



SELF EVALUATION REPORT

Master of Landscape Architecture Program

January 13, 2016

Submitted to the
Landscape Architectural Accreditation Board
American Society of Landscape Architects

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For the First Professional
Master of Landscape Architecture Program

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636 Eye Street, N.W.

Washington, D.C. 20001-3736



Self Evaluation Report

Master of Landscape Architecture

Department of Landscape Architecture
College of Design
North Carolina State University

Submitted to the Landscape Architectural Accreditation Board
January 13, 2016

For the academic year:	2015-16
Institution:	North Carolina State University
Program:	Department of Landscape Architecture
Degree Title:	Master of Landscape Architecture
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Report Submitted by:	Gene Bressler, FASLA, Professor and Head
	January 13, 2016
Signature	Date

**North Carolina University
MLA Program
Accreditation Visit
February 21 – 24, 2016**

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MINIMUM REQUIREMENTS

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 equivalent to three academic years' duration.
4. Faculty instructional full-time equivalence (FTE) shall be as follows:
 - a. An academic unit that offers a single first-professional program has at least three FTE instructional faculty who hold professional degrees in landscape architecture, at least one of 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 a recognized institutional accrediting agency.
6. There is a designated program administrator responsible for the leadership and management functions 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 program administrator shall inform LAAB if any of these factors fails to apply during an accreditation period.

The Master of Landscape Architecture program meets the minimum conditions to apply for LAAB accreditation.

Eugene H. Bressler, FASLA , Professor and Department Head
Program Administrator Name *Title*

Program Administrator Signature *Date*

Table of Contents

A.	INTRODUCTION	
A.1	History of Program	1
A.2.	Response to Previous LAAB Review	11
A.3.	Current Strengths and Opportunities	13
A.4.	Current Weaknesses and Challenges	13
A.5	Substantial Changes in Program	25
A.5.	Report Participants	25
1.	PROGRAM MISSION AND OBJECTIVES	
1.A	Program Mission	1
1.B	Educational Goals	3
1.C	Educational Objectives	10
1.D	Long Range Planning	10
1.E	Program Disclosure	20
2.	PROGRAM AUTONOMY, GOVERNANCE, & ADMINISTRATION	
2.A	Program Administration	1
2.B	Institutional Support	5
2.C	Commitment to Diversity	8
2.D	Faculty Participation	9
2.E	Faculty Numbers	12
3.	PROFESSIONAL CURRICULUM	
3.A	Mission and Objectives	1
3.B	Program Curriculum	3
3.C	Syllabi	30
3.D	Curriculum Evaluation	30
3.E	Augmentation of Formal Educational Experience	36
3.H	Research/Scholarly Methods	39
4.	STUDENT AND PROGRAM OUTCOMES	
4.A	Student Learning Outcomes	1
4.B	Student Advising	6
4.C	Student Participation	7
5.	FACULTY	
5.A	Credentials	1
5.B	Faculty Development	5
5.C	Faculty Retention	9
5.D	Faculty Development	9

6.	OUTREACH TO THE INSTITUTION, COMMUNITIES, ALUMNI, & PRACTITIONERS	
6.A	Interaction with Institution and Public	1
6.B	Interaction with Profession, Alumni, & Practitioners	6
7.	FACILITIES, EQUIPMENT, AND TECHNOLOGY	
7.A	Facilities	1
7.B	Information Systems and Technical Equipment	2
7.C	Library and other Information Systems	19
Addenda		
A	Program Details	1
B	Curriculum	5
C	Student Information	9
D	Alumni Information	11
E	Faculty Information	13
F	Facilities Information	60
	APPENDIX	
	Under Separate Cover	

Introduction

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. The BLA degree has been phased out. The last cohort of BLA students will graduate May 2016. 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), accredits both first professional degrees.

The NCSU Graduate School administers graduate education at NC State University. The MLA program conforms to the requirements and policies of the Graduate School. Students and faculty are directed to the Graduate School's Administrative Handbook (http://www.fis.ncsu.edu/grad_publicns/handbook/) for complete documentation.

Statement of Requirements:

Chapter 3, Matriculation to Graduation of the Graduate Handbook describes requirements for a Master's degree in a designated field such as Landscape Architecture as follows:

Master's Degree in a Designated Field

A number of departments and programs offer Master's degrees in designated fields. These are professional degrees and do not require a thesis.

Requirements include the following:

1. A minimum of 30 semester hours of graduate work in the degree program (unless the specific program requires more hours).
 2. A comprehensive written examination (in some programs)
 3. A comprehensive oral examination (except Option B programs)
-

Please note:

1. The MLA program is fully accredited as a first professional degree in landscape architecture by the Landscape Architectural Accreditation Board (LAAB). In order to meet accreditation standards the MLA curriculum exceeds the 30 semester hour minimum requirement of the NCSU Graduate School.
2. A comprehensive written examination is not a requirement for the MLA degree.
3. In addition to completing the required course work as specified in the MLA curriculum, MLA candidates must successfully complete a Comprehensive Oral Examination.

1. History of Program.

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

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 three departments: Art + Design, Graphic Design, Industrial Design, and Landscape Architecture. Graphic Design and Industrial merged in 2011 forming the Department of Graphic and Industrial Design.

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 was first accredited in 1972.** At the same time, the BLA program was changed to a four-year non accredited Bachelor of Environmental Design in Landscape Architecture (BEDLA). In the 1970s, all departments in the school, including Landscape Architecture, became programs. After a few years, departmental status was reinstated, and in the mid-1990s, departments regained control of their budgets.

The status of undergraduate landscape architecture education at NC State has had a varied history. In 1991, 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 and accredited, and the BEDLA was phased out. Thus, there were two concurrent first professional degree programs in landscape architecture one at the undergraduate level and one at the graduate level. **These two programs remained in place until 2011 when the decision was made to phase out the undergraduate BLA program due to many years of low enrollment in that program. The last cohort of BLA students will graduate May 2016.**

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 55 students. Over the next 5 years, with the phasing out of the BLA program, the MLA program will grow to around 90 students given current facilities and faculty size. About 80% of the projected growth will be in the first professional degree program, approximately 20% will be in our post professional, non accredited degree program. **The intent is to build and sustain an academically and scholarly strong and agile MLA program that enables faculty and students to fulfill its mission: *to teach, learn, research, and apply state of the art practices that create innovative and resilient solutions for landscape situations focused on human and ecosystem health, social equity, and quality of life.***

The Department of Landscape Architecture has the opportunity to devote resources towards enhancing graduate programs by offering mission critical graduate seminar courses and studios, and engaging significant research projects that address problems associated with urbanization and population growth; the impact of global warming on sustainably resilient design practices; community design especially oriented to traditionally underserved populations; landscape asset stewardship and project life-cycle modeling and stewardship; and the development of advanced digital tools to evaluate landscape performance. Collaborations have increased both inside and outside the university, as the department

partners with programs in the colleges of Natural Resources, Agriculture and Life Sciences, Engineering, the Poole College of Business, and with public and private landscape architecture practices.

Of special note:

Richard C. Bell, FASLA, School of Design class of 1950, was named recipient of the *ASLA Medal*, the highest honor the American Society of Landscape Architects (ASLA) may bestow upon a landscape architect whose lifetime achievements and contributions to the profession have had a unique and lasting impact on the welfare of the public and the environment. *“Through his practice, Bell expanded the reach of modernism in landscape architecture to the Southeast, and he brought an entire generation of young people into practice. A founder of Bell Glazener Design Group in Raleigh, North Carolina, he has designed more than 2,000 projects during his career and received many awards and accolades for his work. His influence is still felt across the state and region by both the profession and the public who experience his landscapes on a daily basis.”*

(By Rodney Swink, FASLA)

Other Significant Events since the Last Accreditation Review (2010):

Since the last accreditation a number of significant “events” have occurred relative to various aspects of the MLA program.

• **Recent Notable Faculty Achievements:**

○ **Promotions:**

- Assistant Professor **Kofi Boone** was promoted to Associate Professor with Tenure, May 2011.
- Assistant Professor **Andrew Fox** was promoted to associate professor with Tenure, May 2015.
- Assistant Professor and Assistant Dean of Research and Extension, **Celen Pasalar** was rostered in the Department of Landscape Architecture, May 2012. She was reappointed to a tenure track position, December 2015.

○ **Scholarship and Awards:**

Associate Professor Andrew Fox:

- Is co founder and co-principal with **David Hill**, Associate Professor of Architecture, of the ***Coastal Dynamics Design Lab (CDDL)*** the mission of which is to organize and lead trans-disciplinary research and design teams to address critical ecological and community development challenges in vulnerable coastal regions, with a concentrated focus on the Mid-Atlantic seaboard. The CDDL operates within the NC State University College of Design and has formed strategic partnerships with experts in the College of Engineering, the College of Natural Resources, and the UNC Coastal Studies Institute. Additional collaborators include planning experts from the East Carolina University Department of Geography, Planning, and Environment, the University of North Carolina Coastal Hazards Center, and numerous professional design firms.
- Is instructor of record and principal investigator of the ***Landscape Architecture Design + Build Studio***. The award-winning Design + Build Studio integrates a full-range of planning, site design, and construction strategies to serve the campus. Built on an overall ethic of community, the program’s efforts advocate for

sustainability and artistry in the creation of enduring designs that are socially, environmentally and contextually appropriate. Funding since inception 5 years ago is in excess of \$175,000. The *Artist Back Yard Project* was awarded First Place in the *2015 Best Innovative BMP Outside the Watershed* by the Chesapeake Stormwater Network.

- Was named Principal Investigator in the ***Landscape Architecture Foundation Case Study Investigation Program***, a unique research collaboration that matches LAF-funded student-faculty research teams with leading practitioners to document the benefits of exemplary high-performing landscape projects. Teams develop methods to quantify environmental, economic and social benefits and produce Case Study Briefs for LAF's *Landscape Performance Series*.

- **Awards earned:**

Best Urban BMP in the Bay Award: First Place, Best Innovative BMP Outside the Watershed – Artists' Backyard, Chesapeake Storm Water Network, 2015

Research Fellow, Landscape Architecture Foundation, 2015

Alumni Association Outstanding Teacher Award, NC State University, 2014

Outstanding Teacher Award, NC State University, 2014

Outstanding Teacher Award, College of Design, NC State University, 2014

Opal Mann Green Engagement and Scholarship Award, NC State University, 2014

Inductee: Community Engaged Faculty Fellows, NC State University, 2014

Inductee: Academy of Outstanding Teachers, NC State University, 2014

Environmental Award for Natural Resource Conservation – Artists' Backyard, City of Raleigh, 2013

University Faculty Scholar, NC State University, 2012

Inductee: Academy of Outstanding Faculty Engaged in Extension, NC State University, 2012

Faculty Partnership and Academic Collaboration Award, North Carolina Housing Officers, 2012

Outstanding Extension Service Award, NC State University, 2012

Outstanding Extension Service Award, College of Design, NC State University, 2012

"Best-of-the-Best" Permeable Clay Brick Project: Residential/Commercial Category – Artists' Backyard, Hardscape North America (HNA) Architectural Awards, 2012

Merit Award – Artists' Backyard, North Carolina Chapter of the American Society of Landscape Architects, 2012

Merit Award – Landscape as Laboratory, North Carolina Chapter of the American Society of Landscape Architects, 2012

Earthwise Award for Outstanding Achievement in Environmental Sustainability on Campus, NC State University Campus Environmental Sustainability Team (CEST), 2011

Professor of the Year Award, Department of Landscape Architecture, NC State University, 2011

Communications Award of Excellence – SHIFT: infrastructure Journal, American Society of Landscape Architects (ASLA) (Faculty Advisor of Record), 2011

Environmental Award for Institutional Innovation – Syme Hall Rain Garden, City of Raleigh, North Carolina, 2011

Sir Walter Raleigh Award for Community Appearance – Syme Hall Rain Garden, City of Raleigh Appearance Commission, 2011

Student Honor Award – SHIFT: infrastructure Journal, Tri-State ASLA (GA, NC, SC) (Faculty Advisor of Record), 2011

Student Honor Award – Site as Machine for Health, Tri-State ASLA (Co-instructor of Record, with Gene Bressler, FASLA), 2011

Student Merit Award – Syme Hall Rain Garden, Tri-State ASLA (Instructor of Record), 2011

Associate Professor Kofi Boone:

- Was appointed to the **ASLA Landscape Architecture Editorial Advisory Committee**, November 2015.
- **Landscape Architecture Magazine** in its July 2015 issue published “The Chavis Conversion” that features the work of Kofi Boone (LAR), Celen Pasalar (LAR), Kermit Bailey (Graphic Design) and Robin Dodworth (Sociolinguistics).
- Contributed two chapters in the book *Representing Landscapes: Digital Edition*, (Nadia Amoroso, Routledge): Chapter 5: “Digitally Diagramming” and Chapter 21: “Repairing Greyfield Sites”.
- Is principal investigator on the research project, “Social Justice as it Pertains to Recent Crime on the American Tobacco Trail,” a geospatial analysis and community engagement research project to analyze the relationship between built environmental characteristics and crime locations on the trail (funded with a grant from the Z. Smith Reynolds Foundation).
- Is principal investigator on *Community Environmental Empowerment*, development of community capacity building tools to increase awareness of environmental justice issues in Durham, NC. (funded by a Kenan Creative Collaboratory Grant).
- Contributed the chapter, “The African American Music Trail: Kinston Pilot Study”, *Community Arts Center Handbook*. (eds Henry Sanoff and Evrim Demir Mishchenko, funded by the Graham Foundation).

• **Awards Earned:**

Board of Governors Award of Excellence in Teaching, College of Design Nominee, 2015

2011 Alumni Association Outstanding Teacher Award, NC State University.

2011 Outstanding Teacher Award, College of Design.

Student Award of Honor in Community Service, Playtime in Africa (Faculty Advisor), ASLA, 2015

Award of Excellence in Analysis and Planning, Shedding (B)light, NCASLA, 2015

Student Award of Merit in Communications, Playtime in Africa (Faculty Advisor), NCASLA, 2015

Raleigh Citizens Advisory Council Award, Central CAC, 2013

Member of Academy of Outstanding Teachers, NC State University, 2011-present

Opal Mann Green Engagement and Scholarship Award, NC State University, 2010

Professor Art Rice was named recipient of the *Jackson Rigney International Service Award, 2015*.

Associate Professor Fernando Magallanes:

- Was invited by the American Society of Landscape Architects to serve as a member of the jury adjudicating the *2015 National ASLA Student Awards*.
- **Awards Earned:**
College of Design Alumni Distinguished Graduate Professor Award, 2010.
NC State University Board of Governor's Award for Teaching and Learning Excellence, 2011.
College of Design Alumni Distinguished Professor Award, 2013.

Professor Robin Moore was named *Honorary Member in the American Society of Landscape Architects, 2012*.

- Moore, R. (2014). *Nature Play & Learning Places. Creating and Managing Places Where Children Engage with Nature*. Raleigh, NC: Natural Learning Initiative and Reston, VA: National Wildlife Federation.
- Robin and **Nilda Cosco, Co-Directors of the College of Design's Natural Learning Initiative** produced *Preventing Obesity by Design – POD³* (cubed), a NC statewide, scaled-up system change implemented through collaboration with NC Community Colleges and other higher education institutions. This involves the transfer of outdoor learning design “best practices” to early childhood education, culinary arts, landscape design, and childcare providers and regulators. Blue Cross and Blue Shield of North Carolina Foundation. \$800K, multi-year.
- *Out-of-state adoption of POD³ (cubed) model by South Carolina* (Division of Nutrition, Physical Activity, and Obesity, Dept. of Health and Environmental Control) is underway and by Texas (Health Promotion and Chronic Disease Prevention Section, Department of State Health Services) has been initiated.
- *Preventing Obesity by Design in Wake County (POD-Wake)* aimed at achieving healthy weight of young children in Wake County attending childcare by creating a multidisciplinary intervention to transform childcare outdoor learning environments (OLEs) into active, productive, best practice demonstration sites. Design, management, and professional training to create active outdoor environments with focus on fruit and vegetable gardening by young children. John Rex Endowment. \$450K, multi-year.
- *Rooting Preventing Obesity by Design in Wake County*. John Rex Endowment. 2016-2018. \$346,385
- *Preventing Obesity By Design (POD-4)*. Blue Cross and Blue Shield of North Carolina Foundation. 2016-2018, \$334,803.
- *Intentional and Effective Places and Spaces for Children's Positive Mental Health*. John Rex Endowment. \$1.9 million (\$195,000 to NLI 2016-2019)

- **Faculty Research Productivity:** Landscape Architecture faculty generated the following funding to support research endeavors during the period FY 2010 – FY 2015:

	FY2010	FY2011	FY2012	FY2013	FY2014	FY2015	TOTAL/Faculty
Jay Tomlinson		\$195,015	\$35,250				\$230,265
Arthur Rice			\$4,180				\$4,180
Kofi Boone						\$18,127	\$18,127
Celen Pasalar	\$10,000		\$159,950	\$38,390	\$44,472		\$252,812
Andrew Fox	\$9,000				\$35,000	\$6,720	\$50,720
Nilda Cosco	\$56,044	\$837,232	\$1,231,740	\$106,871		\$763,277	\$2,995,164
Robin Moore	\$66,853	\$247,850	\$233,564	\$123,482	\$165,912	\$338,592	\$1,176,253
OVERALL TOTAL	\$141,897	\$1,280,097	\$1,664,684	\$268,743	\$235,384	\$776,318	\$4,717,521

- **Notable Student Achievements**

- **Positions:**

Third year MLA student **Beth Faragan** was elected Student Director to serve on the *Board of the Council Educators in Landscape Architecture (CELA)*, 2015.

