A. Introduction

The Department of Landscape Architecture in the College of Design at North Carolina State University is an accredited professional program and academic unit of the University of North Carolina System offering the field’s first professional degrees in landscape architecture at the bachelor’s (BLA) and master’s (MLA) levels. Both first professional degrees are accredited by the Landscape Architecture Accreditation Board, a national organization chartered by the US Department of Education and recognized by the Council of Educators in Landscape Architecture (CELA).

A.1. History of Program

In chronological form provide a brief history of the program being reviewed, concentrating on events since the last review.

HISTORY OF THE COLLEGE OF DESIGN AND THE DEPARTMENT OF LANDSCAPE ARCHITECTURE

In 1948, a new school of design was founded and a new educational idea was given birth. At the core of the school in these early years was an uncompromising belief that comprehensive design would produce a healthy environment, an improved society, and a better life for all. Experimental in nature, the school was open to new ideas and challenges. It identified with the progressive aspirations of the New South but its perspective was global. Unlike many of its peer institutions emerging from traditional academic positions, the school’s zeal for the new was balanced by an uncommon concern for the broad development of the individual student, who was expected to assume a formative role as a creative leader and committed citizen.

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In its early years, under the leadership of founding Dean Henry L. Kamphoefner, the School of Design experienced an unprecedented period of creative and intellectual development. Designers and theorists such as Buckminster Fuller, Matthew Nowicki, Lewis Mumford, Eduardo Catalano, and others joined the faculty and helped build a reputation for innovation and experimentation. Distinguished visitors, including Frank Lloyd Wright, Mies van der Rohe, Charles Eames, Marcel Breuer, Ian McHarg, Carl Steinitz, J. B. Jackson, Roberto Burle Marx, Sir Geoffrey Jellicoe, and numerous other internationally prominent figures came to lecture, to conduct design experiments, and to inspire the new generation of designers. The legacy of imagination, diversity, and excellence set by this first generation has been continued throughout the college’s fifty-year history.

The original School of Design at North Carolina State University was created by combining the Landscape Architecture program from the College of Agriculture and Life Sciences and the Architecture program from the College of Engineering. Over time, art and design and product design were added; they eventually became the Department of Art + Design and the Department of Industrial Design. The Department of Graphic Design was established in 1988. The most recent addition to what is now the College of Design is the Ph.D. in Design, which was established in 1999. This program offers the Doctor of Philosophy degree with concentrations in environmental
and community design and information design. The program graduated its first students in the spring of 2003.

In 2001 the School of Design was restructured into the College of Design, which encompassed the School of Architecture and four departments (Art + Design, Graphic Design, Industrial Design, and Landscape Architecture). Each of the four departments is administered by a department head; the School of Architecture is headed by a director and associate director. This change articulated several multidisciplinary efforts already established within the college (Fundamentals Program, Design Studies Program, and Ph.D. Program) and emphasized the college’s expectation that each faculty member would have both disciplinary and multidisciplinary affiliations within the college. At the time of the college-wide reorganization, Graduate Studies and Research/Outreach/Extension were placed under separate administrative positions.

From 1948 until 1968, the only degree offered by the Department of Landscape Architecture was a five-year Bachelor of Landscape Architecture (BLA). In 1968, the Master of Landscape Architecture (MLA) program was initiated, and it was first accredited in 1972. At the same time, the BLA program was changed to a four-year Bachelor of Environmental Design and Landscape Architecture (BEDLA) and its accreditation dropped. In the 1970s, all departments in the school, including the Department of Landscape Architecture, became programs. After a few years, departmental status was reinstated, and in the mid-1990s, departments regained control of their budgets.

A critical decision was made in 1991. At the time, the BEDLA program had only twelve students. It was clear that the program should either be eliminated or converted to a professional degree program. In 1999 the Bachelor of Landscape Architecture program was created with the intention of taking advantage of the resources of the College of Design and NC State University and to complement and challenge the existing MLA program. At that time the BEDLA program was phased out and the BLA program received its initial accreditation.

Today, enrollment in the BLA program varies from 54 - 60 students. The intent is to have a small but academically strong BLA program that builds on the program’s interdisciplinary design setting, emphasizes the role of landscape architecture in protecting and preserving natural and cultural resources, and provides a strong link to the profession of landscape architecture as well as to the allied design professions.

The Master of Landscape Architecture program has maintained its accreditation status through each subsequent review since 1972. Today, enrollment in the MLA program is approximately 57 students. In the next decade, as the College of Design implements its plans for new buildings, the department would like to expand. The intent is to have a small but academically strong MLA program that builds on the program’s interdisciplinary design setting, emphasizes the role of landscape architecture in protecting and preserving natural and cultural resources, and provides a strong link to the profession of landscape architecture as well as to the allied design professions.

SIGNIFICANT EVENTS SINCE THE LAST REVIEW.
The BLA program underwent the re-accreditation process in spring 2002. The review listed 2 recommendations affecting accreditation in relation to Standard 3, PREPROFESSIONAL CURRICULUM, which are addressed later in this section. Also listed were 22 Suggestions for Improvement pertaining to specific standards. These, too, are addressed later in this section. The BLA program was granted full accreditation by LAAB in 2003 to expire in June 2008. In August 2007, the Department requested the spring 2008 BLA Accreditation process be delayed one year to the spring 2009 to accommodate the installation of a new Department Head.

Since the last accreditation, spring 2002, the Department’s energies focused on:

1. Accommodating changes in staff.
   a. The following tenure/tenure track faculty left the College:
      • Professor Achva Stein, May 2005
• Associate Shashir Raval, May 2004
• Assistant Professor Lee-Anne Milburn, May 2008
b. Through national search procedures the following tenure/tenure track faculty were hired:
• Assistant Professor Kofi Boone, August 2004
• Assistant Professor Lee-Anne Milburn, August 2004
• Professor Gene Bressler, August 2006. He was named Department Head to succeed Professor Stein
c. In 2007, through a special arrangement with the Provost, Professor Anitia Brown-Graham, Director of the University’s Institute for Emerging Issues was rostered in the Department of Landscape Architecture. Professor Brown participates in design studio reviews and as a guest lecturer in various classes.
d. Professor Robin Moore served as Interim Department Chair from May 2005 to August 2006.
e. Professor Angelo Abbate retired spring, 2006
f. Leslie Brock served as Department Administrative Assistant from January 2006 and left in December 2007. Will Reyes was hired in July 2008.
g. Fall 2008 the Department received authorization to proceed with a national search to hire one tenure track faculty person at the assistant or early associate professor level. The position is expected to be filled in time for fall semester, 2009.

2. Engaging visioning and planning at both the College and Department levels.
a. Fall 2006 the College of Design’s Administrative Council started a year long process to develop the **Compact Plan**. It sets forth an aggressive program for the organization and culture of the College. The **Compact Plan** addresses five major areas or goals:

- Design for Inquiry
- Design Enhanced by Diversity
- Design for Environmental Well-being,
- Design for Inclusion
- Enhanced Management and Service Culture

The **Compact Plan** came together through intensive efforts and collaboration of the Administrative Council, who in turn worked with their respective academic and administrative units to review and contribute to the plan. Landscape architecture faculty used the College’s compact planning processes and the resultant report as the catalyst and framework for undertaking ongoing and thoughtful reviews of the program’s response to professional and societal imperatives, its mission and long term goals, courses and curriculum, relationships with alumni, practitioners and other constituents, and operations. Please see SER Section 1: MISSION AND GOALS for more information.

b. In the context of the **Compact Plan** and with advice from the Landscape Architecture Alumni Advisory Board (LAAAB) and representatives of NCASLA, the faculty began a systematic review and reflection of the courses delivered in the previous semester. One outcome of this review in fall 2007 was the creation and implementation of the **Design Development Studio**. It integrates site planning and design with newly revised courses in *Landscape Construction Materials and Methods* and *Plants in Design* courses (intended for 4th year BLA and 2nd year MLA students). Within this integrated venue students learn to refine their landscape design proposals, apply construction and planting design knowledge, and develop a “professional” set of technical construction documents. The studio is co-delivered by three faculty (one tenure track/two adjuncts), all of whom are registered landscape architects.

