knowledge associated with grading including program, design intent, standards, regulations, and context (environmental and functional).	Site Systems II, Site Engineering Site Systems III, Landscape Architecture Impl. Studio II: Landscape Arch Site Design Studio III: Landscape Arch Advanced Site Design Studio IV: Cont. Landscape Arch. Design Problems Studio V: Collaborate Studio VI: Community Plg and Design (ACE 10)	LARC 231 LARC 330 LARC 211 LARC 310 LARC 311 DSGN 410 LARC 411
d. Storm water management – apply the skills, knowledge, and methods associated with the development of an environmentally responsible storm water management system.	Site Systems I, Materiality in Landscape Arch Site Systems II, Site Engineering Site Systems III, Landscape Architecture Impl. Studio II: Landscape Arch Site Design Studio III: Landscape Arch Advanced Site Design Studio IV: Cont. Landscape Arch. Design Problems Studio V: Collaborate Studio VI: Community Plg and Design (ACE 10)	LARC 230 LARC 231 LARC 330 LARC 211 LARC 310 LARC 311 DSGN 410 LARC 411
e. Earthwork – apply the skills, knowledge, and methods associated with determining sequence and volume of earthmoving.	Site Systems II, Site Engineering Site Systems III, Landscape Architecture Impl. Studio III: Landscape Arch Advanced Site Design	LARC 231 LARC 330 LARC 310
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).	Site Systems II, Site Engineering Studio III: Landscape Arch Advanced Site Design Studio IV: Cont. Landscape Arch. Design Problems Studio V: Collaborate Studio VI: Community Plg and Design (ACE 10)	LARC 211 LARC 310 LARC 311 DSGN 410 LARC 411
g. Structures – describe methods associated with the development of construction details for simple landscape structures.	Site Systems I, Materiality in Landscape Arch Site Systems II, Site Engineering Site Systems III, Landscape Architecture Impl. Studio III: Landscape Arch Advanced Site Design	LARC 230 LARC 231 LARC 330 LARC 310
h. Lighting - describe methods associated with the development of lighting plan and details.	Site Systems III, Landscape Architecture Impl.	LARC 330
i. Water features- describe methods associated with the development and detailing of water features.	Site Systems III, Landscape Architecture Impl.	LARC 330
4. Construction documentation - apply methods and standards associated with developing construction drawings. Describe estimating, bidding, and management processes.	Site Systems III, Landscape Architecture Impl. Professional Practice	LARC 330 LARC 497
LG5. Professional Practice Ensure students develop an awareness of 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.	Landscape Architecture Internship Professional Practice	LARC 495 LARC 497

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.	Landscape Architecture Internship Professional Practice	LARC 495 LARC 497
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.	Landscape Architecture Internship Professional Practice	LARC 495 LARC 497
4. Ethics - commit to the highest standards of professional integrity and ethical values.	Professional Practice Landscape and Env. Appreciation (ACE 9) Landscape History/Theory (ACE 7) Urbanism Introduction to Planning (ACE 8) Design Research	LARC 497 LARC 200 LARC 241 LARC 461 CRPL 400 LARC 489
LG7. Success Skill Ensure 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.	Introduction to Design Design History (ACE 5) Landscape and Env. Appreciation (ACE 9) Landscape History/Theory (ACE 7) Urbanism Introduction to Planning (ACE 8) International Service-Learning in Ecuador	DSGN 101 DSGN 140 LARC 200 LARC 241 LARC 461 CRPL 400 LARC 470
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.	Studio III: Landscape Arch Advanced Site Design Studio IV: Cont. Landscape Arch. Design Problems Studio V: Collaborate Studio VI: Community Plg and Design (ACE 10) International Service-Learning in Ecuador	LARC 310 LARC 311 DSGN 410 LARC 411 LARC 470
3. Flexibility – deal with and adapt to change (flexibility).	Studio I: Landscape Arch Foundational Design Studio II: Landscape Arch Site Design Studio III: Landscape Arch Advanced Site Design Studio IV: Cont. Landscape Arch. Design Problems Studio V: Collaborate Studio VI: Community Plg and Design (ACE 10) International Service-Learning in Ecuador Landscape Architecture Internship Professional Practice	LARC 210 LARC 211 LARC 310 LARC 311 DSGN 410 LARC 411 LARC 470 LARC 495 LARC 497
4. Life long learning skills - explain the skills necessary for life long learning.	Professional Practice	LARC 497
5. Cultural diversity skills - work with and/or interact with individuals from diverse cultures.	International Service-Learning in Ecuador Studio III: Landscape Arch Advanced Site Design Studio IV: Cont. Landscape Arch. Design Problems Studio V: Collaborate Studio VI: Community Plg and Design (ACE 10)	LARC 470 LARC 310 LARC 311 DSGN 410 LARC 411
6. Collaboration and teamwork - work effectively with others and facilitate team projects.	Design Thinking (ACE 7) Studio III: Landscape Arch Advanced Site Design Studio IV: Cont. Landscape Arch. Design Problems Studio V: Collaborate	DSGN 110 LARC 310 LARC 311 DSGN 410

	Studio VI: Community Plg and Design (ACE 10) International Service-Learning in Ecuador	LARC 411 LARC 470
7. Leadership - provide leadership in a variety of situations.	Studio III: Landscape Arch Advanced Site Design Studio IV: Cont. Landscape Arch. Design Problems Studio V: Collaborate Studio VI: Community Plg and Design (ACE 10) International Service-Learning in Ecuador	LARC 310 LARC 311 DSGN 410 LARC 411 LARC 470

Assignment 5. A Targeted Plan for Program Improvement –

The faculty have developed an initial implementation plan based on 2017 Alumni Survey, student self-assessment, year-end reviews, studio juries and discussions about important student skills and abilities. For the next three years we will assess and change (1) writing, (2) stormwater management and (3) human dimensions. Each year we will add one or two additional outcomes to our targeted assess plan. The following is the plan for improving all three-outcome areas.