Logan Free, MLA 2015 was selected *Presidential Management Fellow*, US Forest Service.

- **Awards:** Following is a representative sample of the awards received by our students, May 2015:

ASLA Student Honor Award: Ghana International Design Studio: Playtime in Africa by a graduate student team from North Carolina State University: Briana Outlaw, Mitch Caldwell, Jared Kaelin, Rachel Wilson, Todgi Dozier, and Manpreet Kaur.

NCASLA Student Honor Award for Analysis & Planning: Wood Hall and Wellness Village Design Guidelines. LAR 582: Healthful Landscape Systems (Andy Fox instructor with Jennifer Walker).

NCASLA Student Merit Award for Communications: Coastal Dynamics Regional Study. LAR 582/ARC 590 Coastal Dynamics Seminar (Andy Fox and David Hill, co-instructors).

NCASLA Student Award for Design: Pro-Active Recovery Community Structures (PARCS). Meredith Smith as a component of LAR 500/ARC 503: Coastal Dynamics Studio (Andy Fox and David Hill, co-instructors).

NCASLA Student Honor Award for Research: Coastal Resilience: The role of design in the future of North Carolina's coast. Mikey Goralnik (Andy Fox and David Hill co-instructors).

NCASLA Student Merit Award - Playtime in Africa: Ghana International Studio (Kofi Boone, Instructor).

NCASLA Student Award of Excellence, 2015 ULI Project (Robin Abrams, advisor).

NCASLA Award of Excellence in Analysis and Planning: “Shedding Light [b]”. (This international competition, administered by the Van Alen Institute and New Orleans Redevelopment Authority (NORA), confronted urban vacancy and blight in the City of New Orleans. The NC State Coastal Dynamics Design Lab’s approach employed a scalable and incremental framework to address all of vacancy’s dimensions in New Orleans. “Our team used an operative mapping process to synchronize current and future urban policy, land use patterns, and natural system dynamics. This integrative mapping strategy identified where the challenges and opportunities of re-purposing vacant land are most efficiently aligned, and were used to suggest different typologies of responses to citywide vacancy.” Project team: Andrew Fox (Team Leader), David Hill, AIA, Sara Queen, Assoc. AIA, Kofi Boone, and Traci Birch, PhD, AICP (ECU).

- **Alumni:**

- **ASLA Fellow Inductees**

Robby Layton, 2010
 Whitney Talcott, 2010
 Chris Hilt, 2011
 David Lycke, 2011
 James Verdone, 2011
 Frederic Stesau, 2012
 Larry Zucchini, 2012
 Michael Cole, 2013
 Mark Hough, 2014
 Dan Howe, 2014
 Wendy Miller, 2015

- **Awards**

ASLA Medal, 2014: Richard C. Bell
ASLA Community Service Award: Bill Flournoy, 2014
ASLA Community Service Award, Randy Hester, 2015

- **Curriculum:**

- **MLA Program Revisions**

- With the phasing out of the BLA program over the past 5 years, the Department designed and implemented the Revised First Professional MLA Curriculum. Developing the curriculum has been an evolutionary process: several new courses were launched, all courses were revised, and course delivery sequence was restructured. The faculty developed an agile attitude about the curriculum experimenting with new course offerings, making modifications to course delivery, and so on. It might be easier to keep things the same in perpetuity, but the opportunities and changes facing landscape architectural practices and the new innovations resulting from extensive research efforts have motivated changes to the curriculum. As new courses were developed, they were delivered and tested as “Special Topics numbered courses (LAR 582.xxx). This fall semester course data, including new course numbers and detailed course syllabi in accordance with NC State University Syllabus format standards was systematically entered into the University’s *Course Inventory Management System*. The College of Design’s *Faculty Course and Curriculum Committee* is presently reviewing the revised curriculum. The curriculum will then go to the *NC State Graduate School* for its review

and processing. It is our intention to have the new curriculum formally adopted and in place by the beginning of the fall semester, 2016. **The curriculum presented herein, therefore, uses the the updated course titles and course numbers.**

- **New Landscape Architecture Courses:** During the past 6 years the following new courses were developed and delivered as “Special Topics Courses” and processed for inclusion in the revised First Professional MLA Curriculum:

LAR 504 *LA International Design Studio*
LAR 514 *GIS Applications in Landscape Architecture*
LAR 516 *LA Digital Media Workshop*
LAR 517 *LAR 2D/3D Digital Modeling and Representation Applications in LA*
LAR 520 *Landscape Dynamics*
LAR 533 *LA Design Fundamentals*
LAR 534 *LA Theory and Criticism*
LAR 540 *Research and Strategic Thinking*
LAR 545 *Landscape Architecture, City Planning, and the Public Realm*
LAR 546 *The Landscape Imperative*
LAR 607 *Design Application Workshop*
LAR 611 *Introduction to Landscape Performance and Metrics*
LAR 612 *Contemporary Issues in Landscape Preservation*
LAR 613 *Finding Community Consensus through Deliberation*
LAR 676 *LA Design + Build Studio*

- **Reinforcing the Culture 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 reinforced in course syllabi and delivery, the Department’s *Practitioner/Student Mentor Program*, the *LAR Lecture Series*, and internship opportunities.
 - All studio instructors are required to invite practicing landscape architects, alumni and non-alumni of the Department, into their classrooms to participate in 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.
 - Course syllabi, either implicitly or explicitly, relate course objectives and materials to professional practice contexts. This is demonstrated in courses such as: LAR 503, *The Design Development/Construction Documentation Studio*, LAR 528, *LAR Landscape Construction Material and Methods*, LAR 527, *Landform, Grading and Site Systems*, and LAR 524, *Planting Design*. Of particular note is the tradition in the *Design Development/Construction Documentation Studio* called “**Red Line Day**.” Approximately 12 – 20 registered landscape architects, who may also be the student’s individual mentors, spend the afternoon meeting one-on-one with students to review their detailed construction documents. Each practitioner is given a red marker to use in critiquing 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.

- “*The Office Studio*,” was delivered in summer, 2013 as an advanced elective studio to expose students to a variety of project types from master planning to smaller scale site planning and design that are common in landscape architectural practice. This studio, delivered by local practitioners **Christine Hilt**, FASLA, PLA, **Michael Lattner**, PLA, ASLA, and **Walt Havener**, PLA, ASLA, enhanced the student’s knowledge and capabilities in site analysis, programming, decision- making, design refinement, graphic delineation, writing, and public speaking. In addition, a number of local landscape architects participated in project reviews. We plan to offer the *Office* as an advanced studio in alternate years.
- A number of practicing registered landscape architects and other professionals deliver a variety of required and elective courses in the program. During the period 2010 to 2015 the following practitioners were hired to deliver and/or co-deliver courses with regular faculty:

Rodney Swink, FASLA, PLA: *Professional Practice, Contemporary Issues in Landscape Preservation*

Julie Sherk, ASLA, PLA: *Plant identification, Planting Design*

Carter Crawford, ASLA, PLA: *Design Studio*

Derek Blaylock: *Computer Applications*

Chuck Flink, FASLA, PLA: *The Landscape Imperative*

Mark Hough, *The Landscape Imperative*

Dan Howe, FASLA: *Landscape Architecture, City Planning, and the Public Realm*

Christine Hilt, FASLA, PLA: *Design Studio*

Michael Lattner, ASLA, PLA: *Design Studio*

Rob Layton, FASLA, PLA: *Design Studio*

Dave Toms, ASLA: *Design Studio*

- **Certificate Programs:** The *Graduate Certificate in City Design* was approved, spring 2012. It is a joint certificate program between the School of Architecture and the Department of Landscape Architecture in the College of Design. The aim of this certificate program is to certify that students undertaking the program have had extensive exposure to the knowledge base and practice of design at an urban scale. This is accomplished through a 15-hour sequence of courses centrally focused on the design of cities, history and theories of urbanism, and city design methodologies, including a minimum of one advanced city design studio. The certificate program is intended to promote design inquiry and application at the scale of the city, for students and practitioners of architecture, landscape architecture, and city and regional planning.
- **External Relationships:** The MLA program has made significant strides to build strategic relationships with the professional community, other academic units, and the community at-large.
 - Landscape Architecture Professor **Fernando Magallanes** working with Professor **Michael Stoskopf** of the NC State College of Veterinary Medicine and their respective students have worked together for over three years to develop a “blueprint” for expanding academic teaching facilities focused on wildlife. Their research and course work includes development of the master plan for the Vet School’s farm and emerging *Zoological Teaching Animal Unit*. This past summer they joined with faculty and students from the

- School of Architecture to design and build the new *Wolf Prowl Operations* facility on the Vet School campus.
- LA department head **Gene Bressler** and Professor **John Dole**, Head of the Department of Horticultural Sciences have been developing courses leading to an interdisciplinary certificate in *Landscape Asset Management*.
 - The *LAR Lecture Series* produces 5-6 lectures annually delivered by prominent practitioners and scholars and welcomes the professional community and public to the College of Design.
 - PhD fellow, **Brendan Harmon**, working with faculty and PhD colleagues in the College of Natural Resources is developing geo-visualization specific research utilizing *Tangible Landscape* to better understand “how nature shapes land surfaces and how we influence it in both positive and negative ways.”
 - The Department has hosted receptions for alumni, faculty, students and friends at all annual ASLA and NCASLA conferences.
 - The College of Design has committed significant resources to the design and implementation of its new web page which more prominently and strategically communicates virtually all aspects of the MLA program.
- **Strategic Planning:** The phasing out of the undergraduate BLA program provides opportunities to significantly enhance the first professional and post professional MLA curricula, the program’s research agenda, and the department’s relationships with the profession, other academic units at NC State and external constituents. For this reason, the Department’s faculty, students, and external advisory council have participated in ongoing strategic planning at both the College and department levels. SER section 1D, contained herein, documents our strategic planning process.

2. Response to Previous LAAB Review.

Describe the progress that has been made on the Recommendation Affecting Accreditation from the previous accreditation visit (not applicable to those seeking initial accreditation). List each prior Recommendation verbatim and provide an updated recap of responses made on annual interim reports. List each Suggestions for Improvement and provide an update.

The LAAB Review Report of 2010 lists NO Recommendations Affecting Accreditation and 4 Suggestions for Improvement.

The following describes the progress made in relative to the three *Suggestions for Improvement*:

Suggestion 1

Strengthen efforts to advise and mentor junior faculty with regards to professional development and advancement opportunities available at NCSU, along with the standards that apply to these opportunities in all appointment categories.

Faculty advisement is accomplished at the college and department level, and during annual review meetings with the department head. In addition, the department head regularly invites faculty to discuss any and all questions and concerns regarding development and advancement. Questions cover a broad spectrum of topics including: program strengths, weaknesses, suggestions for improvement, relationships with other academic units; faculty performance reflection; review of the faculty member's

statement of mutual expectations; teaching and scholarship performance and immediate and longer term plans; relations with external constituents including practitioners, governmental agency staff, and others.

In addition, the Office of the Provost requires each faculty member to develop a *Statement of Mutual Expectations* as follows:

“The Statement of Mutual Expectation (SME) is a written description of the mix of the individual faculty member's realms of responsibility and the mutually-agreed-upon expectations from both the faculty member and the department during the faculty member's appointment. Every faculty member must have an SME, which is to be prepared in consultation with their department head. Every faculty member is to maintain this document throughout their course of service to the university. The SME is prepared during the initial year (within 12 months) of appointment as a member of the faculty. The SME is reviewed periodically and changes instituted as necessary, especially when significant changes occur in expectations associated with the faculty member's appointment or in the professional life of the faculty member. Together with the annual faculty activity report, the SME provides the principal basis for annual evaluation of the performance of the faculty member and post-tenure reviews.

Suggestion 2

Improve advising with explanatory materials reflective of the latest curricula and degree requirements.

The department head disseminates detailed advising materials including the *MLA Handbook*, revised annually, to all students and faculty prior to registration for the following semester's courses. Also, in accordance with NCSU policy, the department head and/or the department graduate director meet individually with each and every student prior to registration to discuss their matriculation path, respond to questions, and professional goals and aspirations. In addition, the department head, at the beginning of each semester, conducts public, all department convocations for students and faculty during which course and curriculum requirements are discussed and questions answered. In addition, the department head meets regularly with student leaders in the *Student ASLA* and *Student Advisory Council* to discuss students' ideas and concerns and to plan general advising sessions for all students.

Suggestion 3

Improvement of the IT infrastructure at the down town studio is recommended and stronger digital communications links to the main campus

The downtown studio facility is no longer used by the College of Design to accommodate design studios. All the equipment that was formerly in that space has been relocated to the College of Design.

Suggestion 4

Provide adjunct faculty with a space equipped with desk, chair, telephone, and place to work when on campus. This place can be shared.

Adjunct faculty have access to designated hot desks in offices that are also suitable for meeting with students.

3. Describe current strengths and opportunities.

4. Describe current weaknesses and challenges.

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

Introduction:

The department head, *Student Advisory Council*, and the *External LA Advisory Council* 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 opportunities, weaknesses/challenges and suggestions for improvement. We've taken the liberty of presenting their candid views verbatim by constituent group: faculty, students, alumni. A discussion then follows. This reflective exercise has proven to be very helpful as it reveals and clarifies how we might proceed with our strategic plans.

Strengths and Opportunities:

Here's what the faculty wrote:

List what you believe to be the strengths of our MLA program?

Kofi Boone

- We are international (in student body and via study abroad offerings)
- We are people oriented with depth in human perception and behavior, as well community design, campus design and participatory design
- We encourage multidisciplinary work offering concurrent graduate degrees with MCRP, MNR, and City Design Certificate
- We have a good relationship with the professional community
- We are emerging as a player in resiliency design and planning

Carla Delcambre

- Our students able to find work in public/private sectors. That statement tells me they are learning core design/technical skills and are able to research/write about contemporary landscape imperatives. NY Parks + Rec Dept., Cornell University, Pete Walker's office, JJR Smith Group, OLIN, Design Workshop, ALTA Planning, Stewart, Surface 678, AECOM, OBS, Chris Hilt.

Andy Fox

- Engaged learning is at the forefront of what we do. For instance: The NLI, Kofi's work, Celen's work (on her own and with Art), my work, etc. Our department's "learn by doing" allows students to submerge themselves in situ and in context. Nothing prepares students for the transition to practice like the hard and soft lessons-learned of real-time application, feedback and response.
- We have one of the most technically sound programs I have ever experienced. I would put our good students who move through the more technical and applied courses up against anyone in the country when it comes to technical knowledge and swagger upon graduation. However, our technical focus may also be somewhat of a detriment

Brendan Harmon

- I think the greatest strength of this program is its friendly, collegial atmosphere. There is a general atmosphere of warmth, openness, collaboration, sharing, and interest in others work.

- An obvious strength of the program is its practicality, its focus on teaching students how to actually practice landscape architecture (and make grading plans and construction documentation).

Robby Layton

- Highly collaborative faculty that delivers an integrated program where material in one course reinforces and builds on that in another
- High percentage of international students and the study abroad program contributes to providing a broader perspective for students
- Presence of and connection to a PhD program that brings a research focus to the program
- Very strong connection to local professionals – large number of Fellows and other distinguished professionals participate regularly in the program through studio reviews, advisory board, and hiring students as interns
- Close connection with the staff of a city that is known as growing and at the forefront of urban innovations
- The faculty is a good mix of scholars with established reputations and other very promising up-and-comer's

Fernando Magallanes

- We have a fine faculty that is young with new ideas, ambitious, and credible; and a wise established faculty who all work well together.
- We are starting to get students who are here because they know who we are and what we can teach them to achieve their own interests in life.
- We have a great international program that we have to excite the students into participating. Both Ghana and Prague serve different students and both are exciting and appropriate for our students

Robin Moore

- Diversity of faculty by background and research interest.
- Diversity of international student body.
- Community engagement of program.