3. Enhancing depth of education and learning through international studies abroad programs.
In 2004 the Landscape Architecture faculty formally modified the BLA curriculum requiring students to have an international studio abroad experience.

a. In 2005, the College founded the College of Design **Prague Institute** in the Czech Republic. It has since become the NC State Prague Institute open to other academic units. Each spring semester
since 2005 8-10 undergraduate BLA students along with 3-6 MLA students, under the leadership of Professor Art Rice and Professor Fernando Magallanes, have gone to Prague. During a 90 day intensive experience BLA and MLA students explore the historic and complex urban environment of Prague and examine how contemporary interventions become part of the urban cultural fabric and the natural systems of the city. Students explore the urban structure of the city and develop strategies to visualize and interpret urban space.

b. In 2005 Assistant Professor Kofi Boone developed a summer program in Ghana in collaboration with the Department of Art + Design. Professor Boone has taken 2 groups of 7 -10 BLA students in 2006 and 2007. Another trip is planned for summer 2009. In the seminar course students focus on issues of eco tourism with emphases on infrastructure including; way finding, and facilities. The studio course includes studies in visual analysis, sketching, and small scale design for projects of local interest.

4. Enhancing depth of learning and education through exposure to other design disciplines in the College.
   a. In order to take advantage of the diverse design disciplines within the College of Design, the BLA curriculum was modified in 2004 to require students to complete 1 of its 9 studios in another discipline.
   b. In fall semester 2008, Landscape Architecture Professor Robin Moore and Industrial Design Professor Bryan Laffitte co-delivered a collaborative design studio on children’s environments that included students from both programs. The studio was funded by a grant from the Play Core Company.

5. Enhancing internal and external communications and relations.
   a. Before the start of each semester the Department prepares an extensive newsletter, News You Can Use that provides information about the Department’s activities, achievements of: students, faculty, and alumni, professional news, curriculum and courses, and substantive descriptions about the upcoming semester’s courses. The newsletter is placed on the College’s web page where students, local practitioners, the LAAAB, alumni, and others access and download it. Links to the web page are sent via email to the LA community. A copy of one newsletter is contained in the Appendix.
   b. In spring 2008 the Department, in cooperation with the student ASLA chapter leadership, and financial and planning support from the Landscape Architecture Alumni Advisory Board (LAAAB), launched the Landscape Architecture Lecture Series. This year’s program, subtitled “Lessons Earned and Learned,” features presentations from local and nationally recognized landscape architects. The lectures are videotaped; copies go to the College library and others who wish to purchase them. Recent speakers included: Randy Hester, Kenneth Helphand, Perry Howard, Dan Howe, Austin Allen, Jim Urban, Erik Larson and Chuck Flink. Speakers planned for spring 2009 include Bill Wenk, Laurie Olin, Paul Morris, Lewis Clark, Robin Moore, Kofi Boone and Jim Sipes.
   c. In spring 2007 the Department launched the LA Practitioner – Student Mentor Program. Now in its third year, the Mentor Program pairs practitioners with individual students. Mentors are invited by their student mentees to review their studio work at the desk or in reviews. Students also visit with their mentors “at the office.”
   d. In spring 2006 the Department produced the Stormfest Conference which featured lectures by Bruce Ferguson, Stuart Nichols, and William Hunt. The conference engaged students and faculty in the issues, best management practices, and emerging technologies pertaining to the planning and design of landscapes to creatively accommodate storm water runoff.
   e. In spring 2006 Landscape Architecture Department produced an exhibition of works by Faculty, Students, and Alumni.
   f. During the past 5 years landscape architecture faculty, Kofi Boone, Gene Bressler, Nilda Cosco and Rodney Swink participated on the Steering and Planning committee charged with producing the College’s Annual Urban Design Conference. Other committee members
included faculty from the School of Architecture, local members of ASLA, AIA, APA, and planning staff from the City of Raleigh.

6. **Undertaking a number of outreach projects in cooperation with the University's and College's Extension programs.** The LA department has a long standing history and tradition of Service-Learning:
   a. Since the last accreditation students and faculty led and participated in *five charrettes* that involved local communities within the State of North Carolina. Undergraduate BLA students and MLA students “worked” together with faculty, and local citizen groups to address planning and design situations pertaining to economic development, eco-tourism, streetscape design, overall land use and transportation planning, historic preservation, downtown rejuvenation, and recreational development.
      - Spring 2008: four day urban planning and design charrette with community of **Hayesville, NC**. It focused on economic revitalization with an emphasis on historic preservation.
      - Spring 2007: four-day charrette with community leaders of **Marshall, NC**.
      - Spring 2006: three-day charrette in **Crossnore, NC**. 30+ students and faculty developed design and planning solutions to help the town better enhance its character.
      - Spring 2005: 45 Landscape Architecture students and 3 professors participated in a workshop hosted by the **Town of Holden Beach** in collaboration with NC A & T State University. The three day workshop involved citizens and was well received by the Town and the University.
   b. In fall 2005 the College of Design opened its new **Downtown Studio** in Raleigh. Two large projects originated from the downtown Studio that involved both BLA and MLA students:
      - **The Kinston Waterfront NOW! Project.** This involved a partnership with the non-profit downtown revitalization organization, Pride of Kinston.
      - **The Conceptual Future Development Plan for the Beach Road in Nags Head, NC.**

7. **Renovating facilities and installing new computing infrastructure.** The College made substantive improvements to its building and facilities since the last accreditation.
   a. Fall 2006 the newly renovated and expanded Leazer Hall opened. The facility accommodates first year BLA design students, who together with freshmen students from within all the College’s departments take the newly implemented **First Year Design Experience.** Landscape Architecture students have access to well-staffed and outfitted wood and metal shops and laser cutters for use on their various projects. The facility includes a number of well equipped class rooms and galleries that accommodate landscape architecture classes and studio reviews.

   Of particular note is the College’s **Office for Research and Engagement,** which occupies a large portion of the lower level of Leazrer Hall. This area provides work space, conference areas, computing resources, and library resources that support the **Natural Learning Initiative,** the **Center for Universal Design,** and **College Extension** in which landscape architecture faculty, students, and research associates pursue various research and extension projects.
   b. In fall 2004, the College computing infrastructure was updated with WIFI technology. This enables students and faculty to use their personal computers in web based applications virtually anywhere in the College. This move reinforces the Department’s decision to require its students to utilize their own personal computers in studios and classrooms. The College has also hired a number of full-time IT staff to support student and faculty computing.