1. Writing Improvement Plan

Improvement Plan for 2017-18

A. Committee develops writing standards, criteria, learning outcomes and rubric. Committee also brings in 'experts' to assist in understanding ways to improve writing across the curriculum (spring 2018).

B. Assessment Plan Academic Year 2017-18

First Year (base data and first assessment)

- SAT, ACT College Entrance Exam writing scores
- DSGN 110 Design Thinking - writing exercise to be assessed using the writing rubric.
- DSGN 140 History of Design– review writing exercises using the writing rubric.
- English Composition, final course grades

Second Year

- LARC 200 Landscape Appreciation - assess writing examples from course writing assignments using writing rubric.
- LARC 240 Architecture History and Theory – assess writing examples from course writing assignments using writing rubric.

Third Year

- LARC 310/311 Studios - develop writing exercises where students describe their design process and final designs. Assess writings using writing rubric.
- LARC 380 Internship Preparation - develop technical and professional writing exercises. Assess writings using writing rubric.

Fourth Year

- LARC 489 Design Research – students develop precedents research and design research documents. Assess writings using writing rubric.
- LARC 480 Professional Practice – students develop technical reports and marketing material. Assess writings using writing rubric.
- LARC 410/411 Studios – student describe their research, design process and final designs. Students are evaluated at multiple points by multiple evaluators using rubrics.

C. Review assessment data and develop and course content for improving writing across the curriculum.

D. Assess and determine Improvement Plan for Academic Year 2018-19

2. Stormwater Management Improvement Plan

Improvement Plan for 2017-18

- A. Committee defines content and components of stormwater management and develops standards, criteria and learning outcomes(s) (Spring 2018).
- B. Alignment Analysis Plan 2018-19 AY, based on A, identify content, gaps, redundancy, and necessary overlaps in the following courses:

Second Year –

- LARC 212 Plants I
- LARC 230 Materiality
- LARC 231 Site Engineering
- HORT 153 Soils Resources
- LARC 211 Studio II, Site Design

Third Year

- LARC 330 Implementation
- LARC 310/311 Studios
- LARC 213 Plannts II

Fourth Year

- LARC 487 Landscape Ecology
- LARC 410/411 Studios

- C. Review assessment data, realign learning outcomes and develop appropriate course content for each course to integrate stormwater management across the curriculum.
- D. Assess and determine Improvement Plan for Academic Year 2019-20

3. Human Dimension Improvement Plan

Improvement Plan for 2017-18

- A. Committee defines content and components of human dimensions and develops standards, criteria and outcomes.
- B. Spring 2018 review possible courses that would integrate human dimensions into the curriculum.
- B. Fall 2018 Incorporate new course into the curriculum
- C. Assess impact of new course on studio work 2018-19 AY and 2019-20 AY.

Assignment 6. Memorandum of Understanding



COLLEGE OF ARCHITECTURE
Architecture, Landscape & Interior Design Programs

Memorandum of Understanding.

Date: June 12, 2008
Participants: Wayne Drummond
Dean, College of Architecture
Mark Hoistad
Director, Landscape Architecture Program
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. Lee/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. Mamo/T. Kettler
HORT/LARC 266/267	Introduction to Landscape Design	4 ch.	R. Sutton
HORT/LARC 213	Landscape Plants II	3 ch.	K. Todd
HORT 467/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:

Room 232 Architecture Hall / P.O. Box 880107 / Lincoln, NE 68568-0107
(402) 472-9233 / FAX (402) 472-3806 / Email: architecture2@unl.edu / <http://archweb.unl.edu>

Pre-Professional Landscape Architecture

Course	course title	seats required	1 st year offered
AGRO 131	Plant Science	20 seats (8 in 08)	05-09
HORT/LARC 200	Landscape Appreciation	20 seats (8 in 09)	06-07
HORT/LARC 212	Landscape Plants I	20 seats (10 in 08)	07-08
HORT 153	Soil Resources	20 seats (10 in 08)	07-08
HORT/LARC 266/267	Introduction to Landscape Design	20 seats (10 in 08)	07-08
HORT/LARC 213	Landscape Plants II	20 seats (10 in 09)	07-08

Professional Landscape Architecture

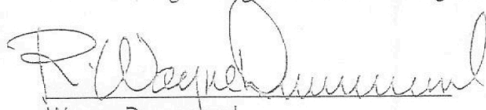
Course	course title	seats required	1 st year offered
HORT 467/LARC 310	Planting Design	15 seats (11 in 08)	08-09
LARC 390	Introduction to Landscape Ecology	15 seats (11 in 09)	09-10
AGRO/LARC 496	Urban Soils	15 seats (11 in 09)	09-10

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 to those levels in the coming years.

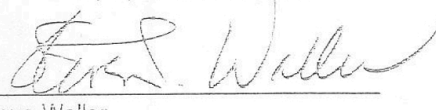
The College of Architecture understands that the credit hour production for all these courses taught by faculty in the Agronomy and Horticulture Department should be credited to that Department not the Landscape Architecture Program.

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



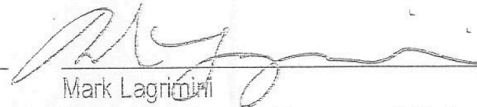
Wayne Drummond
Dean, College of Architecture



Steve Waller
Dean, College of Agricultural Sciences and Natural Resources



Mark Hoistad
Director, Landscape Architecture Program



Mark Lagrini
Head, Department of Agronomy & Horticulture

Assignment 7. Thumb drive containing SER Report, Digital Portfolio, Syllabi and Misc. Documents