Celen Pasalar

- Our multi-disciplinary faculty with backgrounds in design (architecture and landscape architecture), planning, and law;
- Our engagement in the local context and responding to the challenging design and development issues experienced in our urban and rural communities;
- Our extensive collaborations with non-profits, communities, municipalities, landscape architecture firms;
- Our cross-disciplinary collaborations with colleagues from ecology, horticulture, planning, GIS, sociology, and other fields;

Art Rice

- Our community design work and our contributions to the quality life in the cities and towns in North Carolina
- Our commitment to study abroad and the requirement that all our students should participate, also the international nature of our student body

Rodney Swink

- Internally, we have faculty with diverse experience and credentials and we have a good mix of full time faculty and adjunct faculty.
- We host the Natural Learning Initiative, a nationally known and highly regarded program.
- Externally we exist in one of the fastest growing areas in the country with one of the best economies. We have access to mountain, piedmont and coastal plains, and variations of development challenges that come with that (urban, rural, city small town, ecological, climate change, water, community engagement)
- We have access to hundreds of practitioners in the region who willingly participate in student life, either as mentors, through crits or in the classroom.
- Our alumni include ASLA presidents and vice presidents, industry leaders, firm principals, and cutting edge entrepreneurs.

Weaknesses and Challenges: (generated from questionnaires): What areas of our program need improvement? What aren't we doing or doing well enough and why?

Here's what the faculty wrote:

Kofi Boone

- We have no depth in large scale systems planning and design—need to expose students to large scale systems thinking early in their career, and find another opportunity later prior to advanced work
- We have no depth in big data and the computational side of scenario building—reach out to computer science and statistics and develop relationships
- We don't have a coherent advanced track outside of construction—ongoing curricular discussion and development of faculty research capacity
- We lack diversity; specifically, African American and Latino American and Native American representation in the student body—be more aggressive with outreach, more proactive with placing underrepresented students in internships and jobs.
- We lack gender diversity in the faculty with only one tenure track female professor, and no tenured female faculty—emphasize in new hire conversations, begin cultivating relationships.
- We lack funding and research capacity to pursue advanced work outside of the classroom, and to provide support to graduate students—continue to submit proposals, consider more joint faculty proposals.
- We are not scholarly productive as a faculty; not many peer reviewed publications and activities—curricular discussion and development of faculty research capacity.
- We have an unproductive relationship with the school of architecture—continue to identify opportunities, reach out to UNCC?

Carla Delcambre

- Student verbal communication and portfolios. Suggestion: 1 credit course on giving verbal presentations + portfolio design during the fall semester.
- Lack of faculty support (to attend conferences such as CELA + EDRA).
- We need more interdisciplinary studios.

Andy Fox

- Student attitudes and overall investment in the program and their degree. While we have some exceptional students, the majority of our students are not attached in a way that has them pushing themselves into either new or rigorous areas of study. In short, a good portion of

students seem to be extrinsically motivated to just do enough to get their degree, versus the type of intrinsically motivated students who are in it to advance their own knowledge base and in doing so move themselves, the program, and our reputation to new levels (the degree is icing on the cake). We need the latter to consume the previous. I don't know what can be done, except for getting all faculty on the same page with raising performance standards and erasing grade inflation.

- Our program is weak in conceptual and experimental design. I think very few of our students can synthesize big, provocative ideas (Theory to Practice applications). A studio that uses competitions as their foundation is one way to move into new territory.

Brendan Harmon

- I feel that the landscape architecture students here are afraid to take risks and experiment. They seem afraid to make design moves. I worry that this is limiting their creativity. I think our program should try to create more opportunities for ideation, conceptual design, and creative exploration. This should happen early. More drawing, sketching, conceptual model building, and ideation.
- I also worry that the program is too focused on practicality. If students are stuck in less creative work (like design details and construction documentation) too early in their learning process, they may not reach their full creative potential.
- There is also a culture divide between foreign and local students. This diversity could be a strength of the program if the student body could be brought more together. Foreign students might benefit from English classes or tutors. Some students have a poor grasp of English. More social events, field trips, and group activities might help students bond more. Perhaps instructors should assign students to groups with mixed backgrounds for class and studio projects rather than letting students divide themselves in groups.

Robby Layton

- Connection to PhD program and research could be even stronger
- Visibility for the program could be raised by having students entering (and winning, of course) design competitions and participating in national gatherings of students and professionals
- Establish connections with other cities that are as strong as the ones with Raleigh's parks and planning staff (Cary might be a good one – they are highly respected and would probably be receptive. I think the parks director would, anyway).

Fernando Magallanes

- We need a more coordinated effort to know what we are teaching our students in each studio and class in order to build on one another's lessons. The students must see that all our classes are working in concert to achieve a specific end result. What is that end result? Have we discussed it as a faculty?
- We have to build on our curriculum and reinforcing its goals for society and graduates who want to work in the profession.
- We need to show our students that they are going to influence national issues, organizations, and design offices and not just local firms.
- We need to develop an agenda to get our students hired in national firms.
- We need to find what areas of specialty we can develop with the faculty we have.

Robin Moore

- Lack of rigorous research skills. Include more research in studio courses?

- Limited knowledge of professional literature. Reading-based seminars?

Celen Pasalar

- I believe that we are not very visible/clear with our intentions related to urbanism/city design. Besides the studio offered in Prague, we need to increase our departmental course offerings on campus as well.
- We need to create more “branded” studios besides “Coastal Dynamics”. I think we need to continue to build upon “The Office” studio series (and/or create new ones). Some of these studios can be funded and supported by industry, grants, etc. depending on the focus (UCLA does this successfully).
- I believe there is a great emphasis within and outside of the university related to “data” and “analytics” with the expectation to inform decisions at various levels (e.g. economic development, physical development, health and well-being of people/communities etc.). I do think that we have capabilities to build and own the territories related to gathering data “HOW LANDSCAPES and CITIES WORK?”. Assessment of the environments and assessment of people’s perceptions and experiences of these environments are equally important. Visualization of this data (e.g. mapping) and demonstrating how this information can inform the innovative design solutions and implementations are essential. This kind of focus can help the department to build stronger connections with the PhD and Doctorate Design programs in the College.
- Initiating efforts to create “labs” that will help to cluster faculty with similar research interest areas will increase our visibility as a department. This can strengthen our chances for grants and partnerships as well.
- I believe we need to build on international/global connections and opportunities specifically in support of faculty research.
- We need to follow and actively participate in design competitions (as faculty and students).
- More visibility of our activities are needed by sharing news/stories in CELA, ACSA, ARCC etc. newsletters and professional magazines. Faculty also needs to publish more in peer-review journals about their research activities.
- Conference participation is also important but lacking financial support from department and College is discouraging the faculty. Increasing grant amounts, hence overhead funding, can somewhat help but additional sources are essential to have.

Art Rice

- It would be great if we had more funded research that could involve and support our students.
- We need to support our faculty more when it comes to visiting funding agencies and presenting research at conferences.

Rodney Swink

- We need more resources to support students and faculty endeavors (scholarships, fellowships, travel dollars, research dollars, etc.)
- There is no easy answer or we would already be doing it. One thing we need to do though is be more aggressive about asking for money from our alumni base, the professional community and other potential “friends” yet to be determined. We need to identify needs, make our case (wish list and arguments why), and develop a strategy to go after donors.
- Another area needing improvement is student recruitment. While we have made strides, we need to grow our candidate pool and hence our number of students. Current conversation has led to some strategies; these and others must be pursued aggressively. Hard to do with a small faculty though.

Here's what the students wrote:

In what ways might the MLA Program be improved?

What's missing from our MLA Program that you think ought to be delivered?

39 Responses

3 aspects formed through responses

To the faculty:

- Clarify faculty's teaching and research interests.
- Assign every student a faculty advisor that stays with him or her throughout the program.

To studios and courses:

- Develop competition based and portfolio based studios.
- Incorporate other disciplines into studios.
- Provide more structure and tangible learning opportunities. Stress technical skills like CAD, PS, SU, and GIS, and make them consistent through out all the studios.
- Ensure a proper class size so that each student can get enough feedback from the instructors.
- Construction studio can be more practical and provide more field study opportunities.
- Provide more flexibility of self-guided study.

Other comments:

- Provide more TA/RA positions and make internship as part of the program.
- With regards to the application process, our department should promptly send out acceptance information and keep in touch with applicants.

Reflective discussion of the program's strengths and weaknesses:

Strengths:

Strengths of the MLA Program fall into the following areas: faculty; students; curriculum; culture of research; international programs; administrative structure of the college; the professional community; program setting and context; and program graduates.

1. The Program's 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 locally, nationally and internationally. Many graduates, especially those working in the "Triangle" metro area, actively participate in the Program.

2. Faculty:

- The ethnically diverse faculty of the Department consists of a core group composed of the three tenured professors, one of whom is the department head and another the Associate Dean of the College, the third an instructor and researcher, three tenured associate professors, one tenure-track assistant professor, one teaching assistant professor (non tenure track) and a number of "faculty of the practice" (formerly referred to as adjuncts). Four females are rostered on the LAR faculty: Celen Pasalar is on tenure track; Nilda Cosco is a Research Associate Professor, non tenure track; Carla Delcambre, Teaching Assistant Professor is non tenure track. Anita Brown-Graham, Director of the University's *Emerging Issues Institute*, has retreat rights to the

Department of Landscape Architecture and teaches one elective seminar course. The core faculty have teaching, service, and research responsibilities, and receive employment benefits. Faculty of the Practice do not have research responsibilities and typically teach one course 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.) Together, the faculty work diligently to enhance, develop, and evaluate curriculum content and delivery.

- The department's relatively small size enables 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 head on progress made regarding student concerns. Each member of the core faculty pursues research/creative work and service agendas in ways that earn recognition for themselves, the Department, College, University, and profession, as cited above.
- Within the faculty there is wide diversity of views, skills and experiences, and a variety of definitions of the discipline of landscape architecture. This situation provides a positive climate for discussion, agreement, and disagreement about the profession and its body of knowledge and enable students to see the discipline from a number of perspectives and challenges them to develop their own positions and roles as landscape architects.
- Program faculty members actively build relationships with faculty members from other units within the college and university. This enriches teaching and scholarship, enhances dissemination and communication of information, ideas and accomplishments, and builds important bridges for future collaborative activities; faculty members actively participate in and support organizations outside the 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.

3. **Students:** Students represent diverse genders, cultural, academic, and experiential backgrounds, the sum of which contributes to the vitality and vigor of the program. They are intelligent, creative, passionate, and serious about their educational and professional career goals.
 - The quality of work and performance generated by the students improves annually, as stated and documented 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, and ASLA *Merit and Honor Awards*, and the *Mentor Program*. The faculty notes the increased levels of scholarship as revealed in the outcomes of various independent studies and design studio projects.
 - During the past 5 years, the students have taken on significant leadership roles in the life of the program. The ***Student Advisory Council*** populated with students invited by the department head to meet regularly to discuss issues of concern and plan events. One such issue was the need to reinvigorate ***the Student ASLA Chapter (SASLA)***. New elections were held and a new plan for the student chapter was developed. As a result, the *Student ASLA Chapter* has produced and supported events such as the *Mentor Program*, *Women in Landscape Architecture (WILA)*, the *Portfolio Workshop Series*, the *Parklet Project*, *Pecha Kucka* discussion sessions about the profession, and brown bag lunches with practitioners. In addition, SASLA 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. The cost of membership is \$75 of which the student pays \$20/year and the *LAR Fund for Excellence* pays \$55. Current SASLA leadership is exemplary in its consistency, productivity, and professionalism. **Dan Howe**, Assistant Professor of the Practice and Chair of the *External Landscape Architecture Advisory Council* serves as the advisor to SASLA. Please refer to SER Section 5: Students for more information.

- Students, in increasing numbers, pursue **internship opportunities** 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.**
- 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.

4. **Program Curriculum:** The previous accreditation review resulted in the program receiving no recommendations affecting accreditation. Nonetheless, the strength of the program propelled faculty as well as the student body to re-examine the curriculum in light of the changes in professional practice, the challenges facing an increasingly suburbanizing and urbanizing North Carolina, the magnitude of the recent droughts, concerns about storm water, and of course, the economic realities of day. During the last 5 years a number of changes to the curriculum were proposed, discussed, implemented, evaluated, and codified. Many of these changes were explained earlier in the Introduction. Section 3 discusses the curriculum in greater detail.

Specific curriculum strengths include:

- The program's mission, discussed in SER Section 1, aligns with the strategic plans of NC State University and College of Design and affirms our commitment to ***teach, learn, research, and apply state of the art practices that create innovative and resilient solutions for landscape situations focused on human and ecosystem health, social equity, and quality of life.***
- The curriculum is based on a deliberate strategy in which the fundamental tenants of the profession are delivered within the first half of the program. The second half of the program requires increased scholarly inquiry through advanced studio and course work, independent study, and elective courses, in and outside the program, reflective of the student's interests. While the curriculum cannot possibly "cover" every aspect of landscape architecture nor every kind of project type or situation, it provides students excellent transferable and extendable design thinking processes and tools, and a body of knowledge from which to launch their careers.
- The curriculum provides balanced delivery of design theory, technical, applied content, and experiences at different scales, degrees of complexity, and contexts. Each year faculty may develop **"Special Topic" courses** and studios reflective of their scholarly or professional interests. Special classes, like *"Research and Strategic Thinking"*, become required courses. Contents of these special topic courses are integrated within existing studios.
- In our 2010 SER we cited the "perceived lack of history and theory and large scale GIS course content" as a perceived weakness. As a result, the course, *Landscape Architecture Theory and Criticism*, was developed as a Special Topics course. It was subsequently made a required course. *GIS Applications in Landscape Architecture* was similarly developed and made a required course.

- As suggested/requested by students, course delivery has been expanded from the traditional 9 month, fall/spring schedule to include summer sessions. Doing this has made it possible to reduce the former 15 credit hour course load per semester to 12 credits hours per semester. Also, a number of courses have been scheduled for evening delivery. Both moves provides students more time to read, work on projects, and/or pursue internships.
- The curriculum provides students practical and experiential learning opportunities that serve to broaden their education, such as the College's extension and research projects, community charettes, and study abroad.
- Matriculation flexibility is built into in the program through group and individual advising. Each student meets with both the department head / director of the graduate Program at least twice a year to discuss the student's "Progress Towards Degree", including academic performance, strengths and weaknesses, short and longer-term career aspirations, matriculation plans and any concerns.

5. The Culture of Research and Extension in the College:

- Considerations of research and extension realms are incorporated in virtually all the courses delivered by the program. This is reinforced in course syllabi and delivery, the Department's *Practitioner/Student Mentor Program*, the *LAR Lecture Series*, and internship opportunities. The enhanced spirit of inquiry and evidence-based research has resulted in increased productivity of faculty and students. Our students understand the meaning and value of research to the profession and society. The MLA curriculum expects students to develop and apply research and strategic thinking in their work. **Professor Moore, Research Associate Professor Cosco, and the Natural Learning Initiative research team have consistently generated the largest amount of funded research in College of Design to date.** They have earned the reputation as being the College's "research leaders." Their hard work and successes have inspired the faculty and students onward with their own research agenda.
- The Department has a long standing and tradition of working with North Carolina communities and a track record that includes numerous community-related projects with various conservation and development organizations. Extension and engagement activities, pursued within design studios and lecture classes enable students and faculty to access "real-world" community-based design situations, interact with practitioners and public agencies, and experience working within diverse design teams. This enriches studio offerings and often provides students with research assistantships.

5. International study: The MLA program requires international study abroad. Two international studies programs delivered by the College of Design include venues at the **Prague Institute** in the Czech Republic and **Ghana**. These, often "game changing" educational experiences, expose students to unfamiliar landscape situations and open their minds to diverse cultures, expectations, and practices. The students in the 2014 Ghana class led by Professor Kofi Boone received the Award of Honor for Community Service for their project *Playtime in Africa* in the ASLA Student Awards program.

6. Administrative Structure and Relationships: 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. The department head sits

on the College's *Administrative Council*. The deans, heads, and other members of the *Administrative Council* support the mission, philosophy, objectives, resources, and facilities of the Department of Landscape Architecture.

7. College Resources:

- Professional and capable staff personnel support college operations. The staff performs their duties with an extraordinary level of competence, thoughtfulness, and respect for faculty, students, and the Institution. Their efficiency, dedication, and concern contribute to the successful delivery of the academic programs and operations of the College and Department of Landscape Architecture.
- The College of Design building complex accommodates nearly 1000 students, faculty, and staff representing a variety of design disciplines. All members of this community have opportunities to visit other studios and offices, see the diversity of design projects, and to engage friends and new acquaintances in the discourse of design and life.
- The College of Design has a number of resource centers that serve the needs of the students and faculty. The **William Bayley Information Technology Lab** provides 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 7, 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/shop** that provides extensive facilities for wood, metal, and plastics fabrication.
- The College provides high quality educational facilities including:
 - Recently renovated Leazar Hall that accommodates a number of smart seminar rooms, wood and metal shops, design studios, galleries, and faculty offices.
 - Five *DELTA Multi Projector* presentation systems in galleries that accommodate student and faculty presentations and lectures.
 - Air conditioned studios, jury rooms, and exhibit areas. During the past year virtually all areas received major enhancements that included extensive area cleaning, new floor coverings, new furniture, and fresh paint.
 - Drafting tables, stools, lockers, and desks are provided for each student registered in design studios,
 - A well-maintained and code accessible building and overall safe physical environment.
- 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.
- 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.