8. **Enhancing the scholarship, productivity, and accomplishments of landscape architecture students, faculty, and alumni:**
   a. **Rodney Swink,** FASLA, was named 2005 **College of Design Distinguished Alumnus** for his extraordinary service to the community, the profession, the College, and for his significant work in North Carolina downtown revitalization. In 2006 he was awarded the **ASLA President’s Medal.** In 2008 he received the **Bradford Williams Award.**
   b. **Professor Fernando Magallanes** received an award for **Excellence in Teaching and Public Service** from the Council of Educators in Landscape Architecture.
c. In 2007 Professor and Department Head Gene Bressler was awarded Fellow in the American Society of Landscape Architects. He also served on the NCASLA Awards Jury in 2007 and 2008. In 2006 CELA awarded him its Outstanding Administrator.

d. Charles Flink, FASLA, was named 2006 College of Design Distinguished Alumnus. Mr. Flink serves on the Department’s Advisory Board.

e. In 2008 Professor and Associate Dean Art Rice was named Fellow in the Academy of the Council of Educators in Landscape Architecture (CELA).

f. Undergraduate student Emmita Lyford received a university research award and her paper on the evolution and future of Communist/mass produced housing in the Czech Republic was accepted for presentation at the NC Undergraduate Research Symposium and at the 2006 CELA Annual Conference in Vancouver, BC.

g. Undergraduate Anna Barnett-Robisheaux in 2006 received the University Honors Program Research Award for work related to the role that waterfront plays in the economic and social life of selected major European cities.

A.2. Response to Previous LAAB Review

Describe the progress that has been made on the Recommendations from the previous accreditation visit (not applicable to those seeking initial accreditation). Programs are not required to report on Suggestions for improvement.

List each recommendation separately and provide an updated recap of responses made on annual interim reports. If there is a Recommendation that you believe was inappropriate or is no longer an issue, so indicate with an explanation.

The LAAB Review Report of 2003 lists two Recommendations Affecting Accreditation and twenty two Suggestions for Improvement. The following describes the progress made in each of these areas:

RECOMMENDATIONS AFFECTING ACCREDITATION:

1. Review the balance of hand graphics and computer technology in design and design implementation courses such that the use of computer technology is more fully integrated into all courses (Standard 3).

Progress:
Since the last accreditation visit, the use of computing technologies in landscape architecture, along with countless other aspects of everyday life, has enhanced the literacy and capability of students, faculty, and the profession. What was once considered a specialty within the profession is now a fact of life. Major software developments and advances meet the application needs of the profession as we know it and enable users to advance the knowledge and capability of the discipline and practice of landscape architecture. Aggressive software licensing contracts, decreasing hardware costs, combined with increased power, the "WI-Fi'ing" of the Campus and nearby commercial areas, the increase in web based applications, and the logarithmic growth of the computing culture in society make the use of computing in landscape architecture a normal and expected part of doing business and learning.

Our task during the past few years has been to go beyond keeping pace with the profession’s growing proficiency with computer technologies in design, analysis, production, and presentation applications to advancing and inventing capabilities that advance the profession’s capabilities in practice and research. Graphic communications, be they hand drawn or computer graphics technologies are therefore ubiquitous in design thinking. Students and faculty use both interchangeably. We teach both and expect students and faculty to excel in both forms of graphic communication.
In recognition of this, the landscape architecture curriculum provides both required and elective courses that teach and integrate these tools in all classes and studios.

1. Specific required and elective courses deliver both hand-drawn and computer technologies wherein students learn methods, develop skills, explore possibilities, and challenge current paradigms. These courses include: *Landscape Architecture Digital Drawing*, *Digital Media in Landscape Architecture* and *Graphics for Landscape Architects*.

2. This knowledge is applied and integrated within the subject area courses and design studios. For example:
   a. Students typically take digital drawing courses that emphasize 2D and 3D CAD and graphic imaging, manipulation, and simulation before they take *Site Development* (grading) and *Construction Materials and Methods, Plants in Design* and the *Design Development Studio* courses.
   b. *Studio 400*, which emphasizes site planning and design projects, requires students to use hand drawn graphics and computer graphics to explore and represent design ideas.
   c. Students use computer technologies in various seminar and studio courses to present their work. Students frequently scan or digitally photograph a hand drawn plan, section, diagram or perspective. They modify the image using an application like *Photoshop*, and incorporate it along with other images and text to create a large board suitable for public review and/or projection.
   d. Students utilize computer software applications to create rudimentary 3D models of landscapes that become the base for hand drawn renderings.

The challenges we face include:
   - Maintaining ongoing discussions with our colleagues in practice to understand their expectations of our students’ graphics expertise and capabilities.
   - Maintaining currency about emerging hand drawn and computing technologies in landscape architecture and other fields. In this regard we view our place in the College of Design alongside Industrial Design, Graphic Design, Architecture, and Art + Design as providing mutually supportive opportunities to continually learn about, share, explore and integrate graphics in our program.
   - Keeping the faculty current and facile in the use of various graphics applications, particularly computer graphics for use in their respective courses, particularly those courses in which they are expected to teach the applications. We accomplish this by providing faculty with third party training and self study.

2. **Expand and solidify the professional practice content in the curriculum.**

Progress:
Professional Practice content is substantially expanded and solidified in the BLA curriculum. This was accomplished in several ways, including course syllabi and delivery, the Department’s Practitioner/Student Mentors Program, LA Lecture Series, and internship opportunities.

1. The course, LAR 521, *Values Theory and Methods of Landscape Architecture*, is the Department’s formal professional practice course. It was formerly required of MLA students; it is open to BLA students as an advised elective. The LA Faculty approved making this course required in the BLA program effective fall 2009.

2. In the spirit of the College’s new *Compact Plan*, the Department of Landscape Architecture commenced discussions with the Department of Architecture about creating a new professional practice course delivered by faculty in both programs. In our discussions with the new director of the School of Architecture we find duplication in the current courses delivered by both departments. Our immediate charge is to work together in the design of a new collaborative course in professional practice with implementation by fall 2010. Not only will this collaborative venture reduce costs by eliminating redundancy, it will provide substantive opportunities for faculty, students, and practitioners to learn about areas shared in common as well as the areas unique to each practice. Doing so will further enhance mutual appreciation, understanding, and respect for the professions and provide for new collaborations both in the academy and in the world of professional practice.
Considerations of professional practice in both the private and public realms are incorporated in virtually all the courses delivered by the program. This is achieved in a number of verifiable ways:

a. As of fall 2006, all studio instructors are required to invite practicing landscape architects, alumni and non-alumni of the Department into their classrooms to participate in at least mid-term and final reviews. The practitioners are informed about the learning objectives of the subject course and asked to offer their constructive criticism to students and faculty in both one-on-one and group discussions. Many practitioners and people from within the trades speak in virtually all of our classes on a continuing basis.

b. Course syllabi either implicitly or explicitly relate course objectives and materials to professional practice contexts. This is demonstrated in courses such as: The Design Development Studio, Landscape Construction Material and Methods, Site Development, and Plants in the Landscape. Of particular note is a new tradition in the Design Development Studio called “Red Line Day.” Approximately 12 – 20 registered landscape architects spend the afternoon meeting one-on-one with students going over their detailed construction documents. Each practitioner is given a red marker to use in showing students specific details that require correction and further study. The practitioners, faculty, and students participate in a “post mortem” to discuss questions, issues, and expectations. The instructors also meet with practitioners to review areas of strength and weakness.

c. Studio 400 (required), and “The Office Studio” (advanced elective studio), conceived and implemented in 2007, involve projects of various scales, from master planning to smaller scale site planning and design that are common in landscape architecture. These studios, delivered by registered landscape architects, enhance the student’s knowledge and capabilities in site analysis, programming, decision making, design refinement, graphic delineation, writing, and public speaking.

d. Hired as adjuncts, a number of practicing registered landscape architects and other professionals deliver a variety of required and elective courses in the program. For example since in 2006 the following practitioners were hired to deliver or co-deliver courses offered by the Landscape Architecture Department:

- Rodney Swink, FASLA: Theory, Methods, and Values of Landscape Architecture
- Joanne Lelekacs, ASLA: Computer Applications
- Michael Leigh, ASLA: Studio 400
- Kimberly Larson, ASLA: Computer Applications, Design Development Studio
- Nigel Clarke, ASLA: Studio 400
- Elizabeth Wakeford, Studio 200
- Michael Jennings, APA: Planning Policy
- Susan Hatchell, FASLA: Design Development Studio
- Juanita-Shear Swink: Values, Theory, and Methods of Landscape Architecture

e. The Landscape Architecture Mentor Program which pairs individual students with practicing landscape architects, provides invaluable exposure to the issues concerning the practice of landscape architecture. The Mentor Program requires the student to invite their respective mentor into their studio at least once during the semester for a detailed discussion about the student’s work. Mentors are also invited to attend their student’s interim and final reviews. The students, in turn, are expected to visit with their respective mentor at the mentor’s place of work. This enables students to have exposure to the workings of a professional office, see work currently on the boards, and to engage their mentors in a number of questions concerning the practice of landscape architecture. A number of students have been invited to “shadow” their mentors as they go to meetings with clients, attend hearings, and meet with other consultants. Since the launch of the Mentor Program in 2006, over 100 student/practitioner relationships have been initiated.

f. With active participation and financial support of the Landscape Architect Alumni Advisory Board, the NCASLA and a number of practitioners from within the community, the Department launched the Landscape Architecture Lecture Series. The purpose of this series to is expose students, faculty, alumni, practitioners and others to the breadth of players, situations, issues, challenges, technologies and methods, controversies, collaborations, and achievements of the profession. The evening lectures average about 2/month. Attendance averages between 100-150 people per lecture. To ensure student attendance, the faculty requires their students to attend specific lectures that relate to...
their particular class. The Department also sends email messages to students on a weekly basis informing them of the upcoming lectures.

g. On the table for faculty consideration is the approval of a new required seminar course for BLA and MLA students in their final year to be called *The Landscape Imperative*. Its purpose is to engage the students in rigorous discourse, reading, and writing about the profession’s roles in addressing critical societal issues. The goal is to produce an annual journal of student essays about their views of landscape imperatives. It is intended that a number of practitioners from private and public realms, developers, and others participate in the ensuing discourses.

**Response to previous Suggestions for Improvement:**

1. **Suggestions pertaining to Standard 1:**
   a. *Departmental strategies need to be defined which will result in accomplishment of the program’s mission and objectives.*
   b. *More specifically address design in the mission statement.*
   c. *Examine ways to assess and measure outcomes in relation to mission, goals (short and long) and objectives.*

   Response to these suggestions are addressed and incorporated in SER Section 1: PROGRAM MISSION AND OBJECTIVES.

2. **Suggestions pertaining to Standard 2:**
   a. *The Dean and Chair should work together to determine how outside funds could be raised.*
      - External fund raising strategies, activities, and income to the College, in general, have markedly increased since the previous accreditation. This is due to the proactive activities of the College’s Office of External Relations under the leadership of Assistant Dean Carla Abramczyk. This group reports directly to the Dean, meets with the College’s Administrative Council and works with each of the department heads to raise funds for scholarships, special events, lectures, and program support and enhancement.
      - The Dean and Assistant Dean assist the Department to raise external funds to support its lecture series and student awards dinners.
      - The Dean provides funds to support the Head’s attendance at major ASLA functions and, furthermore, provides additional staff and financial resources to host receptions for College and department alumni at these events. The Head utilizes these events to promote achievements of the department’s students, faculty, and alumni, and those of the College’s other departments.
   b. *Provide the Department with a minimum guarantee of allocated funds collected from the technology fee to aid in budgeting and planning.*
      The IT Committee, a standing committee of the College comprised of the College’s professional IT staff, and faculty and students representing the academic units, is responsible for evaluating and developing strategic recommendations concerning the equitable allocation of funds to support technologies. Recommendations are transmitted to the Dean and the Administrative Council for their consideration. This process works well for the benefit of all the College’s academic units.
   c. *Provide additional administrative support to the Department.*
      The Department is assigned an administrative assistant who shares time equally with one other academic unit. Workloads and assignments are reviewed periodically to assure equitable time allocation. This arrangement is very satisfactory.
   d. *Clearly communicate the administration’s new (as perceived by faculty) expectations of faculty engagement in research to the faculty.*
      The University, College and Department consistently reinforce the expectation that tenure track and tenured faculty will develop and engage research. The department head meets regularly during the academic year with faculty both in group and one on one contexts to discuss faculty scholarship. Individuals work with the Department Head to produce a *Statement of Mutual Expectations* which documents the intended research agenda. The Department Head reviews and meets with each faculty member annually to discuss their performance in the areas of teaching, research and
scholarship, and service, and to discuss other areas of mutual interest and concern. The Department Head and senior faculty mentor junior faculty and each other.

3. **Suggestions pertaining to Standard 3:**
   a. Continue to clarify the sequence of courses and their relationship to one another.
   b. Continue to expand student knowledge of and use of natural and human systems in making design decisions.
   The response to these suggestions is addressed and incorporated in SER Section 3: CURRICULUM.

4. **Suggestions pertaining to Standard 4:**
   a. Consider ways to improve the curriculum such that additional free electives may be selected by the students.
   The University, working with all its academic units, has revised its General Education Requirements by reducing the actual number of credit hours required from 53 to 39 and redefining new General Education Program categories. In addition, the faculty revised the curriculum to increase the number of free electives. Doing so has enabled the Landscape Architecture program to increase the number of free electives credit hours from 9 in the previous accreditation to 18 effective fall 2009.

5. **Suggestions pertaining to Standard 6:**
   a. Examine the balance of teaching, scholarship and service in keeping with emerging expectations at the university so that faculty can thrive at NCSU and students and the profession of landscape architecture are enriched to the maximum extent possible by the scholarly contributions of the faculty.
   The response to this is covered in point 2d, above and in SER Section 4: FACULTY.

6. **Suggestions pertaining to Standard 7:**
   a. It is important that the department continue to establish and seek a sixty-student enrollment level, with a minimum class size of 12, in order to increase the synergy and dynamic interaction within individual classes.
   Approximately 12-15 students are admitted to the department as freshmen each year. The total BLA student population over the past 5 years hovers between 54 and 60 students. Very few students transfer into the program from other units of the college or university, or from other universities. This number, however, is likely to increase as the state reinforces the role of community colleges and as the department and college enter into specific agreements with community colleges to facilitate such transfers. Increased synergy and dynamic interaction among the students is markedly enhanced since the last accreditation due to increased efforts to mix upper class BLA and MLA students in various subject courses and studios. This is explained further in SER Section 3: CURRICULUM.
   b. Continue to monitor and develop the international studies program at the BLA level.
   The response to these suggestions is addressed and incorporated in SER Section 3: CURRICULUM.

7. **Suggestions pertaining to Standard 8:**
   a. Secure sufficient resources to continue to track and reengage the alumni.
   Response to these suggestions is addressed and incorporated in SER Section 8: Alumni.