- 8. The College of Design *Office of External Relations*:** 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 MLA program with 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.
- 10. Relationships with the professional community:** Practitioners representing private consulting firms and governmental agencies of various sizes actively participate in the life of the program. They participate in reviews and juries of student work, contribute examples of their work in the form of drawings and reports for showing to students, provide desk critiques and other forms of formal and informal mentoring, give lectures and presentations, host student internships and visits, and offering advice and council to the faculty both personally and collectively.
- Members of the *External Landscape Architecture Advisory Council* participate in ongoing discussions about future directions, maintenance and enhancement of academic and professional standards, fund raising and development, and the beneficial relationships between academia and the professional community. Local practitioners and alumni work with the faculty to define areas of collaboration, participate in charettes with students, and provide financial support.
 - Many qualified practitioners participate in the academic program by serving as non paid adjunct instructors in their respective areas of expertise.
 - The MLA program continues its active participation in the *North Carolina Chapter of the American Society of Landscape Architects*. The Department 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.
- 9. Setting and Context:** 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 University campus where many of the country's leading Fortune 500 technology, research and pharmaceutical companies are located.
- With more than 33,000 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. 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.
 - NCSU 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).
 - The Department has associate faculty in the College of Natural Resources and the Department of Horticulture.
 - 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. These affinities contribute significantly to the life of the MLA program.

Weaknesses/Areas for Improvement:

Weaknesses of the MLA Program fall into the following areas: ethnic diversity of students; curriculum; student research activity; funding; communications; and alumni development.

1. **Diversity:** Even though the Department has achieved diversity among male and female student ratios, the racial and ethnic diversity within the student body falls far short of representing the racial and ethnic diversity within the State.

The Department of Landscape Architecture is committed to having diverse faculty and student populations. With the phasing out of our BLA program we look forward to working with **North Carolina A&T State University where there is an accredited BLA program in place**, and other institutions in the state to recruit diverse student populations into the MLA program. Strategies for enhancing the program's diversity are addressed in *SER Section 1.4*.

2. **Curriculum:** While we cited many strengths of the current curriculum in the preceding section, there are a number of weaknesses that require attention:
 - **Opportunities to engage in collaborative venues with students from other units in the College have been limited.** We realize this is a missed opportunity and anticipate collaborations will increase in the very near future in response to the *College's Strategic Plan* and our personal efforts to make collaborations happen.
 - While we cited, above, the achievements made in enhancing both analog and digital representation methods in the program, the program is still behind the profession's rapidly emerging use of digital technologies and applications associated with BIM and 3D modeling and representation. In recognition of this, we invited **Jim Sipes**, a nationally recognized authority on BIM in landscape architecture, to give a lecture and discuss the state of this application. One positive note is that in 2014, we introduced our first year MLA students taking the Introduction studio to a new 3D modeling program, Rhino[®]. In addition, we work with Professor **Helena Mitasova** and PhD students from the **College of Natural Resources GeoSpatial Analytics Center** in the development and application of the emerging *Tangible Landscapes* with links to *ARC GIS and Grass*. Finally, Professor Kofi Boone develops the use of video technologies in site analysis in community/historic planning and design situations.
3. **Insufficient funding for program enrichment, student scholarships, and teaching assistantships:** We cited this point as a program weakness in the 2010 SER and so it remains. The recent recession and its impact on scholarships and general donations have increased the stress on the students' financial situations. With the approval of the *Premium Tuition Fee Supplement* funding to support field trips, outside lecturers and exhibits, and studio project costs improved significantly. The faculty expresses similar concerns, particularly as related to supporting faculty development..
4. **Alumni Tracking and Development:** The Department recognizes the value associated with building a strong and active alumni presence. 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. The recent recession, however, displaced a number of alumni which has impacted our ability to track and maintain contact. The LA department is working

with the *External Landscape Architecture Advisory Council* to define strategies in concert with the College's *Office of External Relations* to improve contacts with the program's growing alumni community. Former Council member Susan Little worked with the External Relations office to update the alumni contact list; she attempted to contact all known alums using their email addresses requesting they fill out a WEB based questionnaire. Response to this call was low due to the fact that many email addresses that were previously valid bounced back. Since then, the department head sent personal email messages to known alumni, requesting they forward whatever contact information they may have for their former classmates, friends or associates. The Department and College works with our Advisory Council, the ASLA, and the university to track down and renew contacts with the alumni.

5. Describe any substantial changes in the program since the last accreditation review.

Since the last accreditation the most significant changes were in curriculum development and implementation. The phasing out of the BLA program has made it possible for the development of several new courses for delivery at the graduate level.

6. 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.

Department Faculty:

Professor Art Rice	Program Autonomy, Governance & Administration
Professor Robin Moore	Outreach to the Institution, Communities, Alumni and Practitioners mission
Associate Professor Fernando Magallanes	Curriculum, Exhibition of student work
Associate Professor Kofi Boone	Faculty, Professional Curriculum, Students, Mission and Objectives, Introduction
Associate Professor Andy Fox	Professional Curriculum, Mission and Objectives, Introduction, Student and Program Outcomes
Assistant Professor Celen Pasalar	Outreach to the Institution, Communities, Alumni and Practitioners
Assistant Professor Carla Delcambre	Digital Portfolio
Professor Gene Bressler	Principal SER writer
Assistant Professor Dan Howe	Alumni Survey, Students, Outreach to the Institution, Communities, Alumni and Practitioners

College Staff:

Assistant Dean Dottie Haynes	Program Autonomy, Governance & Administration
Assistant Dean Carla Abramczek	Outreach to the Institution, Communities, Alumni and Practitioners
Amanda Williams	Outreach to the Institution, Communities, Alumni and Practitioners
Jean Marie Lividaudais	Outreach to the Institution, Communities, Alumni and Practitioners
Mehgan Palmer	Outreach to the Institution, Communities, Alumni and Practitioners
Jonas McCoy	Facilities, Equipment & Technology
Karen DeWitt	Facilities, Equipment & Technology

Students:

Corey Dodd	Accreditation Research Assistant, Student Survey,
Brianna Outlaw	Student and Program Outcomes
Karli Stephenson	External relations, students

1. Program Mission and Objectives

1. PROGRAM MISSION and OBJECTIVES

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

INTENT: Using a clear concise mission statement, each landscape architecture program should define its core values and fundamental purpose for faculty, students, prospective students, and the institution. The mission statement summarizes why the program exists and the needs that it seeks to fulfill. It also provides a benchmark for assessing how well the program is meeting the stated objectives.

A. Program Mission

1. State the current program mission and date adopted.

Program MISSION, adopted April, 2015:

Our mission is to teach, learn, research, and apply state of the art practices that create innovative and resilient solutions for landscape situations focused on human and ecosystem health, social equity, and quality of life.

We emphasize evidence based inquiry and design thinking that positions students and graduates to engage with and propel the landscape architecture profession into the future as it evolves in response to environmental and societal imperatives.

2. Describe how the mission statement reflects the purpose and values of the program and how it relates to the institution's mission statement.

The program's immediate "laboratories" are the urban, suburban, and rural landscapes of the Mountain, Piedmont, and Coastal Plain regions of North Carolina, along with our international study venues in Prague, Czech Republic, and Ghana. The social, economic, and environmental imperatives resident within these landscapes fuel the program's academic, scholarly, and extension agenda. While representing accessible examples and situations to study, the knowledge and experiences derived extend and apply globally at multiple scales and cultures.

The first half of the academic program prepares students for the current practice and discipline of landscape architecture. It equips them with the core knowledge base, tools, processes, and skills in design, site works, history and theory, planning, research and the culture of professional practice.

The second half of the academic program propels students into the profession and discipline of the future that they will help evolve and lead. It positions students to pursue substantive inquiry into their own, those of the faculty, and those of the larger extended community. Students master bodies of

knowledge, pursue evidence-based research, and hone verbal, written, and graphic communication skills.

Throughout their program of study, students combine critical design thinking talents with their intelligence, creativity, and passions to frame, engage and challenge the questions, problems, and situations of landscape that involve health, safety, welfare and quality of life.

It is within this context that the NCSU MLA program links theory with practice, history with change, technology with invention, and designers with their constituents.

The program's primary areas of advanced study are:

- 1 Sustainable design of healthy and inclusive city, suburban, and rural landscapes** in order to accommodate new projected population growth and development, regenerate brown field and gray landscapes, and in anticipation of natural disasters facing our region and other emerging areas;
- 2 Scholarship and research in evidenced based inquiry** in order to learn from past experiences, develop new knowledge, and evaluate outcomes;
- 3 Development and application of technologies (materials, methods documentation, digital technologies)** to provide the know-how to better inform, design, simulate, and test solutions and predict outcomes;
- 4 Learning to teach in a design field** in order pursue a career in higher education and to enable others, such as potential clients and stake holders, and the public at large (and one's self) to learn, appreciate, participate in and challenge landscape thinking;
- 5 Working productively with increasingly diverse clients and user groups within local, regional, national, or international contexts**, in order develop creative solutions to the problems confronting society.

NC State University's *Strategic Plan* and the College of Design's *Strategic Plan* and mission statements provide the fundamental underpinnings for the ideas and values developed and expressed in the Department of Landscape Architecture's mission, goals, and plans, and those of the MLA program in particular.

It should be emphasized that the Department of Landscape Architecture was and continues to be a major and equal participant in the formulation of the College of Design's *Strategic Plan*. While the department head was literally "at the table" along side of the members of the College's Administrative Council who shared in giving form to the *Strategic Plan*, our department's faculty (and those faculties of the other academic units of the College) contributed ideas of substance and reviewed all drafts of the *Strategic Plan*. The process was highly iterative and transparent. It was accomplished during department faculty meetings and retreats and often during informal conversations. Notes and issues were shared and debated. Input and advice from both the professional community at large and the Department's external Advisory Council was similarly obtained. The *College's Strategic Plan*, therefore, reflects both the spirit and values of the Department of Landscape Architecture.

Concurrent with and as a result of the College's *Strategic Planning* process the Department of Landscape

Architecture undertook a rigorous analysis of its strengths and weaknesses, the interests of the faculty and students combined with the advice provided by our *External Landscape Architecture Advisory Council* and members of the professional landscape architecture community. We also paid attention to what was happening in the world including the economic situations, concerns about natural resources, water and energy being at the top of the list, and their impacts on the people who ought to be the beneficiaries of whatever landscape architects aspire to do.

It is, therefore, within this context that the Department began and continues the serious, iterative process of examining its own character, resources, core values, strengths and weakness, and interests with the charge to redefine the academic missions of the MLA program, its scholarship/creative works agenda, its productivity within the University's land grant extension mission and its roles in the College, University, professional practice arena, and external constituent communities. The mission statement described herein along with our stated goals and objectives, and our plans for the future, that follow are the result of an on-going iterative design process. We identified a number of curricula areas requiring improvement and defined and implemented strategies to both "fix" deficiencies and invent strategies that advance student learning and the capability of the profession. In keeping with the late Professor Robert Burn's statement our program is *"Experimental in nature, ...and... open to new ideas and challenges."*

B. Educational Goals

1. State the academic goals of the program.

THE ACADEMIC GOALS OF THE PROGRAM ARE TO PREPARE STUDENTS TO:

1. Enter the rigor of professional practice, as it is presently known, competent in the core themes, skills, and practices of the profession, inclusive of LAAB standards.

This means utilizing the historical, theoretical and technical knowledge learned in school including site analysis, programming, ecology, conceptual design, planning, design development, planting design, grading, detailing, design evaluation, project management, and presentation.

2. Responsibly engage the "landscape imperatives associated with the environmental and cultural factors and relationships that shape regionally responsive design of urban, suburban, and rural landscapes resident within the public and private realms"

This means utilizing their capabilities to synthesize, experiment with, make, and evaluate design precedents, landscape design, and design processes.

3. Develop one's ideas, convey one's values, and criticize one's work.

This means being able to:

- Determine what one is trying to create or the problems one is trying to solve;
- Explore the various ways and means to achieve the desired outcome;
- Evaluate one's work;
- Inform others about the relative value of a given alternative or proposal;
- Predict, measure, and/or simulate or measure potential outcomes resulting from a particular move;
- Explain the meaning of one's work in terms of the potential outcomes derived from the processes that created the immediate artifact.

4. Challenge existing methods or norms of landscape architectural practice when appropriate with the goal of creating, developing, and providing better ways to accomplish their missions, achieve better outcomes, and enhance the knowledge and capability of the profession for dealing with the pressing landscape issues of the day.

5. Act as a steward of the landscape, educator of clients, and ethical role model and source of inspiration to future generations.

This means being able to:

- Engage practice and relationships in an ethical manner;
- Provide constituents with the information, including the consequences and benefits of a given action, necessary to make informed decisions;
- Voice opinion about issues that affect quality of the health, safety, and welfare of the land, landscape, people, and culture.

6. Remain connected to the Department of Landscape Architecture as NCSU alumni (or as residents in support of other schools) and as professionals seeking to maintain and enhance this institution as an outstanding venue for learning and to support its students both monetarily and/or in kind.

This means making a commitment to life-long learning for the benefit of one's self and for future generations of Landscape Architects.

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

The goals provide the strategic path through which the MLA program will enhance the knowledge and capability of the students, faculty, alumni, and profession to positively contribute to the health, safety, and welfare of the public.

Please refer to the narrative associated with each of the goals stated above.

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

The Department of Landscape Architecture continues to expand and implement program assessment strategies. As a design discipline we expend considerable efforts to critique student work performance, which in turn provides useful feedback about the quality of the individual courses delivered by the faculty and the curriculum as a whole.

What are we doing? How are we doing? What can we do better? How might we proceed with implementing improvements? And of course, why is this important?

The Department continues to make important progress in the area of assessment as a critically important tool for enhancing the quality of its academic programs. The faculty views assessment as a multifaceted reiterative process over time. During the past 3 years **11 assessment strategies** were employed in recognition of the diverse types of courses offer that include: design studios, lecture courses, seminars, and workshops.

1. **Meetings with students:** The Department Head and faculty met with students both individually and in groups (*Student Advisory Council*) to discuss the program, the curriculum, plans for the upcoming semesters, social and professional events, respond to questions, and listen to and discuss their concerns. Notes were taken during these sessions and were (and continue to be) used by the faculty in deliberations to restructure the program's curriculum, improve student-advising procedures, and enhance communication with the students. The department head responded to concerns voiced by students in writing to validate their points and to take appropriate actions intended to mitigate specific situations.

2 **Meetings with external constituents:**

- The **External Landscape Architecture Advisory Council (LARAC)** is charged with the responsibility of advising the Department and the College on issues of program development, professional requirements and expectations, courses and curriculum, and professional relations. The department head meets with the Council twice a year and with individual members on at least a monthly basis to discuss and share areas of mutual concern. This past year the Council visited informally with students in the studios to view their work, and engage in conversations about the profession. The pedagogy behind outcomes assessment and the department's student learning outcomes were presented and discussed at Council meetings.
- All instructors delivering design studio courses are required to invite three or more **external reviewers** such as local LA registered practitioners to participate in mid-term and final reviews of student work. These visitors are asked to offer oral and/or written comments about the students' work from the perspective of the content presented, the quality of the students' presentations (verbal and graphic), and how well the work was developed. Students and faculty listened to and have the opportunity to read written comments. The external reviewers are also asked to give the instructor and/or the department head additional comments if they so chose.
- As a member of the Executive Committee (Excom) of the **North Carolina Chapter of the American Society of Landscape Architects (NCASLA)** the department head participates in its quarterly meetings and reports on and responds to questions about the academic activities of the Department and MLA program. NCASLA officers and members are invited to the College on a regular or drop-in basis to meet with students and faculty and to observe the activities and works of the students. In addition, the department hosts one of the four quarterly meetings of the Excom at the College. On these occasions, the Excom receives a tour of the studios, visits with students at their respective workstations, and receives a detailed briefing followed by extensive discussion about the program and its relationship with the profession.
- **Meetings with the North Carolina Board of Landscape Architects.** NCBLA is the agency that oversees licensure of landscape architects in the State of North Carolina. Within the past year the department hosted a board meeting, which included a tour of the studios and facilities, and meetings with students. **Stan Williams**, a member of the Board and department head, Gene Bressler, a former member of the Board, attended semi-annual "all Department meetings," that were held at the beginning of each semester, to greet students and respond to their questions and concerns about the practice of landscape architecture. Mr. Williams has also given a number of lectures about NCBLA and attended a number of design studio reviews to observe current student performance and participate in the ensuing discourses of the day.
- **Meetings with others.** The department head attends meetings of the local ASLA chapter, meets with a number of non-alumni practitioners residing in the state, and attended open meetings of the local AIA chapter, ULI, and other organizations in order to connect with the external world,

and to learn how they viewed the department. During these visits program strengths and weaknesses are discussed, as are a number of ideas for enhancing the program.