8. **Suggestions pertaining to Standard 9:**
   a. Expand the relationship with the Advisory Board as the Advisory Board develops its own mission.
   Since the appointment of the new Department Head in fall 2006 there has been an increase in the number of regularly scheduled meetings with the Advisory Board (LAAAB) and with its Steering Committee. The Board’s mission statement clearly supports the Department’s mission. (Please see SER Section 6: ALUMNI.) Composition of the LAAAB has changed over the years as terms expire and as new individuals express interest in serving. During the past 2 1/2 years the LAAAB has
worked in behalf of the Department’s Lecture Series and the Student Awards Program. The Department Head makes presentations to and discusses curriculum questions, receives feedback, and suggestions and support for various program enhancements. The Head has also asked the Board which is solely comprised of Department alumni, to open its composition to non alumni in order to broaden the discourse. Discussion of this was temporarily placed on hold in order to focus on the lecture series and accreditation. Faculty and students are invited to Advisory Board meetings, but few attended due to scheduling conflicts with studio courses.

b. Expand the relationship with the community of practice to ensure that the network of local practitioners encompass those individuals who are not graduates of the Department. Done. Please read the discussion pertaining to Recommendation 2, above, point A.2.2. It should also be noted that the Department Dead meets quarterly with the Executive Board of the North Carolina Chapter of ASLA. He reports on the department’s affairs and welcomes discussion, suggestion, and feedback.

9. Suggestions pertaining to Standard 10:
   a. Given the University’s new emphasis on research, it might be of benefit to the Department and faculty to become involved in the research community at the University.
     The Dean appointed Professor Art Rice to the position of Associate Dean for Graduate Studies, Research, and Engagement. His charge is to expand the College’s research mission and liaison with the University’s research community. The Associate Dean reports monthly to the College’s Administrative Council and meets regularly with the Department Head and faculty to disseminate information, engage the faculty in discourse about research, and to represent faculty concerns at the University level.

10. Suggestions pertaining to Standard 11:
    a. Provide studio space that includes individual student areas, critique space, and lecture space.
    b. Provide a large multi-purpose space.
    c. Provide a smart classroom.
    d. Maintain and replace hardware, software and equipment with an adequate funding source.
       Additionally, work to ensure support for technology is not decreased with the introduction of student supplied computers.

The responses to these suggestions are addressed and incorporated in SER Section 9: FACILITIES, EQUIPMENT AND INFORMATION SYSTEMS.

(Note: Due to the discussion described below, these two sections are merged together.)

Introduction
The Head of the Department invited students, faculty, alumni, local practitioners, and others interested in the Department to respond to questionnaires soliciting their sense of the program’s strengths and weaknesses. (Copies of the questionnaire as submitted are contained in Appendix.)

After reviewing the lists generated from the questionnaires and public meeting, the Self Evaluation Report Committee, which included the Head and several students, aggregated the items into a number of broader categories. A discussion of these then follows. The reader is also directed to SER 1.4 for the discussion of specific long-range goals and plans, which address the weaknesses identified here as well as a number of other strategically important ideas for enhancing the program.

Following, below, is a list of the strengths, weaknesses, and suggestions provided by the “stakeholders” as gleaned from the questionnaires and meetings:
STRENGTHS (anecdotal as generated from questionnaires and public meetings):

1. Unique location and context is exciting and diverse; provides opportunities to see and study numerous landscape situations-- access to both urban and rural settings
2. Program is known for its design focus, strong regional focus, and competence of its graduates; emphasis on landscape ecology and environmental ethics
3. Program promotes sharing of ideas, methods, and solutions; brings in many resources on regular basis; instruction provides “hands-on” experiences and access to diversity of resources/people; Students may pursue academic minors
4. Students and faculty are knowledgeable about and feel connected to the national scholarly and professional currents of landscape architecture; program is connected to community through a variety of community-based projects
5. Improved curriculum integration and coordination; curriculum provides access to other programs in the College; requires swing studios; international learning experience required
6. Opportunities for BLA students to pursue research projects in curriculum and university sponsored venues; opportunities to engage extension projects; the Annual Community Design Charette
7. Increased access to technology/equipment: laser cutter, computers, shop; enhanced competence and expertise in the use of various technologies
8. Highly selective and competitive admissions process; strong performance of admitted students—high retention rate
9. Motivated, talented, and committed student body; workable size; good teacher/student ratio; diversified student body in terms of male/female/ages
10. Strong final projects: products and process (not one size fits all)
11. Students take advantage of internship opportunities with professional firms
12. Good interactions among students; Interdisciplinary design experience (1st year experience); exposure to and interactions with graduate students through shared subject classes and studios
13. Accessible, flexible, receptive faculty; faculty works effectively to help students develop skills; Productive and published faculty
14. Strong ties with practicing community; adjunct faculty from within the practicing community; Practitioner/Student mentor Program
15. LA Department perceived as viable player in the University/College
16. Financially affordable program

WEAKNESSES: (anecdotal as generated from questionnaires and public meetings):

1. Lack of racial diversity
2. Insufficient number of tenure/tenure track faculty for research, service and teaching
3. Lack of leadership/feeling of disenfranchisement during the department chair transition
4. Too few technology courses with emphasis on construction methods/design-build, construction management; insufficient integration of technology in design development—civil-3D
5. No required drawing/representation class for BLA experience; too few theory and history classes; No portfolio class / seminar
6. Limited number of interdisciplinary studios and subjects courses
7. Inadequate participation in LA awards and competition venues
8. Insufficient integration with graduate program
9. Too few classes during summer semester
10. Insufficient student career counseling
11. Insufficient dissemination of student research projects and activities
12. Too much reliance on state funding to support program operations and enhancements
13. Insufficient program recognition at a national level
14. Insufficient funds for students in the form of scholarships and grants; Lack of teaching assistantships for under graduates.
15. Insufficient space for studio pin ups; no outdoor lab space for construction or experimentation
16. College Website is underutilized as a tool to support program functions
DISCUSSION OF THE PROGRAM’S STRENGTHS AND WEAKNESSES:

Strengths:
The College of Design context provides opportunities for interdisciplinary design work and courses in other design disciplines. Being part of the College of Design, which also houses the disciplines of architecture, industrial design, graphic design, and art and design, is a unique situation. In addition, the college is a part of a major land-grant institution having strong colleges of natural resources, agriculture, life sciences, and engineering. Faculty members in the Department have collaborated with faculty in architecture, combining students in both departments to focus on problems with cross-disciplinary boundaries. In addition, the University has reciprocal arrangements that allow our students to take classes at institutions in the Triangle region and beyond (UNC-Chapel Hill, UNC-Greensboro, Duke, and others) and extend their professional networking while completing their training in the field. The College and the Department fully support and encourage these efforts. The Department has associate faculty in the College of Natural Resources and the Department of Art + Design. The small size of the department allows for numerous formal and informal communication channels. Departmental meetings include open discussions of issues affecting students and faculty, opportunities for students to suggest improvements to the physical environment, courses, and curriculum, and reporting by the Department Chair on progress made regarding student concerns.

Strengths of the BLA Program aggregate into the following areas: faculty, students, curriculum, administrative structure and relationships, the professional community, program setting and context, and program graduates.

1. Faculty:
   a. The faculty of the Department consists of a core group composed of the Head (professor, tenured), two tenured professors one of whom is the Associate Dean of Graduate Studies Research and Extension for the College, one tenured associate professor, one tenure track assistant professor, one teaching assistant professor, and a number of adjunct instructors. (The core or regular faculty have teaching, service and research responsibilities and receive employment benefits. Adjuncts do not have research responsibilities. Adjuncts normally teach up to two courses in a semester. They receive no university employment benefits except use of the facilities including the Library and athletic facilities. These individuals typically work in the region in the private or public sector.)