3. Student Performance Measurement tools:

- **Rubrics:** To more formally or rationally assess student work in the design studio venue, some instructors have begun to develop and experiment with grading rubrics. These rubrics identify grading criteria used to evaluate a given student project, and they set forth in operational or performance terms, the basis for making judgments about the student's performance in discrete areas. Results are used by the faculty to learn how to improve their class.
- **"Three things:"** It's one thing to do a project. It's another to stop to think about what one actually learned in the process. So a few instructors ask students to simply write down at least three things they learned in the course of doing each of their projects. With a class of twenty, that's sixty "things" potentially learned. The lists are merged to form one master list of things learned then distributed among the class, discussed, and saved. By the end of the semester both the instructor and students come away with a rich list of things learned that can be reviewed, analyzed, and transmitted to the other faculty. Analyses of the lists are currently in process to document the learned items, count the frequency of things learned, and draw some comparisons and conclusions about the instructor's expectations versus actual findings, including what might not have been learned. The department plans to use these findings in its on-going discussions about courses and curriculum. The students appreciate having their "things learned" lists, as it helps them to remember and apply these nuggets in their future work.

4. **LAR Mentor Program:** The Mentor Program is sponsored and produced in partnership with the North Carolina American Society of Landscape Architects (NCASLA), the *External Landscape Architecture Advisory Council*, the Student ASLA, and the department. Its purpose is to link LAR students with professional practitioners and create an interactive framework for progressive, critical, and rigorous discourse involving landscape architecture students and practitioners. *The LAR Mentor Program* provides opportunities for students and practitioners to discuss professional expectations, develop relationships, and stimulate mutually beneficial exchanges of ideas. In addition, this year the department head and an advisory panel of students and practitioners will meet to discuss and plan Mentor Program activities, reflect on current outcomes, and suggest ideas for enhancing the program in the future. The department anticipates this panel will generate useful data and ideas for improving the curriculum and course content. This year we have nearly 110 students and practitioners participating in the program. One significant outcome of this program to date has been the attendance of professional mentors at end of semester design studio reviews and final projects. The mentors actively participate in these review sessions, providing their assessments of the student's performance.

5. **Examination/comparison of other landscape architecture programs:** In order to obtain some perspectives about how the NC State landscape architecture program compares with others, the faculty, using the web, examined the curriculum and mission statements published by other departments.

- *What do they say about their programs?*
- *For what are they best known?*
- *In what areas might they be weak?*

- *What courses do they offer?*
- *What is the curriculum sequence?*

In addition to discussing these questions, the faculty examined curriculum, degree requirements, and read and discussed/compared their respective missions and objective statements. These examinations fueled passionate discussion and debate about the education of landscape architects and fueled ideas about how the NC State landscape architecture program might be enhanced. Our discussions continue.

6. Student Completed Course Evaluations and Surveys:

- At the end of each semester, students are asked to fill out standard university course evaluations. In addition, some instructors, although not required, distribute their own evaluations to seek more in depth feedback from the students. Results of the university-based evaluation are made available to the faculty member and the department head. They are used to mentor faculty and are considered in the annual evaluation of the faculty.
- The *Student Advisory Council* and *SASLA* produce and tally surveys addressing things such as demographics, student satisfaction/dissatisfaction with courses and curriculum, suggestions for improvement, why they chose to study landscape architecture at NC State, the names of other programs they considered attending, and courses delivered by other academic units that they would recommend. The surveys are shared with the faculty.

7. Recognition through external awards programs: The program encourages and supports student and faculty entry of their work in various professionally sponsored awards venues such as *National ASLA Student Awards*, *North Carolina ASLA Student Awards*, *Tri-State ASLA Awards*, fellowships, and other related organizations and agencies. Since 2011, faculty and student activities have received no fewer than 40 honors and awards.

8. Tracking employment of recent graduates: Following the professional paths of our graduates provides useful data in terms of where and how are graduates fare in the job market including private firms, government offices, non profits and other venues. Admittedly, our ability to track recent grads particularly during the recent recession had been challenging. And not sufficiently successful. This is an area that we recognize needs attention and improvement.

9. Faculty Course Evaluation and Outcomes Retreats:

The department conducts an annual *Outcomes Retreat*, typically during the early spring semester. The faculty reviews information gathered from the points listed above and engages in a self-evaluation of the courses delivered during the previous semester. In addition, the faculty revisit the student learning objectives and re-examines what graduates of the program should learn and be able to do.

- **Self-evaluation:** At the beginning of each semester the faculty is asked to evaluate their previous semester's respective courses and then present their self-evaluations to the faculty body for discussion. The goal is to review and consider this information as we plan future curriculum and future course delivery. Questions asked include:

What were the successful aspects of the course?

What aspects of the course need improvement?

What are your thoughts or ideas for improving the course for future delivery?

Other comments.

Our intent is to keep the evaluation simple and non-threatening as a way to enable each person to expose their personal thoughts about their own courses. Subsequent discussions focused on what the students learned as the result of taking the class, course weaknesses and strengths, teaching methods, assignments given to the students, grading methods, student performance, readings, guest speakers/visitors, field trips and other learning vehicles. Peer faculty offered suggestions in the areas of material coverage, readings, images, guest speakers/visitors, and syllabus organization. Doing this enabled the peer faculty to listen to each other's experiences, evaluate their own courses and performances within the context of the entire program's course offerings, and formulate ideas for improving both their individual courses and the entire structure of the program curriculum. Notes were taken and shared within the group.

It should be noted that students were not invited to these meetings. It was the consensus view, at the time, that faculty needed a venue within which to make candid statements and reflections without having to worry about how students might interpret or misinterpret what was candidly said by individual faculty. The faculty, however, also agreed to invite students to subsequent discussions this next year after the faculty had sufficient time to vet their own concerns and ideas. The students were briefed publically during two "all department meetings" held during the semester about the fact that the faculty was having these deliberations and the gist of what was covered. Students were informed about the possible direction of some changes to be implemented over the ensuing years. It is the intent to invite students to participate and have a significant role in future outcomes assessment retreats.

Following is a listing of the questions/topics that have been discussed during the assessment retreats:

- *What is the core LAR knowledge content that students must learn?*
- *What are our individual and unique interests, capabilities, and expertise that we should share with the students?*
- *What's missing?*
- *What are the threads that might weave throughout the curriculum?*
- *What are our delivery venues?*
 - *Design studio*
 - *Seminar*
 - *Lecture*
 - *Lecture w/ lab or recitation*
 - *Independent study*
 - *Internship*
 - *Practicum for engagement, extension, and teaching*
 - *Research*
- *What common threads should weave through the curriculum?*
- *With whom should we have strategic relationships?*
- *Let's focus on our studios?*
 - *What should they have in common as threads that connect them?*
 - *What should be the focus and content of Core studios?*
 - *Thematic or topical studios?*

- *We've heard criticisms that some students get out of here without having designed a plaza, a park, a trail, a parking lot, a residential community, a this or a that. Are there must-do types of projects or are there bigger issues that can be addressed through multiple project situations?*
- *Identification of next steps*

10. LAAB Accreditation Process: Accreditation is intended to be a very transparent process that involves a broad constituent/stakeholder community consisting of university administration, faculty, students, practitioners, alumni, and a host of stakeholders from within the public realm. It's is particularly interesting and enlightening to compare the present program with that which was accredited 6 years ago! The process prescribes a number of activities within which various constituent parties have opportunities to examine the program and document findings. The goal is threefold: to advance academic quality, to demonstrate accountability, and to engage purposeful change and needed improvement. To this end, the department necessarily strives to increase and enhance its outcomes assessment process with the goal of providing both quantitative and qualitative evidence of its findings, proposed changes, and implemented changes.

11. Strategic Planning Process: Concurrent with the University's and College's *Strategic Planning Processes*, the LAR faculty continues to build upon the ideas and findings of outcome assessment to rethink the structure and content of the curriculum and courses. Compliance with this requires the department head to submit an annual report of the department's activities and achievements to the Dean. This information is reviewed and discussed with the department head.

Several significant outcomes resulted from these assessment activities:

- First: the faculty's commitment to make outcomes assessment a major objective of the program. This is reflected in the rewriting of course descriptions and syllabi that state learning objectives and outcomes statements, participation in course assessments and outcome retreats, and agreement to increase discourse about what students learn and should be able to do.
- Second: the decision to redefine and enhance the area of *research and strategic thinking methods and applications* for the MLA programs in keeping with the university's research mission.
- Third: the re-conception, integration, and coordination of the Site Works sequence with design studio sequence specifically in the areas of: *site analysis and planning, landscape architecture construction, site development, planting design, and design development*.
- Fourth: the faculty's study of the requirements for the master's degree *vis-à-vis* compliance with the requirements of the Graduate School. This resulted in the redefinition, approval, and phasing-in of revised processes and requirements for the *MLA Oral Examination*. New department policies on these two topics were written, and approved by the LAR faculty.
- Fifth: the faculty, to a person, comes away from the assessment experience with a valid appreciation of their own and their colleagues' courses, and what they needed to do to enhance their courses and the program, overall.

C. Educational Objectives

1. List the educational objectives of the program.

PROGRAM OBJECTIVES:

1. To develop excellence in design processes and skills that lead to the creation of landscapes of benefit to society and the environment.

Particular emphasis is given to exploring the strategies, methods, and skills necessary to study, synthesize, experiment with, and evaluate design precedents, design, and design processes and integrate long term sustainable practices and to enabling students to expand the definition of landscape architecture relative to their own skills and interests.

2. To learn and develop competence in the core content of the profession that includes landscape architectural history, theories and precedents, technologies and materials, natural and cultural systems, and communications and inquiry media.

Particular emphasis is placed on studying the means to develop ideas, to convey values, and to criticize work to ensure students have the opportunity to develop the full range of design and professional skills.

3. To learn and apply methods to engage independent research and design investigations based upon rigorous, original, and creative thinking, which leading to the completion of a definitive self-directed design project or advanced design studio laboratory project.

Particular emphasis is placed on integrating research assignments within stated requirements of design studios and support classes. This creates an environment that encourages students to develop individual research interests and to achieve the intellectual independence necessary to become creative and responsible contributors to the natural and built environment.

4. To acquire a working knowledge of the institutional framework within which the design process occurs.

Particular emphasis is placed on building a strong understanding of professional practice and the skills required therein, including management, leadership, marketing, ethical conduct, and legal issues.

5. To engage in service activities using methods that applies to and extends course work, research, and creative work to real world situations.

Particular emphasis is placed on engaging projects that enable students and faculty to design, implement, test, enhance, demonstrate, communicate, and evaluate ideas and skills, and to provide measurable benefits for constituents and as well as ourselves.

D. Long Range Planning Process

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

The realities of the Nation's weak economy affected financial resources at the state level. This in turn affects the state's universities, our college and our department. Our goal, nonetheless, has been to preserve our academic mission while making delivery adjustments as necessary. The Department views this as a design challenge. We, together with our colleagues in other disciplines within the College and University, have taken this opportunity to discuss and explore ways to eliminate redundancies, consider alternative course delivery strategies, enhance collaboration in the classroom, and share resources.

LONG RANGE PLANS FOR IMPROVEMENT: INITIATIVES AND IDEAS:

The faculty identified 4 major long-term (2 to 5 year) goals, or what we prefer to call, *Initiatives to Improve the Program*. They are:

- Initiative 1: Punch holes in academic silos**
- Initiative 2: Create a Culture of Excellence**
- Initiative 3: Increase Resources and Use Them Wisely**
- Initiative 4: Increase Diversity**

Each of the four long-term initiatives, described below, includes a list of “strategies.” Together these provide a framework that enables the department to develop nearer-term action plans and specific implementation strategies. The faculty views this as a dynamic framework, meaning that it will change, grow, or morph over time as we proceed.

The following narrative describes each of the initiatives including a discussion of the strategies and ideas for moving forward:

Initiative 1: Punch holes in academic silos.

1. *Break down existing barriers among units, the department and the profession, between the professions, and among faculty and students; and*
2. *Create and nurture new relationships among various constituencies where it makes sense to do so.*

Strategies:

1. Work with other units in the college and the greater university community in areas of teaching, research, and service for purposes of contributing knowledge and providing ideas for the diverse and complex challenges facing our mutual constituents. Hold and participate in open forums in the college that enable participants to identify the unique and ubiquitous sets of issues and opportunities present in the State of various scales, interventions, and resolutions that afford limitless opportunities in teaching, research/creative work, and service;
2. Enhance dissemination and communication of research interests and identify potential areas for collaboration;

Initiative 2: Create a Culture of Excellence.

Acknowledgement as an excellent venue for learning motivates the Department of Landscape Architecture to assess its performance, relevance, vitality, and resultant outcomes.

The Department views this initiative as providing mandates to:

1. *Re-examine of the program’s curriculum and courses*
2. *Challenge known solutions for on-going problems and, where appropriate invent and test new ways for dealing with them;*
3. *Support continuous discourse around individual and collective paradigms of inquiry as the basis for creating a culture of excellence.*

Strategies:

1. **Create an Outstanding Educational Venue. Produce Outstanding Graduates.**
Ensure the academic programs retain their accreditation status that far exceeds any standards set by the Landscape Architecture Accreditation Board for purposes of creating and sustaining

an outstanding educational environment for the study of Landscape Architecture, and to produce highly capable and employable graduates, scholars, and practitioners.

2. Enhance Curriculum and Course delivery.

Develop a compelling case to enhance program delivery, research productivity, diversity of methods and points of view, and capabilities and achievements in service.

- a. Develop venues for co-teaching and collaboration in the delivery of specific courses for MLA students such as professional practice, design build, environmental analysis, media, computer technologies, and studios in ways that enrich content, reduce delivery costs, and enhance mutual appreciation for and awareness of other disciplines.
- b. Identify courses and develop a program of continuing education marketable to the professional community.

3. Address Compelling Imperatives.

Direct the focus of content-based design studios and research projects to harness the collaborative capabilities and talents required to address compelling imperatives associated with land, landscape, people and culture.

- a. The department will initiate meetings with faculty of other units within the college and greater university to discuss research and topics related to enhancing productivity and recognition.
- b. The department will aggressively solicit assistance from available university and other resources in grant writing, peer review, financial support, travel, procedures and advice.

4. Ensure Relevance.

Continue on-going curriculum and course review for purposes of enhancing their relevance, quality, content, efficiency, and delivery in context with LAAB standards and specified expected performance outcomes. The department will continue to explore and test new courses as faculty and student interests emerge. Similarly, the department should evaluate and modify existing courses, where appropriate in terms for relevance of content, format, and relationship to the entire curriculum.

- a. Annually review and discuss individual course syllabi, and delivery of the studio and support courses;
- b. Enhance the program's capabilities in various landscape architecture construction technologies including materials, methods, and building processes.
- c. Enhance the learning, integration, and use of computer applications within the entire curriculum as tools for design inquiry, production, and research.
- d. Explore the development of courses and possible program concentrations to prepare students to become landscape architecture educators.
- e. Increase the number and quality of elective offerings available to students. The program recognizes the importance and value of electives in enriching professional education and the pursuit of scholarly and professional work.
 - Update and disseminate a current list of elective courses from within the college and greater university context and identify, review, and recommend additions or deletions. (Starting this year, students taking these courses will be asked to evaluate courses taken outside the department in terms of their value to the student and potential value to the department.)
 - Maintain on-going discussions with faculty concerning their evolving academic, scholarly, and professional interests with regards to the development and offering of

new elective courses.

- Review electives offered by the program as listed in the catalog or as offered in the context of *LAR 582 Special Topics* with the goals of enhancing course content and delivery; and
- Establish a dependable schedule for the offering of program electives over a multi-year period in order to potentially increase the diversity of courses available to students.

5. Implement and develop “IT” Capabilities that enable us to achieve our mission.

Work together with various stakeholders in the college to continually up date and enhance computing resources in the college that enables students, faculty, and staff to utilize computing technologies to the maximum extent possible in support of their respective teaching, research/creative works, and service activities.

- a. Provide faculty with the resources (training, material, technical support) they need to enable them to utilize computer technologies in their respective courses.
- b. Work with students in landscape architecture and other units to identify and produce an array of technical “how to use” workshops that facilitate their learning of various software applications.

6. Welcome New Challenges.

Build upon, yet question, accepted solutions in order to enhance the capabilities of the graduates to meet new challenges or solve old problems in more effective ways. Frame questions and pursue answers in ways that promote inventiveness in the classroom as well as in the practice and discipline of landscape architecture. Develop and implement strategies to substantively enhance external perceptions of the program and that of our faculty and students.

Engage on-going activities within the program and beyond, inclusive of students, faculty, practitioners and others that:

- a. Encourage a paradigm of inquiry, both individually and collectively, as the means to invent, energize, inform, and evaluate design ideas, processes, and outcomes.
- b. Offer students a variety of educational studio and course contexts and situation complexities ranging from preparing them to enter landscape architectural practice, to challenging traditional paradigms to pursuing advanced levels of inquiry.
- c. Integrate design studios and support course material, (such as landscape technologies and history and theory, landscape ecology, drawing, and digital media) with the intention of utilizing and reinforcing this body of knowledge.
- d. Provide collaborative studios, where appropriate, with other disciplines such as architecture, planning, business, and geography in order to enrich the generation of ideas and enhance appreciation for the value of other disciplines’ roles and contributions.
- e. Enhance existing and forge new relationships with the dynamic professional design community in order to draw on their expertise and support, and to offer and share continuing educational and research interests.

7. Create a “home” for the profession.

Our colleagues in practice tell us that they would like to have NCSU become a research and academic resource for the professions. They further emphasize that professional work now, more than ever, is interdisciplinary and collaborative in nature. The department should play an important role to welcome practitioners in ways that enable them to realize that they have an intellectual home in which to engage in discourse, and to revitalize their professional spirits.

Establish a “regional home” for the professions to promote healthy discourse with the academy about critical issues, to explore solutions to pressing environmental issues, and to stimulate synergies for life-long learning.

- a. Make this program a place where our practicing colleagues seek and find opportunities for continuing education, to engage research, to find resources that advance their work, and to interact with students and faculty.
- b. Create occasions that bring people together, advance landscape architecture, and make strategic connections. For example, expand the professional practitioner lecture series to include local talent. Also, create a practitioner exhibition series wherein individuals, firms, or governmental offices are invited to display their works for student and peer consumption.
- c. Invite and participate with those involved in architecture, planning, and other areas where appropriate at both the collegiate and professional levels, in the discourse concerning past, current, and future interfaces of our fields.

Initiative 3: Increase Resources and Use Them Wisely.

Students, faculty, facilities, equipment, policies, and relationships among these are the resources of the Department of Landscape Architecture. The Department views this initiative as providing mandates to:

1. *Continue playing an active role in the college regarding the planning, justification, acquisition and use of many resources within the College; and*
2. *Emphasize the sharing of resources with the goal of eliminating redundancies and, more importantly, creating a larger available critical mass of resources to use at all levels of the College.*

Strategies:**1. Disseminate Achievements.**

Improve internal and external perceptions of the program to accurately reveal the quality of the curriculum and the achievements of its student body, graduates, alumni, and faculty. This will enhance the marketability of our graduates, the program itself, and its research mission.

- a. Equip our students, faculty and professional colleagues with tools and skills that enable them to more clearly and compassionately communicate with our consumers the issues, the stakes, the potential gains/or consequences, and the meaning and value of our work.
- b. Increase requirements for students to write papers and make verbal presentations that describe their studio work.
- c. Encourage students to submit their literary works to *Landscape Journal*, *Landscape Architecture Magazine*, *CELA Conference* and other venues for publication.
- d. Invite academic colleagues from the English department and other university units to studio juries to critique student presentations and offer advice.
- e. Urge students to enroll in courses within the greater university that will help them to develop their writing and verbal presentation capabilities.
- f. Meet at least four times annually with the *External Landscape Architecture Advisory Council* to discuss, review, recommend, and contribute to the future health and welfare of the program, profession and community.

2. Energize and Re-Energize.

Harness the energies of the students to strengthen the *Landscape Architecture Student-Practitioner Mentor Program*, “brown-bags,” and socials to broaden the students’ understanding of the practice of landscape architecture and to re-energize practitioners’

excitement for the profession from the questions, ideas, and concerns generated by the students.

- a. Work with students to energize the *Student-Practitioner Mentor Program*.
- b. Work with the student ASLA Chapter to continue their support for the “*LAR Lecture Series*” in which local practitioners, contractors, faculty, students, clients, and others have the opportunity to present their work and ideas.

3. Reach Out.

Develop out-reach strategies and interdisciplinary programs in partnership with practitioners, governmental agencies, non-profit organizations that enhance opportunities to engage applied research and service learning and produce desired outcomes. The department should build upon established relationships with other units on the NC State campus: natural resources, recreation, horticulture, and engineering. Given today’s tight economic climate we need to explore ways in which we should or could provide mutual benefits through strategic planning.

- a. Enhance faculty and student participation, attendance, and support of scholarly and professional venues in which such activity is valued and broadly disseminated. (ASLA, CELA, IFLA, AIA, ULI, and other international, national, regional and local venues). Play a more active role in CELA to the extent that students and faculty submit papers for presentation at annual conferences, the Head and other faculty attend annual meetings to learn and share information.
- b. Make contact with and develop relations with other academic units with NC State University in natural resources, business, and engineering to explore potential sharing of resources in areas of landscape ecology, horticulture, design-build, speakers, and exhibitions.
- c. Contact LA departments in the region and elsewhere where students and/or faculty share similar research interests or concerns in specific areas.
- d. Provide assistance to faculty and students wanting to establish web pages for information exchange and dissemination purposes.
- e. Continue and broaden the *LA Lecture Series* and the *Brown Bag Lunch Series* to include presentations and discussions addressing the breadth of professional activities, research, courses, services, and other forms of creative work. Make video recordings of these sessions for subsequent showing, library access, and possible sale.

4. Enhance Funding for Program Enrichment.

Actively seek development funding to enhance program delivery, student scholarship opportunities, lecture series, exhibitions, visiting instructors, faculty travel, studio materials and equipment, and field trip transportation.

- a. Work with the College’s *Office of External Relations* to formulate and implement development-funding strategies.
- b. Work with the *External Landscape Architecture Advisory Council* in ways that complement and augment development activities at the college and university levels.
- c. Actively nurture alumni from this and other programs, in ways that encourage them to participate in and contribute to the life, quality, and academic and scholarly pursuits of this landscape architecture program.

5. Enhance Funded Research Activities.

Seek and secure funded additional research contracts as an indirect cost recovery strategy the revenue from which goes to support future research development activities including support for grant writing, faculty and student training in research methods, and research materials. The faculty is well aware of the imperative to develop a research/creative works agenda and produce work. This is a condition of tenure and promotion and annual performance review.

- a. Seek assistance from University resources to help faculty and students become

knowledgeable about research opportunities in landscape architecture and related fields and to learn skills required to write research grant proposals.

- b. Develop, either at the college or department level, a formal a research methods course for students and faculty.

6. Build upon Available Resources.

Evaluate resources within and outside the program with the purpose of building upon those infrastructural strengths that currently exist and which might emerge.

- a. Learn and support each faculty member's interests, passions, and motivations to excel. Do everything possible that enables them to achieve and grow.
- b. Learn what each student is hoping to obtain or achieve from his/her studies. Develop strategies that ensure each student's satisfaction and fulfillment.
- c. Learn and utilize the resources existing within the college and university that are or ought to be harnessed on behalf of the program. Build relationships, make strategic alliances, and nurture partnerships, the synergy from which will enhance awareness and support for the program. In particular, expose faculty and students to the breadth of resources available to them on the NC State campus and those of other UNC campuses. When appropriate bring specialists from these venues into the program to orient students to the resources that might be available to them.
- d. Engage in service in ways that applies and extends course work, research and creative works to real world situations. Particular emphasis is placed on participating with and involving others in opportunities to implement, enhance, demonstrate, communicate, and evaluate ideas and skills, and that provides measurable benefits to our constituents and to us.

7. Nurture Support from Alumni.

Improve relations with department alumni in order to broaden the base from which to derive direct financial and in kind support either through them and/or through their respective contacts i.e. clients.

- a. Work with the LA Advisory Council and members of NCASLA to learn about and connect with the resources available from within the professional community to harness and utilize in the life of our program.
- b. Work within the college and university structure to improve mechanisms and means for maintaining contact with college alumni.
- c. At the department level produce a newsletter 2 times annually oriented to program alumni that informs them of student and faculty achievements, activities, life-long learning opportunities, lectures and exhibits, news about their peers, and the ways in which they can become re-engaged in the program.
- d. At the department level send out an annual questionnaire to alumni requesting contact information, news, feedback, and financial support.
- e. At the department level, hold one social occasion annually, perhaps in conjunction with NCASLA and current students.
- f. Enhance relationships with both alumni and the professional community (including but not limited to landscape architecture) in a variety of ways including:
 - i. Hosting special events such as open houses, "Brown Bag Lunches," and jury visits;
 - ii. Enhancing the practitioner/student mentor program.
 - iii. Continue disseminating newsletters covering program events, student and faculty achievements, news of the profession and alumni.
 - iv. Creating opportunities for alumni and practitioners to present or enroll in courses of interest in either continuing education or regular matriculation venues.

Initiative 4: Increase Diversity.

Diversity among students, faculty, and staff is important to NC State University, as it fulfills its mission to provide a quality education for the citizens of the state. The College of Design and its departments represent disciplines whose work potentially affects diverse constituencies. However, the current faculty and student populations in the college and Department of Landscape Architecture do not reflect the demographics of our community. The department, along with the college and university, views this initiative as providing mandates to invent and implement new strategies to recruit, welcome, and support diverse participants.

Strategies:

1. Enhance and Support Diversity of People and Ideas.

Develop aggressive recruitment and retention strategies to support and create a diverse faculty, student, and staff community.

- a. Participate in university and college-wide initiatives in this area.
- b. Recruit minority students from community colleges within the state and region at both undergraduate and graduate levels. Invite minorities to visit the college, sit in on classes, meet with students and faculty, and participate in design juries, forums, and seminars.
- c. Enlist the active participation of the program's alumni and professional community in recruiting potential students.
- d. Focus design studio and other courses in ways that address situations, subjects, and stakeholders of concern to diverse constituents.
- e. Attract and nurture a diverse faculty and student community who are passionate about the landscape and interested in making a positive difference about the quality of its use, development and stewardship.
- f. Create and sustain an environment wherein diverse ideas are welcomed and respected. "Agree to disagree."
- g. Extend the discourse about design in ways that are inclusive of diverse populations;
- h. Enhance College web page to address diversity issues and increase its effectiveness as a recruitment vehicle.

2. Value Differences.

Continue building a rigorous and well functioning program that respects, encourages, and supports both individual and diverse interests, ideas and expertise to effectively. The department is already committed to respecting individual capabilities and differences of opinions. As a matter of business, all faculty meetings should devote time for each member to present a brief update on their activities and accomplishments and receive constructive feedback. In addition, in the classroom, particularly during reviews and juries of student work, faculty and students adhere to a code of honor in which constructive criticism is offered with the expectation to respect and value diverse ideas and methods. The same holds true with regard to conversations with students and faculty colleagues on a one-on-one basis.

- a. Develop, apply, and evaluate administrative models that facilitate program development, team-work, individual achievement, professional growth, and inquiry;
- b. Create a stimulating and productive setting for faculty, students, professional colleagues, and friends in other disciplines; and
- c. Create occasions during the year for faculty and students to present, discuss, and receive feedback on their respective research/creative works projects. Disseminate same in alumni newsletters, memos, and during occasions such as faculty meetings.

IMMEDIATE PLANS FOR IMPROVEMENT

The Department of Landscape Architecture, operating within the context of the College of Design, plans to make the following improvements within the **next 18 months**. We believe these are reasonably attainable given today's economic situation. These improvements are in the areas of: **course and curriculum, alumni relations, professional relations, and research/engagement**.

1. Courses and Curriculum:

- a. Continue efforts to enhance integration of subject courses with design studios including continual refinement of all curriculum sequences including history and theory, site works and technologies, professional practice, and media.
- b. Reinforce inquiry, design thinking, and communication skills.
- c. Continue to expand undertaking situations involving diverse and minority populations within course and studio venues.
- d. Upgrade outcomes assessment analyses of current courses.
- e. Encourage and mentor students interested in submitting their work for consideration in the ASLA Student Awards program, and other such venues.
- f. Work with School of Architecture to enhance opportunities for collaborative subject courses and design studios. Explore opportunities for collaboration with other units in the college and university.
- g. Work with programs resident other universities, such as UNC-Chapel Hill's Department of City and Regional Planning, to explore opportunities in which to collaborate.

2. Alumni Relations:

- a. Work with external *Advisory Council* and the College's *External Relations* team to schedule and hold meetings focusing on academics, funding, long range planning, and program review.
- b. Plan alumni functions. Tentative plans already call for alumni review of current studio projects and tour of local works of landscape architecture.
- c. Work with LAAAB and the College's *Office for External Relations* to update alumni database and survey alumni.
- d. Prepare and distribute alumni oriented newsletter.
- e. Plan alumni open house.

4. Professional relations:

- a. Involve local practitioners in efforts to recruit minorities to the program.
- b. Develop 2 continuing education courses for the profession for delivery summer 2016.
- c. Work with NCASLA, NCBLA and external Advisory Council to produce CLARB review classes.
- d. Work with local ASLA leaders and the College to enhance internship opportunities for students.
- e. Plan exhibition within the College of works by NC landscape architects.
- f. Work with external constituents to plan the 2016-17 *LAR Lecture Series* including fund raising support.

5. Research/Engagement:

- a. Position the program to take advantage NC State University's rich history and tradition in the areas of undergraduate research and engagement.
- b. Recruit BLA students to submit research proposals to NC State University and other such venues.

2. Does the long-range plan describe how the program mission and objectives will be met and document the review and evaluation process.

The department views its long range plan as a “living” work in progress that actually commenced approximately 8 years ago. As a guiding document it is reviewed and modified by the faculty and the administration during faculty meetings and retreats, in meetings with the *External Advisory Council*, and with the *Student Advisory Council* during the course of each academic year. The department head files an annual report to the dean at the end of each academic year that documents activities and modifications associated with the plan. This report is shared with the faculty, students, and the *External Advisory Council*.

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.

HOW THE LONG RANGE PLAN IS REVIEW AND REVISED:

The Goals and Plans described herein are derived from:

- On-going evaluations of the program’s strengths and weaknesses.
- Reviews and audits of the previously stated plans and goals.
- Responses to previous LAAB recommendations.
- Discussions with alumni and local landscape architectural practitioners representing both private and public practice.
- Discussions (formal and informal) among faculty and students and administrators both from within the Program and the College.

Program review and planning is ongoing. The faculty meets at least twice monthly to discuss issues related to operations, course and curricula planning, and program planning. The department head meets with student groups and with individuals to solicit their concerns and suggestions for improvement. There are meetings with alumni and local practitioners to learn their perceptions, and direct their energies towards the future mission and objectives of the program. The process continues as faculty, students, alumni, practitioners, and college administrators participate in the preparation and review of this SER. Our goal is to use the re-accreditation process for continued rigorous dialogue and planning.

This program has and continues a tradition of self-evaluation, goal definition, and planning. Precedent for this is in the collective histories of the college and the department. Other motivating factors include changes in the national and local economy, increasing enrollments, the increase and prominence of professional landscape architectural activity within the region, the increase in both quantity and quality of research/creative work developing within the field, and changes in our students in terms of their maturity, expectations, preparedness and passions. **The profession is evolving and growing. Therefore, the program must be able to respond, evolve, and evaluate itself.**

E. Program Disclosure

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

Information about the program is disseminated through several channels as follows at the University, College and Department levels:

1. **At the University level:** Information is available via the *Official NC State University* webpage.

This web page provides direct links to information about both the College and the Department of Landscape Architecture.

2. **At the College level:** Information about the program is shared at all meetings of the college's Administrative Council. In addition, *the Office of External Relations* produces several web-based and printed collaterals that cover activities of all the departments. Also at the college level, information regarding the specifics of admissions, advising, and student affairs is delivered by the *Office of Student Services*. This office prepares materials for new student orientation, continuing students, and post professional students.
3. **At the Department level:**
 - The Head prepares 2 - 4 newsletters annually. They are distributed during summer, fall, and spring, covering information about the forthcoming course line-up, general advising, *News You Can Use*, faculty assignments and achievements, course materials, and Department events;
 - The department head advises individual students upon their entry in the program and again, typically on a twice annual basis. (Other faculty members also advise and mentor students on an individual basis.).
 - The department head meets regularly with the Student ASLA chapter officers and speaks at functions sponsored by this group.
 - The Head works with the *Landscape Architecture Advisory Council* composed of members of the professional landscape architectural community, their "clients," alumni, and students. This group meets regularly to discuss issues of concern to the professional and educational constituents, and provides a vital venue for additional dissemination of information and discourse about numerous aspects about the Department.

Following is the Program's Disclosure Statement:**PUBLIC INFORMATION POLICY**

The Landscape Architectural Accreditation Board (LAAB) requires accredited programs to provide reliable information to the public. This information is intended to help potential students make informed application decisions.

ACCREDITATION

The NC State University Master of Landscape Architecture (MLA) and Bachelor of Landscape Architecture (BLA) degrees are professional programs fully accredited by the Landscape Architecture Accreditation Board (LAAB). The MLA program successfully completed its last scheduled LAAB accreditation review in January 2010 when the program was awarded a full 6-year re-accreditation through December 2015. The BLA program successfully completed its last scheduled LAAB accreditation review February 2009.

For more information regarding accreditation and the LAAB, see:

<http://www.asla.org/accreditationlaab.aspx>

COST OF ATTENDANCE

The following estimated cost of full-time attendance for the year (2014-2015) is summarized and provided for reference.