   The faculty are required to:
   • Formulate, evaluate, develop, and implement the mission, philosophy, and objectives, curriculum and course syllabi of the program;
   • Discuss and plan the operations and policies of the program;
   • Coordinate among studio sections and integrate studios with support courses;
   • Advise and mentor students in matters regarding their education and future professional interests;
   • Build and enhance relations with alumni and practitioners; and
   • Support each other’s teaching, research and creative works, and service agenda.

   b. There is a wide diversity of skills and experience within the faculty and a variety of definitions of the discipline of landscape architecture. This situation creates a positive climate for discussion, agreement, and disagreement regarding the definition of the profession and its body of knowledge. These varied points of view enable students to see the discipline from a number of perspectives. The situation forces them to develop their own positions and roles as landscape architects.

   c. Each member of the core faculty pursues research/creative work and service agenda in ways that earn recognition for themselves, the program, college, university, and profession. (Please refer to discussion of faculty achievements contained within SER Section 4: FACULTY)

   d. Faculty members continue to receive award winning recognition for their achievements in teaching, scholarship, and service. For example:
   • In 2004, Associate Professor Fernando Magallanes was given the CELA Award of Excellence in Teaching.
• In 2007, Professor Gene Bressler was awarded Fellow in the American Society of Landscape Architects. He received the 2006 CELA Outstanding Administrator Award.
• In 2008, Professor Kofi Boone received the University’s Outstanding Service Extension Award for the College of Design.
• In 2008, Professor Art Rice was awarded Fellow in the Council of Educators of Landscape Architecture.
• In 2008, Professor Robin Moore received a $250,000 grant from Play Core for research and studio activities.

e. The delivery of the Program is enhanced by adjunct instructors who bring professional expertise and experience, and communicate their enthusiasm and support for the Program and the Profession. The Program is further enhanced by the active and frequent participation of local practitioners as reviewers for studio and subject courses, the Mentor Program, and the Lecture Series.
f. Program faculty members actively build relationships with faculty members from other units within the college and university in ways which enrich teaching and scholarship, enhance dissemination and communication of information, ideas and accomplishments, and build important bridges for future collaborative activities;
g. Faculty members actively participate in and support organizations outside this university, such as CELA, ASLA, ULI, and local and regional organizations by contributing materials for publication, directing symposia and forums, giving presentations, serving on committees, and providing time and expertise in ways that bring recognition to themselves, the Department, College, University and Profession.

2. Students:
   a. Students represent diverse cultural, academic, and experiential backgrounds, the sum of which contributes to the vitality and vigor of the program.
   b. The quality of work and performance generated by the students improves annually, as stated by outside reviewers who attend design studio juries on a regular basis and by representatives of the NCASLA who review student work submitted for NCASLA, ASLA Merit and Honor Awards, and the Mentor Program. The faculty also notes the increased level of scholarship as revealed in the outcomes of various independent study and design studio projects.
   c. The Student ASLA Chapter plays an active role in the life of the program and the college. Executive meetings with the department head are held during which time:
      • Issues of concern to students are presented and discussed.
      • Events such as lectures, the new Brown Bag Lunch Series, lectures, field trips, and scholarly initiatives are planned.
   The Student Chapter also conducts meetings of the entire student body covering topics related to events, professional development, program/curriculum and relations with other professional disciplines within the college. Participation in the Student ASLA Chapter continues to grow.
   d. Students, in increasing numbers, pursue internship opportunities both within local and distant venues to test and extend ideas and skills learned within the program. Comments provided by sponsors generally reflect very positively about the students’ level of inquiry, aptitude, work ethic, and enthusiasm for the field. Two strengths specifically recognized by local practitioners are their strong critical thinking skills, and innovative approaches to design.
   e. Students contribute monetarily to the enhancement of the facilities and equipment through student fees. These funds bring in studio critics for: design studio juries, to procure additional computing and audio-visual resources, and other items of direct benefit to students.

3. Program Curriculum:
   During the past 5 years the faculty analyzed and modified the curriculum in several strategic ways. Many changes, including enhanced curriculum integration, curriculum depth through the development of advanced electives, and course delivery sequence have already been and will continue to be implemented immediately. Some changes, particularly where they involve shifting a course from one year to another, will be implemented over two or three years.
Recent curriculum achievements include:

- **There is increased focus on research.** Courses and studios require and integrate research methods, activities, and projects as part of their respective syllabi. Students are encouraged to engage in an Independent Study working with an instructor on a research question of mutual interest.

- **The program is committed to enhancing students’ capabilities in both digital and conventional graphics.** Since the last accreditation the department has embarked on an ambitious program of digital training and improvement in graphic and modeling communication.

- **The program working with other academic units in the college seeks opportunities to engage in collaborative studios and courses.** In fall semester 2008, Professor Robin Moore from Landscape Architecture and Professor Bryan Laffitte from Industrial Design delivered a collaborative design studio involving students from both departments, the Natural Learning Initiative and the Play Core Company. This advanced studio included both graduate and undergraduate students. This effort worked well because faculty members collaborated in conceiving, developing, and delivering the course; the students bring their respective expertise to the table and go from there. This spring Visiting Professor Simon Atkinson will deliver an advanced collaborative studio in City Design that will include Architecture and Landscape Architecture students. (Although the collaborative opportunities are strengths of the program, the lack of a greater number and variety of such collaborative teaching and learning classes is cited as a program weakness in the next section.)

4. **The Culture of Research and Extension in the College:**

   The College of Design’s Office of Research, Extension and Engagement includes the Center for Universal Design and the Natural Learning Initiative. The Office for Research, Extension and Engagement in particular has provided an excellent model for participation and involvement of the faculty and students. It provides access to real-world community-based design and programming, interaction with professional and public offices, and experience working with design teams. It enriches studio offerings and provides students with research assistantships and technical support. The Department has a tradition of working with the communities of North Carolina and a track record that includes numerous community-related projects with various conservation and development organizations.

   a. **Design Research and Extension Program.** As communities across North Carolina cope with the effects of growth, many seek assistance from the state’s Cooperative Extension program, which has formed a working relationship with the College of Design for its expertise in planning and design. Individuals or communities that seek assistance usually need information about state laws governing land use or environmental protections, availability of grant funds for public projects, and strategies to involve citizens in planning processes.

   b. **Natural Learning Initiative.** This program aims to help communities and schools create stimulating and healthy places for play, learning and environmental education. Internationally recognized for his research, Landscape Architecture Professor Robin Moore formed the program, which is co-directed by Nilda Cosco.

5. **Administrative Structure and Relationships:**

   a. The administrative structure of the college places the Department of Landscape Architecture at a level equal with that of the School of Architecture and the Departments of Graphic Design, Industrial Design and Art + Design. As such, the Head of the Department sits on the College’s Administrative Council.

   b. The deans, heads, and other members of the Administrative Council support the mission, philosophy, objectives, resources, faculty salaries, and facilities of the Department of Landscape Architecture. The Head of the Department of Landscape Architecture receives cordial, enthusiastic, and substantive support from the Administrative Council that resulted in:

   - The formulation of the college’s Compact Plan.
   - Substantive discussions pertaining to the offering of collaborative design studios;
• The formulation of policies to facilitate interdepartmental interactions among students and faculty in areas of teaching, research and creative work, and service;
• The production of activities such as the LA Lecture Series, exhibitions, and social events like the 55th and 60th Anniversary Celebrations of the college that enrich academic programs and serve to enlighten students and faculty about the thoughts and works of others.