Tuition & Fees	In State Undergraduate	Out of State Undergraduate	In State Graduate	Out of State Graduate
Tuition/Fees	\$8,296	\$23,551	\$11,292	\$24,980
Health Insurance	\$1,604	\$1,604	\$1,604	\$1,604
Room	\$6,244	\$6,244	\$6,244	\$6,244
Meals	\$3,786	\$3,786	\$3,786	\$3,786
Books/Supplies	\$1,086	\$1,086	\$1,086	\$1,086
Transportation	\$798	\$798	\$798	\$798
TOTAL	\$21,814	\$3,7069	\$24,810	\$38,498

For more detailed information on costs, see: http://www.fis.ncsu.edu/cashier/tuition/tuition_index.asp

STUDENT ACHIEVEMENT

Degrees Awarded: The program has awarded the following number of degrees over the past five years: (2010-2015)

	2014-15	2013-14	2012-13	2011-2012	2010-11
BLA	3	8	11	9	9
MLA	17	14	20	35	21

GRADUATION RATES

For the cohorts of Fall 2005 to Fall 2013, the NCSU LAR Graduate Rates.

	Undergraduate		Master's	
Ent Fall	N	6 Yr. Grad Rate	N	4 Yr. Grad Rate
2005	8	100%	14	86%
2006	8	100%	18	61%
2007	8	100%	24	67%
2008	12	91%	25	84%
2009	4	N/A	25	92%
2010	6	N/A	21	81%
2011	9	N/A	15	N/A
2012			20	N/A
2013			29	N/A

As provided by the NCSU Office of Institutional Research and Planning (06/23/15)

DEMOGRAPHICS

Ethnic group/diversity rates and enrollment totals over the past five years: (2010-2015)

0.0% American Indian 3.6%Hispanic
5.5% Black (non-Hispanic) 36.4% Caucasian
1.8% Asian or Pacific Islander 52.7% Other

MLA Race/Ethnicity	2014-15	2013-14	2012-13	2011-12	2010-11
American Indian/Alaska Native	0	0	0	0	0
Asian	26	26	17	15	7
Native Hawaiian/Other Pacific Islander	0	0	0	0	0
Black/African American	3	2	2	3	2
Hispanic/Latino	0	0	2	5	5
White/non-Hispanic	25	30	27	39	57
Mixed (Two or more races)	2	2	1	1	0
Unknown	2	3	0	1	1
Total	58	63	49	64	72

MLA Enrollment	2014-15	2013-14	2012-13	2011-12	2010-11
Males	27	29	24	31	34
Females	31	34	25	33	38
Total Enrollment	58	63	49	64	72

PROSPECTIVE STUDENT INFORMATION

Information for prospective students can be found on the following websites:

Master of Landscape Architecture Program Admissions Information:

<http://design.ncsu.edu/admissions/graduate-applicants/master-landscape-architecture-program>

Landscape Architecture Homepage:

<http://design.ncsu.edu/academics/department-landscape-architecture>

Financial Aid and Scholarship:

<http://design.ncsu.edu/admissions/graduate-applicants/master-landscape-architecture-program/tuition-fees-assistantships>

PROGRAM CONTACT INFORMATION

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2. Program Autonomy, Governance & Administration

2. PROGRAM AUTONOMY, GOVERNANCE & ADMINISTRATION

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

INTENT: Landscape architecture should be recognized as a discrete professional program with sufficient financial and institutional support and authority to enable achievement of the stated program mission, goals and objectives.

A. Program Administration

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

UNC System and North Carolina State University

The University was founded in 1887. It is one of two land-grant institutions in North Carolina and has evolved to become a nationally and internationally positioned research university. It is one of sixteen constituent institutions of the University of North Carolina. President Thomas Ross and a thirty-two-member board of governors, chaired by Benjamin S. Ruffin, administer the University System. Chancellor Dr. Randy Woodson, and a Board of Trustees govern NC State University.

Within NC State University are twelve colleges:

College of Agriculture and Life Sciences
College of Design
College of Education
College of Engineering
Graduate School
College of Humanities and Social Sciences
Poole College of Management
College of Natural Resources
College of Sciences
College of Textiles
College of Veterinary Medicine
First Year College

College of Design

The dean is the chief executive officer of the College of Design and responsible for setting basic goals, mission, policies, budget, enforcement of admission and graduation requirements, and for the general efficiency of all the programs within the College. Reporting to the Dean are: the four department heads (landscape architecture, graphic design and industrial design, and art + design); school head (architecture); the associate dean, the director of the PhD in Design program; the assistant dean for research and extension, the assistant dean for external relations, and the assistant dean for student services, and the assistant dean for budget and finance.

The College of Design has four degree-granting departments and the PhD in Design program:

Architecture
Graphic Design and Industrial Design
Art + Design
Landscape Architecture
Interdisciplinary Ph.D. in Design.

All departments offer undergraduate professional degrees and both first-professional and advanced-studies masters degrees in their respective disciplines. The School of Architecture offers a four-year Bachelor of Environmental Design in Architecture and an additional one-year program for a professional Bachelor of Architecture degree. It also offers first and advanced professional degrees at the master's level. The other departments offer four-year bachelor's degrees. The 5-year Bachelor of Landscape Architecture (BLA) program is in the fifth year of a planned 5-year phase out of the program.

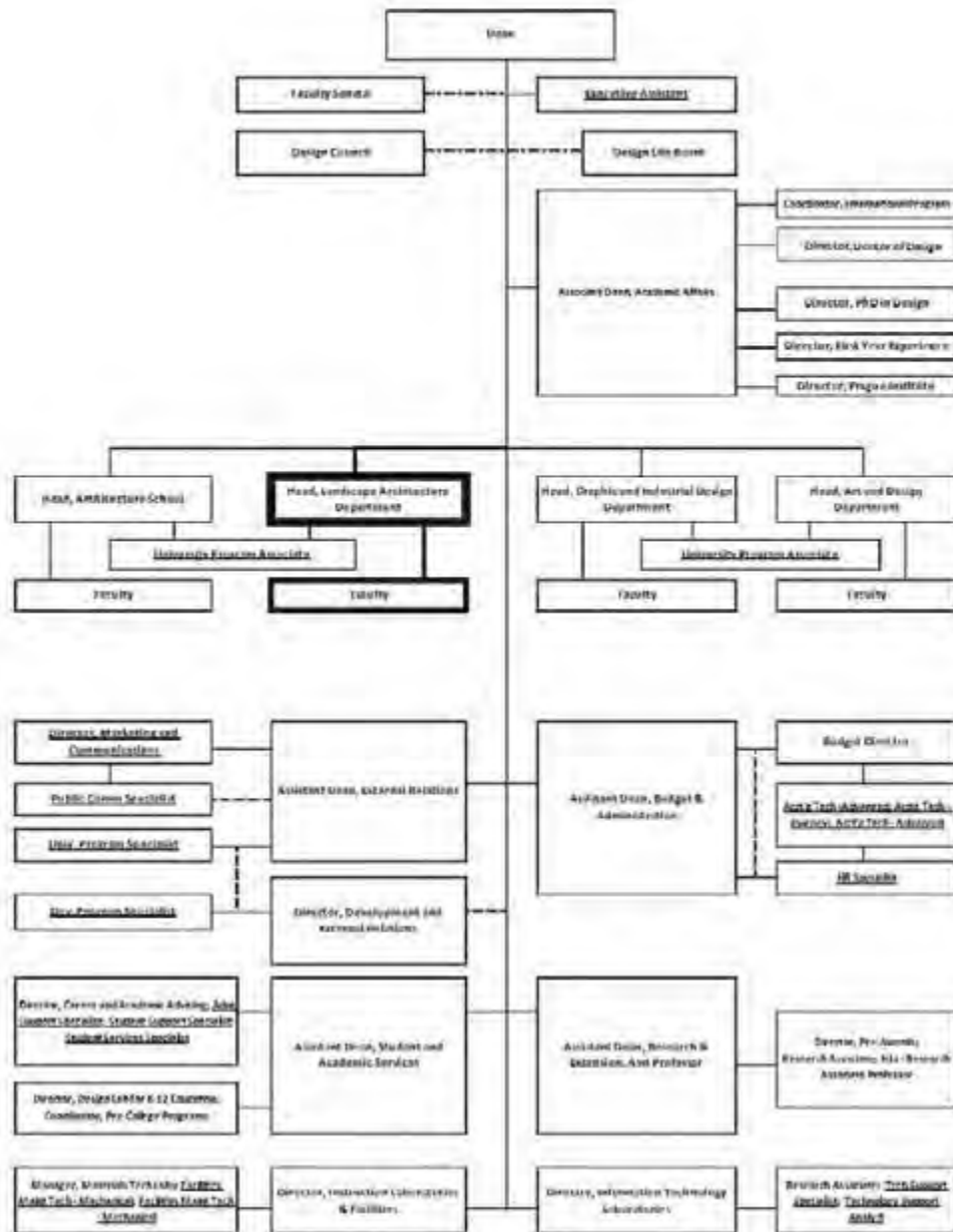
The Department of Landscape Architecture has representation on all of College of Design standing committees: Faculty Council; Admissions; Undergraduate Courses and Curriculum; Graduate Studies; and Research, Extension and Outreach. During the past five years, landscape architecture faculty members have served as chairs of the Admissions Committee; the College Research, Extension and Outreach Committee; and the College of Design Faculty Council.

Members of the faculty serve on various University committees, including the Faculty Senate, the University Research Committee, the Extension and Community Development Committee, the Campus Planning Committee, the Physical Environment Committee, the University Open House Committee, the Tenure Committee, the University Council on International Studies and the State Employees Combined Campaign Committee.



Brooks Hall, College of Design

College of Design - Administrative Organization Chart - July 2015



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

Yes. The program administrator for the Department of Landscape Architecture is the department head.

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

As a separate department in the College of Design, the Department of Landscape Architecture has complete control over its teaching and operating resources. The College of Design funds college-wide resources such as the *Office of Research, Extension and Engagement* and the *Information Technology Lab*.

As the chief administrative officer of the school or department, the school director or department head conducts all periodic reviews of faculty performance and manages all reappointment, promotion, and tenure proceedings within the school or department. Their perspective comprises resource availability and allocations, assurance of a consistent and fair review process, and maintenance of the school or department's academic mission, and provides a unique position from which to formulate an individual recommendation on all RPT actions.

The department head is responsible for guiding each faculty member through the process; for giving clear information to the faculty member about progress toward promotion and tenure in each annual review; for assisting the candidate in preparing the dossier; for notifying all members of the faculty and the RPT Committee of the date and time of the candidate's public presentation; for seeing that promotion and tenure reviews in the school or department proceed on schedule; and for informing the candidate of the recommendations of the department head and assessment of the Departmental Voting Faculty.

Following is the official description of the *Department Head* position:

NC State College of Design, Role of the Academic Unit Head

Dean's Statement, Academic Unit Head 12-month Appointment

This document has been prepared to clarify the position of the Academic Unit Head within the College of Design. The Academic Unit Head works under the oversight of the Dean who primarily serves as a senior administrator within the College. While the Dean is responsible for the implementation of policies and programs, it is the Academic Unit Head, as a senior faculty member with related faculty duties and administrative responsibilities, who must see to the direct implementation of such policies through consultation with the senior members of the respective faculty. The academic unit head must therefore serve in the following roles.

Student Constituency:

- *Senior Faculty Advisor to Academic Unit Students: Represent Academic Unit Policies to Students; Advise Academic Unit Specific Student Clubs*

Faculty Constituency:

- *Senior Faculty Position with Teaching Responsibilities: Maintain a teaching assignment commensurate with the ongoing responsibilities of academic unit operations in consultation with the Dean.*
- *Faculty Assignment Oversight: Schedule, Set Agenda and Conduct Regular Academic Unit Meetings*
Appoint Academic Unit Committees
- *Responsible for Academic Unit Specific Programming*

- *Responsible for Curricular Matters*
- *Responsible for Review, Reappointment, Promotion and Tenure Monitoring and Mentoring: Annual Report and Statement of Mutual Expectation development and monitoring Faculty Mentoring*
- *Responsible for Academic Unit Specific Accreditation Procedures*

Administrative Constituency:

- *Academic Unit Representative to the College Administrative Council*
- *Senior Faculty Advisor to the Dean*
- *Responsible for Academic Unit Specific Management:*
 - Maintain Year-round Administrative Appointment following University Holiday Schedule*
 - Represent and Administer University and College Policy to the Faculty*
 - Administer Academic Unit Faculty Appointments*
 - Administer Academic Unit Budgets*
 - Administer All Academic Unit Scheduling*
 - Coordination of Academic Unit Activities with Appropriate College Administrators*
 - Oversight of support staff in consultation to Dean's Executive Assistant*
- *Advisor to the Dean on Faculty Appointment Matters:*
 - Recommend Faculty Appointments*
 - Advise the Dean on Faculty Performance Matters*
 - Advise the Dean on Faculty Salary Decisions*

Alumni and Professional Constituency:

- *Academic Unit Representative, in Collaboration with the Dean, to Academic Unit Specific Alumni and Professional groups*
- *Works in collaboration with the Dean on Academic Unit and College Related Fund Development Activities*

Closing: *The roles of the Academic Unit Head and the Dean are mutually supportive. Each must work to assist the other to achieve the aspirations that are brought into a position. Personal communication between the two individuals is absolutely necessary in order to nurture and sponsor new ideas as well as to secure what is working well within the program. The Dean depends on the Academic Unit Head to act as a senior advisor for College policy while also expecting that the Academic Unit Head will implement policy established by the Dean or the related College Administrative Council. The relationship between the Dean and the Academic Unit Head is a professional relationship based on trust.*

B. Institutional Support

- 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?**

Like many other state institutions in the state, funding at NC State University has been affected by the economy. Even in the face of budget tightening over the past few years, the Department has been able to modestly increase faculty salaries and has had funds to support field trips and other special events. The LA Department has a voice in the operation and funding of all College-wide facilities. Overall funding, in spite of the recent Great Recession, has been sufficient due to strategic planning efforts, to meet the operational needs of the MLA program; efforts are continually expended to expand scholarship resources to attract more and support and retain more students.

2. What are student/faculty ratios in studios? How are student faculty ratios influenced by the program? What is considered normal?

Student faculty ratios within the College and Department vary according to certain course categories. Large lecture classes (e.g., History) of 40 to 50 students are typically taken by the students in all departments of the College. Where classes exceed 20 students, the department typically provides one paid teaching assistant. In addition, the instructor may retain any number of other non-paid teaching assistants who receive academic credit within the context of LAR 685, *Teaching Assistantship*. The instructor of the class mentors teaching assistants; they learn and engage practical experiences in curriculum development, grading, course delivery, and evaluation.

Seminar classes typically range from 12 to 20 students meeting with one instructor. The instructor in this situation may also utilize teaching assistants who assist with delivery of the course. Students provide feedback about courses formally in the context of the *Student Course Evaluations* and informally as directed in conversations with faculty, students, and program chairs. The LA faculty discuss class ratios and course delivery issues during its faculty meetings and retreats. When necessary and appropriate, adjustments are made to limit course enrollments, offer courses on a more or less frequent basis, or revise methods of delivery in order to maximize learning effectiveness and student productivity.

The standard studio size in the College of Design is generally 12-15 students. If studio enrollment exceeds 15 students, another section may be created, or another instructor may be added, or one or two advanced graduate students may be retained as teaching assistants to assist the faculty member in charge of a large studio. The decision about how best to manage larger studios is based on the nature of the studio, student demographics within the studio, and available funding. Interdisciplinary studios typically involve one faculty member from each discipline.

The design studio is a unique and powerful venue for learning. **It is viewed as the integrative place where various approaches of design thinking are applied to core and emerging themes of the profession through the carefully crafted design projects that students develop.** The contributions of the practitioners have had a consistent and increasing positive impact in the *Landscape Architecture Mentor Program*. We frequently find mentors in the studios working with students during, before, or after official class times.

The various assessment measures described in Sections 1, 3, 4, and 5 of the SER are used by the faculty and students to determine the impact of student faculty ratios by qualitatively assessing actual learning experiences and outcomes.

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

This is a challenging question as we continually seek increased funding to support student recruitment, meritorious performance, and retention. That said, we have limited funding in the form of the *Graduate Student Support Plan (GSSP)*, sponsored scholarships, and teaching assistant ships as follows:

Graduate Student Support Plan (GSSP): This is a highly competitive merit based package, funded by the State legislature, awarded on a semester by semester basis, up to 4 semesters, to recruit and support continuing full time master's students. It consists of payment \$3,100 (teaching or research

assistantship) + tuition + health insurance. The department is responsible for allocating \$3,100 from its state budget; the university funds tuition and health care. In 2014-5, the Department of Landscape Architecture, awarded 18 GSSP packages. This year, 2015-16 we anticipate awarding 23 GSSP award packages.