6. College Resources:
   a. Operations of the College are supported by professional and capable staff. The staff performs their duties with an extraordinary level of competence, thoughtfulness, and respect for faculty, students, and the Institution. Their efficiency and concern contributes to the successful delivery of the academic programs and operations of the College and Department of Landscape Architecture.
   b. The College of Design has a number of resource centers that serve the needs of the students and faculty. There is an Information Technology Lab that provides a photo lab, computer classrooms, copy stands, video editing facilities, large-format scanning and printing, 3D output, and an equipment checkout facility free to all students and faculty. The College’s computing labs are maintained with current software applications and new machines. A competent IT staff provides excellent service to students and faculty. (Please refer to SER Section 9, FACILITIES AND EQUIPMENT.) In addition, the College IT Committee at the College level develops and implements strategies for accommodating changes and needs in computing technologies. In addition to the multimedia lab, the College also has a Construction Materials Lab that provides extensive facilities for wood, metal, and plastics fabrication.
   c. The College offers high quality educational facilities including:
      • Completely renovated Leazar Hall that accommodates a number of smart seminar rooms, wood and metal shops, design studios, galleries, and faculty offices.
      • Air conditioned studios, jury rooms, and exhibit areas. During the past year, administrative areas received major enhancements that included extensive cleaning, new furniture, and fresh paint.
      • Drafting tables, stools, lockers, and desks are provided for each student registered in design studios,
      • A well-maintained and safe overall physical environment.
   d. In addition to the stated computer resources, the College provides computers for each full-time faculty member. The University replaces faculty computers on an approximate three-year rotational basis. Faculty receive updated productivity software such as Microsoft Office, AutoCAD, Adobe Photoshop and other applications on an as needed/justified/as funds permit basis. Specific computing resources intended for research applications are typically funded through special grants.
   e. The College Library within Brooks Hall is well staffed, providing a wide range of services to support teaching and learning consistent with standard practices at research universities. Students may also utilize the library facilities located on the NC State Campus and within the UNC System.

7. International programs at both the studio and course level:
The Department offers international studios and encourages all students to participate in the international programs offered by other departments. Two international studies programs delivered by the College of Design include venues at the Prague Institute in the Czech Republic and Ghana. The Prague Institute offers the opportunity for any student to study for a summer, semester or year in Prague through a variety of design studios and general education courses. Special programs are offered at times through several NC State University colleges and departments.

8. The College of Design Office of External Relations:
The College External Relations Office is the primary source of information for alumni, friends, professional organizations, and the general public about current developments and giving opportunities at the College. It provides this information through a variety of publications, news releases and external contacts.
• To coordinate events and activities with the University, College Relations’ directors maintain relationships with several campus-wide offices, including advancement, public affairs, alumni relations, and extension services.
• The Office raises financial resources to enhance the College. Support from individuals, foundations and corporations strengthen the quality of the educational experience for which the College of Design is so widely known.
• The Office of External Relations coordinates events and activities that engage the campus and the larger community in the life of the institution. The Office assists the College in its efforts to serve as a resource to alumni and design professionals throughout their careers, offering opportunities for continuing education, networking, recruitment and connecting professionals to the educational environment.

9. Setting and Context:
a. With more than 31,000 students and nearly 8,000 faculty and staff, North Carolina State University is a comprehensive university known for its leadership in education and research, and globally recognized for its science, technology, engineering and mathematics leadership. As one of the leading land-grant institutions in the nation, NC State is committed to playing an active and vital role in improving the quality of life for the citizens of North Carolina, the nation and the world. Researchers across the university and Centennial Campus make new, application-driven discoveries and develop innovations that solve some of the world’s most pressing problems. NC State’s research expenditures approach $325 million annually, with almost 70 percent of faculty engaged in sponsored research and 2,500 graduate students supported by research grants. NC State is ranked third among all public universities (without medical schools) in industry-sponsored research expenditures.
b. North Carolina Cooperative Extension, a joint effort with NC A&T State University, provides, research-based information to more than 2.2 million citizens throughout the state each year. NC State’s Centennial Campus is a unique community of collaboration. Industry and government partners work alongside faculty, staff, post-docs and students to conduct research in state-of-the-art facilities. It is home to more than 130 corporate and government research partners, as well as incubator companies and NC State University research units.
c. Raleigh, the state’s capital city, is consistently ranked as one of the nation’s best places to live and work. The Research Triangle region surrounds the NC State campus where many of the country’s leading, Fortune 500 technology, research and pharmaceutical companies are located.
d. The Department of Landscape Architecture is situated within the College of Design that includes the disciplines of Architecture, Graphic Design, Industrial Design, Art + Design, and the PhD in Design program. Students and faculty benefit from actual and potential opportunities for enhancing collaboration in teaching, research/creative work, and service as well as social venues. The combined curriculum of the College of Design offers students a wide range of courses not available to many other landscape architecture programs. Faculty in the Department are involved in teaching and advising candidates pursuing their doctorates within the Ph.D. program and who are co-listed with the Department of Landscape Architecture. In time, these activities will contribute significantly to departmental teaching and research efforts.

10. Professional Community:
a. Practitioners representing regionally, nationally, and internationally recognized firms and governmental agencies share in the life of the program by:
   • participating in reviews and juries of student work;
   • contributing examples of their work in the form of drawings and reports for showing to students;
   • providing desk critiques and other forms of formal and informal mentoring;
   • giving lectures and presentations;
   • hosting student internships and visits; and
   • offering advice and council to the faculty both personally and collectively.
b. Practitioners serve both the College and Department by sitting on, and actively participating in the LAAAB. Their passion for the profession and their experience and interest in the College and Program significantly contributes to discussions pertaining to future directions, maintenance and enhancement of academic and professional standards, fund raising and development, and beneficial relationships between academia and the professional community. Local practitioners and alumni
work with the faculty to define areas of collaboration, participate in charrettes with students, and provide financial support.

c. Many qualified practitioners participate in the academic program by serving as adjunct teaching instructors in their respective areas of expertise.

d. The Department of Landscape Architecture continues its active participation in the North Carolina Chapter of the American Society of Landscape Architects. The program hosts executive meetings, open houses, social events including the annual Landscape Architecture Student Awards Dinner, and participates in a variety of committees with the goal of fostering strong professional ties and demonstrating support for the profession.

11. Program graduates:
We cite a portfolio of successful graduates pursuing diverse practices in public and private arenas who continue making positive differences in the quality of our environment. Many graduates, especially those working in the “Triangle” metro area, actively participate in the Program in ways described previously. The Department is presently developing plans to enhance communications with program alumni. (Please refer to SER, Section 8, ALUMNI, for more information.)

Weaknesses:
Weaknesses of the MLA Program aggregate into the following areas: faculty size, diversity of students and faculty, curriculum, student research activity, funding, communications, and alumni development. (Please see Section 1.4 wherein plans to correct weakness are delineated.)

1. Diversity:
Even though the Department has achieved diversity of male and female students, the racial and ethnic diversity of the student body falls far short of representing the racial and ethnic diversity of the state in which we work. We are increasing our connections to North Carolina A&T State University and other institutions where minority students enroll for their undergraduate studies in order to mitigate this situation. This is a nationwide problem in our profession; ASLA is currently trying to facilitate a better understanding of both the problem and the solution. The Department of Landscape Architecture is motivated to have diverse people and diverse ideas represented in faculty and student populations as part of its strategy to better address the landscape imperatives of the region that involve relationships between land, landscape, people and culture. This is especially critical where the State constituents are increasingly culturally diverse. Strategies for enhancing the program’s diversity among student and faculty are addressed in SER Section 1.4.

2. Curriculum:
While there are many meritorious aspects of the current curriculum as presented in the preceding section under Strengths, there are a number of weaknesses requiring attention:

a. Opportunities to engage in collaborative venues with students from other units in the College have been limited. It would seem that the professions (and their clients) would derive enhanced benefits if schools such as ours better prepared students to work in interdisciplinary contexts.

b. Program delivery conforms to a traditional nine month, 8:00am to 5:00pm paradigm. The number of evening and weekend classes is quite limited. The number of summer classes offered by the Department outside of internships and independent studies is limited. What are the benefits of offering a year round academic program? Our air-conditioned facilities are under-utilized during the summer. Wouldn’t it seem logical that the summer offers an ideal time in which to take students outside to study plant materials, landscape ecology, construction methods and materials, and to study works of landscape architecture? Delivery of summer courses could shorten a student’s time in school. Doing so would reduce costs associated with their living expenses by placing them in the job market a year sooner.

c. There is lack of depth in the areas of construction materials and implementation methods, particularly associated with design-build, and construction management.

d. There is a perceived lack of advanced history and theory classes.
e. Some faculty need additional training and software resources to enable them to perform at higher levels in the classroom.

3. **Insufficient funding for program enrichment, student scholarships, and teaching assistantships:** This point was cited as a program weakness in the previous SER. Students voice concern that there are too few opportunities for them to serve and receive remuneration as teaching or research assistants and that there are insufficient available scholarship opportunities. Funding to support field trips, bring in outside lecturers and exhibits, and defray studio project supplies is woefully inadequate. The faculty expresses similar concerns particularly as related to supporting faculty development.

4. **Alumni Tracking and Development:**
   Involvement of alumni into the life of the program (design juries, mentor program, desk critiques, guest lectures, and honorarium instructor positions,) improved since the last accreditation visit. Relationships with the *Landscape Architecture Alumni Advisory Board* have strengthened over the past few years. Nonetheless the Department recognizes the values associated with building a strong and active alumni presence and therefore needs to increase efforts to reach out to its graduates. Record keeping and alumni tracking need to be improved so that a greater number of our former students can contacted and, hopefully, become more active supporters of the program. (Please see SER Section 6: ALUMNI)

5. **Lack of adequate climate control systems in the studio environment:**
The department encourages students to work in the studio and attempts to create an environment that is open twenty-four hours a day and is safe and comfortable. The heating and cooling system has difficulty reacting to rapid changes in temperature. The College and University administration is aware of this condition and is working to provide remedies.

A.5. **Describe who participated (faculty, administrators, students, alumni, outside professionals, etc.) in preparing this self-evaluation and briefly state their roles.** The LAAB recommends involving as many people as possible in preparing the SER, as the process of self evaluation can be one of the greatest benefits of accreditation. Minimally, faculty, administrators, and students should be included.

The ideas and thoughts related to this *Self Evaluation Report* evolved over many months as the Department began to examine itself in context with the strategic planning effort of the College of Design, known as the *Compact Plan*. In fall 2006, with the arrival of the new Department Head, the faculty identified its strengths, weaknesses, and thoughts about improving themselves as individuals and the program as a whole. Coincident with this the faculty began serious discussions about the program’s mission, educational objectives, and longer term goals. Ideas and suggestions were gathered over time and with the involvement of individuals from the Department’s faculty, student body, the Landscape Architecture Alumni Advisory Board, the NC Board of Landscape Architects, the NCASLA, the leaders of other academic unit leaders and faculty in the College of Design, and with “friends and colleagues” residing at other accredited landscape architecture programs around the nation. Further enhancements, refinements, and extensions were developed during the past 6-12 months in discussions.
The following individuals have been involved in generating the thoughts, ideas, and initiatives presented in this *Self Evaluation Report*:

**Department Faculty:**

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
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<tbody>
<tr>
<td>Professor Art Rice</td>
<td>administration, curriculum, facilities, mission and objectives</td>
</tr>
<tr>
<td>Professor Robin Moore</td>
<td>research and extension, mission and objectives</td>
</tr>
<tr>
<td>Associate Professor Fernando Magallanes</td>
<td>curriculum, mission and objectives</td>
</tr>
<tr>
<td>Assistant Professor Kofi Boone</td>
<td>curriculum, students, facilities</td>
</tr>
<tr>
<td>Assistant Professor Carla Delcambre</td>
<td>Alumni, practitioners</td>
</tr>
<tr>
<td>Assistant Professor Julie Sherk</td>
<td>alumni, practitioners</td>
</tr>
<tr>
<td>Jay Tomlinson</td>
<td>university and community</td>
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**College Faculty:**

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<tbody>
<tr>
<td>Associate Professor Bryan Laffitte, Industrial Design</td>
<td>facilities, curriculum, administration</td>
</tr>
<tr>
<td>Professor Meredith Davis, Graphic Design</td>
<td>curriculum, administration</td>
</tr>
<tr>
<td>Associate Professor Chandra Cox, Art + Design</td>
<td>administration, curriculum</td>
</tr>
<tr>
<td>Assistant Professor Katheen Reider, Art + Design</td>
<td>Curriculum</td>
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<tr>
<td>Professor Robin Abrams, Architecture</td>
<td>curriculum</td>
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**College Staff:**

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<tbody>
<tr>
<td>Assistant Dean Dottie Haynes</td>
<td>governance and administration, budget, faculty</td>
</tr>
<tr>
<td>Assistant Dean Carla Abramcheck</td>
<td>external relations, university and community</td>
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<tr>
<td>Jean Marie Livaudais</td>
<td>external relations, alumni, practitioners</td>
</tr>
<tr>
<td>Sherry O’Neal</td>
<td>external relations, publications</td>
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<tr>
<td>Bill Bayley</td>
<td>facilities and IT</td>
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<tr>
<td>Associate Dean Emeritus John Tector</td>
<td>facilities</td>
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<tr>
<td>Assistant Dean Marva Motley, Student Affairs</td>
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<td>Holly Richards, Student Affairs</td>
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<tr>
<td>Karen DeWitt, Librarian</td>
<td>Library</td>
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<tr>
<td>Will Reyes, Department Administrative Assistant</td>
<td>Report production</td>
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**Students:**

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<tbody>
<tr>
<td>Jeff Kurtz</td>
<td>5th</td>
<td>students, curriculum</td>
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<td>Darryl Jones</td>
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<tr>
<td>Mark Phillips</td>
<td>4th</td>
<td>extension and engagement</td>
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<td>Heather Ecklund</td>
<td>3rd</td>
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<td>Anna Barnett</td>
<td>5th</td>
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<td>Natalie Bunch</td>
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<tr>
<td>Terry X</td>
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<tr>
<td>Rebecca Myers, MLA</td>
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<td>editing</td>
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Landscape Architecture Advisory Board:

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<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Nigel Clarke, ASLA</td>
<td>curriculum, alumni, practitioners</td>
</tr>
<tr>
<td>David Swanson, ASLA</td>
<td>alumni, students, practitioners</td>
</tr>
<tr>
<td>Rodney Swink, FASLA</td>
<td>curriculum, alumni, practitioners, students, university and community</td>
</tr>
<tr>
<td>Greg Lambert, ASLA</td>
<td>practitioner, alumni</td>
</tr>
<tr>
<td>Michael Cole, ASLA</td>
<td>curriculum, alumni, practitioners, students, community and university</td>
</tr>
<tr>
<td>Susan Hatchell, FASLA</td>
<td>curriculum, alumni, practitioners</td>
</tr>
<tr>
<td>Chuck Flink, FASLA</td>
<td>curriculum, alumni, practitioners, students</td>
</tr>
</tbody>
</table>

NCASLA:

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dan Jewell, ASLA</td>
<td>practitioners, curriculum</td>
</tr>
<tr>
<td>Susan Little, FASLA</td>
<td>practitioners</td>
</tr>
</tbody>
</table>

NC Board of Landscape Architects:

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stan Williams, ASLA</td>
<td>practitioners, curriculum</td>
</tr>
</tbody>
</table>

Department Head Gene Bressler was charged with bringing this material together for this document and subsequent use by the department’s faculty and students.