NCASLA Award: Award amount: \$1,500: Awarded competitively to graduate student(s) working toward a Master's degree in Landscape Architecture. Upon announcement of the competition, applicants must express their interest in writing to the Landscape Architecture Department Head. Applicants must have completed 18 semester hours in the Masters of Landscape Architecture program with one to three semesters remaining and maintain GPA in the top one-third of those eligible. Required submittals include a visual presentation of three representative projects, a resume and a possible interview with the jury. Selection is made by a five-member jury, appointed by current president of NC ASLA at its spring meeting. The "Jury" consists of: 2 faculty members of the Landscape Architecture Department, the president of the NC ASLA and 2 members appointed by the president. Announcement of the award to be made at the department's annual awards ceremony and at a meeting of the NC ASLA.

Wendy L. Olson Fellowship Enhancement Endowment for Public Service

Endowed: Masters students in good standing

Donor: Brian Dodge

Award Amount: Varies

Students who apply for the Olson Fellowship must include a portfolio and proposal for a public service project they would like to complete. The application should also include an essay, limited to one page, explaining what the environmental impact of the project will be and its benefit to the public. Preference will be given to projects undertaken on the behalf of local government, public agencies, and non-profit or charitable organizations. The department chair will make final approval of the fellowship recipient. If an award is not made, the funds will be reinvested into the ENDOWMENT.

Landscape Architecture Scholarship

Endowed: Open

Donor: The Department of Landscape Architecture

Award amount: \$2,000

The scholarship recipient must be a full-time graduate or undergraduate Landscape Architecture student in good academic standing. The recipient will be selected by the Head of Landscape Architecture, or his or her designee(s), in accordance with the procedures for awarding scholarships/fellowships. This award may be made to the same student more than once.

Land Design Scholarship in Landscape Architecture

Endowed: Undergraduate w/3 studios

Donor: LandDesign, Inc.

Award amount: \$600

The scholarship recipient must be an undergraduate student(s) enrolled in the Landscape Architecture curriculum at the NC State University College of Design. This scholarship will be made available each year by application to students who have completed at least three studios in the Landscape Architecture curriculum, and will be awarded by the Landscape Architecture faculty according to established procedures for awarding merit-based scholarships. One or more representatives of the LandDesign firm will be invited to participate in the selection process. The

recipient must be enrolled in the College of Design, maintain a GPA of 3.0 or better, and carry a full course load for continued eligibility each semester. The scholarship may be awarded to the same student more than once; however, he or she must reapply for the scholarship each year.

Rodney Swink and Juanita Shearer-Swink Landscape Architecture Graduate Student Award

Building to Endowment with an Income Account -Graduate

Donor: Rodney Swink and Juanita Shearer-Swink

Award amount: \$950

This endowment will be used to provide awards for graduate students enrolled in the Department of Landscape Architecture in the College of Design at NC State University. Awards from this endowment shall be made to one or more students, for one year and should be used to recruit top students to the Landscape Architecture program. Awards shall be made by the Dean of the College

Charles and Marjorie Strauss-Flink Endowment

1. Provides funding to benefit the Department of Landscape Architecture in the College of Design at NC State University. Distributions from the Fund will provide an annual award to a full-time faculty member within the Department of Landscape Architecture, whose activities in teaching, research, advising, or service to the landscape architecture profession significantly enhance the department, as determined by the Head of the Landscape Architecture Department, or his or her designee. This endowment may be funded through lifetime gifts and/or testamentary gifts. Right now; it will be fully funded once they have passed; the Faculty award will be at least \$10,000 a year.

2. **Charles and Marjorie Flink Fund for Excellence in Landscape Architecture** - Distributions from the Fund will be used, at the discretion of the Head of the Department of Landscape Architecture, to provide support for academic programs that support landscape architecture education. This endowment may be funded through lifetime gifts and/or testamentary gifts. Right now it will be fully funded once they have passed; the Excellence award will be at least \$10,000 a year.

3. **Charles and Marjorie Flink Fellowship Endowment in Landscape Architecture** - Distributions from the Fund will be used to provide fellowship support to one or more graduate students, as determined by the Head of the Landscape Architecture Department, or his or her designee, to best meet the needs of the department and in accordance with the established procedures for merit-based graduate awards; student need may also be a consideration. The recipient must be enrolled full-time in a Master of Landscape Architecture program. Awards shall be for one academic year and may be renewed if the student remains eligible for a merit-based award.

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

Yes.

C. Commitment To Diversity

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

http://www.ncsu.edu/policies/campus_environ/non-discrimination/REG04.25.1.php

http://www.ncsu.edu/equal_op/harassment.html

It is the policy of the State of North Carolina to provide equality of opportunity in education and employment for all students and employees. Accordingly, the university does not practice or condone unlawful discrimination in any form against students, employees or applicants on the grounds of race, color, religion, creed, sex, national origin, age, disability, or veteran status. Nor does the university allow discrimination on the basis of sexual orientation, with respect to internal university matters that do not contravene federal or state law and that do not interfere with the University's relationships with outside organizations, including the federal government, the military, ROTC, and private employers.

Discrimination based upon race, color, religion, creed, sex, national origin, age, disability, veteran status, or sexual orientation is in violation of federal and state law and North Carolina State University policy, and will not be tolerated.

Retaliation against any person complaining of discrimination is in violation of federal and state law and North Carolina State University policy, and will not be tolerated.

North Carolina State University will respond promptly to all complaints of discrimination and retaliation. Violation of this policy can result in serious disciplinary action up to and including expulsion for students or discharge for employees.

Disciplinary action for violations of this policy will be the responsibility of the dean or director, supervisor, or Office of Student Conduct as may be appropriate in accordance with applicable procedures.

North Carolina State University hereby affirms its desire to maintain a work environment for all employees and an academic environment for all faculty and students that is free from all forms of unlawful discrimination and free from discrimination which is otherwise prohibited by university policy or regulation. Unlawful discrimination is completely incompatible with the values and goals of North Carolina State University and will not be tolerated. North Carolina State University strives to maintain an environment that supports and rewards individuals on the basis of such relevant factors as ability, merit and performance.

NC State University has affirmative action procedures that govern the hiring of all personnel. In addition, the College of Design has an assistant dean for administration who acts as the unit affirmative action officer. She reviews all hiring procedures and must sign off on the actions of the hiring unit at specific points in the process. She also acts as the college's African-American coordinator, working with the department heads to recruit and support minority students in their design education.

The composition of the regular Landscape Architecture Department faculty includes one Hispanic male (tenured associate professor), one African-American male (tenure track assistant professor), one female tenure track assistant professor, and one female (teaching assistant professor.) Within the current ranks of adjunct professor appointments there are three females.

D. Faculty Participation

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

As regards the allocation of resources:

1. In the spring of each year, the deans and department heads meet in **Administrative Council** to discuss the upcoming budget cycle and review the allocation of funds. Following these meetings, the dean allocates state funds to each department relative to departmental size and any special considerations that were agreed on in Administrative Council.
2. Department allocated funds include tenured and tenure-track faculty salaries and an allocation of part-time salary money to be used to support visiting lecturers and some teaching assistants. In addition, the Department receives an operating budget, based upon lapsed salary dollars from vacant positions, that is intended to cover teaching expenses, faculty and student travel, copying costs, and department-specific supplies. Items covered by the college's general operating budget include phones, networking, postage, general supplies, furniture, and maintenance, the operating costs of labs and computers, and funds for a school-wide lecture series. The department may move money from personnel lines to operating lines. Graduate students pay premium tuition fees in addition to regular tuition fees. Funds from *Premium Tuition Fees* may be used to enhance educational delivery expenses such as visiting lecturers, critics, studio resources/supplies, student travel, teaching assistantships, and field trips.
3. The Department of Landscape Architecture holds bi-weekly faculty meetings to discuss all aspects of the department's activities, including financial issues. Any special financial considerations that were agreed upon in Administrative Council are reported to the faculty. The faculty provides input on program resource allocation. The faculty is encouraged to discuss allocations both with the head of the department and directly with the dean.

Landscape Architecture faculty are involved in the development and implementation of policies and procedures and at three levels: Department, College, and University.

Department Level: At the Department level faculty are responsible for policy development that pertains to specific issues related to academic affairs such as: curriculum, courses, student evaluation/grading, lecture series, faculty searches, including approval of honorarium instructors, student awards, admissions, and student advising. In the interest of transparency, the department head involves the faculty on issues related to budgetary resources and matters potentially affecting the department via the college or university. At present budget management resides in the Office of the Dean and involves the College's Administrative Council and department heads.

College Level: At the College level faculty from all the departments participate and share in the responsibilities for the development and implementation of policies pertaining to: budget priorities, academic affairs, faculty affairs, the PhD Program, information technologies, external relations, and undergraduate affairs. Principles and an operational structure for shared governance that includes the College administration and the faculty is set forth in the *By-Laws of the College*. Landscape Architecture faculty serve on the various college-level committee, participate and vote in all-college faculty meetings, and otherwise share in college governance responsibilities as set forth in the *College By-Laws*. (Please see SER Appendix to see copy of the College of Design By-Laws)

University Level: Currently there are 23 University Standing Committees. The chancellor appoints members of each of the *University Standing Committees* at the beginning of each academic year. The *Committee on Committees* provides the chancellor with recommendations concerning the composition and charge for each committee, its chair, and its faculty, staff, and student members.

These recommendations are in part based on voluntary expressed preferences, on a general principle of rotation, and, whenever appropriate, on representation by academic colleges or special constituencies. In most cases one of the faculty members on a University Standing Committee is also a liaison to the Faculty Senate.

The Faculty Senate, Staff Senate, and Student Government each recommends its constituency to the Committee on Committees for recommendation to chancellor. The University Standing Committees are advisory to the chancellor unless otherwise noted in the charge. At the end of each year, each committee submits an annual report.

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

Yes.

The administration of NC State University encourages the faculty of the Department of Landscape Architecture and the College of Design to review criteria and procedures for annual evaluation, promotion, and tenure of the faculty. This past year, for example, the Faculty Senate of the College of Design, undertook a comprehensive review of the College's post tenure review policy and recommended changes to the dean and administrative council. Two years ago, a similar Faculty Senate task force reviewed and recommended modifications to the faculty *research buy-out policy*. These recommendations have subsequently been adopted by the college as a matter of policy.

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

The Department of Landscape Architecture and the College of Design follow general University policies and procedures related to academic rank, promotion and tenure, consulting opportunities, professional practice leaves of absence, sabbaticals, travel, insurance, and retirement. Faculty regularly receive mentoring and participate in annual performance reviews including assessments of colleagues being evaluated for reappointment, promotion and tenure and post tenure review.

The following information is taken from the NC State University Web Page that contains *Policies, Regulations and Rules* that states expectations for and roles of the faculty. The reader is directed to this web page to access the entire volume:

http://www.ncsu.edu/policies/governance_admin/gov_gen/external_prof_activity.php

Introduction: *The primary objective of faculty evaluation must be the professional development and fulfillment of each individual faculty member. Decisions regarding faculty reappointment, promotion, and tenure, therefore, are among the most important in the life of an academic community. These*

decisions are determined on the basis of the performance and record of the faculty member and are considered in an ordered and deliberate review process. The tenured faculty have the responsibility and duty to equitably and consistently apply the criteria set forth in this regulation. The Dean, school director, department chairs, and other university administrators have a perspective on the process from the standpoint of clarity and adherence of each review to the process, available resources, and contribution of the individual to the college and the university. Individual faculty performance will vary in content and focus as determined by their statement of mutual expectations.

This rule describes the criteria and procedures for reviewing faculty in the College of Design and is supplemental to and consistent with the university Academic Tenure Policy. The roles and responsibilities of the candidate, the reviewing faculty, and appropriate administrators are set forth along with the sequence of events which articulate the process.

Areas of Faculty Responsibility: *The major responsibility of the College of Design's academic school and departments is to provide education programs of the highest quality, and the faculty evaluation process is closely linked to this responsibility. Teachers and programs alike cannot remain on the leading edge of professional education unless they are rigorously and objectively evaluated.*

Faculty cannot remain constructive forces in their field unless they continue to learn and grow. The avenue for learning and growth is scholarship and service. The Faculty's active participation in scholarship and service responsibilities is essential to their contribution to the College mission.

E. Faculty Numbers

1. Does an academic unit that offers a first professional program have a minimum of 5 fulltime faculty who hold professional degrees in landscape architecture?

Yes.

The following 6 people hold full time appointments and have professional degrees in landscape architecture:

Professor Gene Bressler, BLA, MLA
Professor Art Rice, BLA, MLA
Associate Professor Kofi Boone, MLA
Associate Professor Andy Fox, MLA
Associate Professor Fernando Magallanes, BSLA, MLA
Teaching Assistant Professor Carla Delcambre, MLA

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

Yes. In addition to the aforementioned faculty members the following individuals are on the landscape architecture Faculty

Professor Robin Moore
Assistant Professor Celen Pasalar, PhD
Research Associate Professor Nilda Cosco, PhD

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

Yes. Please see Section 1.D.1

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

The number of faculty which includes both tenure, tenure track, fixed appointment faculty, and adjunct faculty (referred to as "Professors of the Practice") is currently adequate to achieve the program's mission and goals. This will be re-evaluated as enrollments in the first professional degree and post professional degree programs increase as projected in the coming years.

3. Professional Curriculum

3. PROFESSIONAL CURRICULUM

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

- a. In addition to the professional curriculum, a first professional degree program at the bachelor's level shall provide an educational context enriched by other disciplines, including but not limited to: liberal and fine arts, natural sciences, and social sciences, as well as opportunities for students to develop other areas of interest.
- b. In addition to the professional curriculum, a first professional degree at the master's level shall provide instruction in and application of research and or/scholarly methods.
- c. A first professional degree at the master's level that does not require all students to have an undergraduate degree before receiving the MLA shall meet the requirements for a and b.

INTENT: The purpose of the curriculum is to achieve the learning goals stated in the mission and objectives. Curriculum objectives should relate to the program's mission and specific learning objectives. The program's curriculum should encompass coursework and other opportunities intended to develop students' knowledge, skills, and abilities in landscape architecture.

State whether paragraphs a, b, or c (above) are relevant to this review: b

A. Mission and Objectives

1. How does the curriculum address the program's mission, goals, and objectives?

The program of study prepares students to enter the profession of landscape architecture as it has been and is currently practiced. It prepares them, by virtue of our emphasis on design thinking, to engage and lead the profession into the future as it necessarily evolves in response to the needs and requirements of society.

The curriculum is designed to fulfill the program's mission and each of the following objectives:

1. To develop excellence in design processes and skills that lead to the creation of landscapes of benefit to society and the environment.
2. To learn, develop and apply the core content of the profession that includes landscape architectural history, theories and precedents, technologies and materials, natural and cultural systems, and communications and inquiry media.
3. To learn and apply methods to engage independent research and design investigations based upon rigorous, original, and creative thinking, which lead to the completion of a definitive self-directed design project or advanced design studio laboratory project.
4. To acquire a working knowledge of the institutional framework within which the design process

occurs.

5. To engage in service activities using methods that apply to and extend course work, research and creative work to real world situations.
6. To acquire technical knowledge, skills, and tools necessary to assess natural systems, and apply the creative use of design to innovate.

Within the context of NC State University's land grant mission, the MLA program fosters an individual's sense of responsibility to society as a steward of the cultural and natural environment. Graduates of the MLA program understand the profession of landscape architecture, its role in society, and their potential role in the profession.

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

Our **Core Values** reflect the passions of students, faculty and the design community concerning interdependence of human health, wellbeing, and the ecological health of the land – and understanding the consequences of human actions on the land.

- **We are committed to understanding the consequences of human action on the land and to responding with community-based design strategies and solutions;**
- We are dedicated to teaching, research, and engagement activities that inspire and to lead **design processes** respectful of human interdependence within plural social, ecological, and economical systems; and
- We share a sincere appreciation for each student and for one another predicated upon understanding that students learn to **design** in different ways through learning processes built upon each student's unique interests and capabilities.

The knowledge, skills, abilities, and values it delivers and expects students to possess at graduation reflects the influences and contributions of faculty, the involvement of the professional community, and the imperatives of society that require innovative and resilient solutions for landscape situations focused on human and ecosystem health, social equity, and quality of life. Specific curriculum and course content and content delivery is continually evaluated and revised in response to new knowledge and practices evolving from the research activities and professional practices, and our relationships with external constituents and stakeholders.

The program's faculty identifies the knowledge, skills, and abilities that students are expected to possess upon graduation and which reflect our collective understanding and valuing of the precedents and change agents as the imperatives for assessing learning outcomes. This MLA program has been in "business" for over 65 years and has undergone several accreditation processes and reflective self evaluation processes that have enhanced the program content and delivery. The current curriculum builds upon previous experiences and iterative changes. The faculty, who as individuals studied at many schools at various times, bring their own sensibilities and views about landscape architectural education. As faculty and students come and go, so do ideas about what the program ought to require of students upon graduation. Everyone's perception of the growing body of knowledge and capability of the discipline and profession of landscape architecture requires the program to continually re-evaluate,

reinvent, and re-package itself -- to be *agile*. The views of the faculty along with those of our students, alumni, local practitioners, our external advisory council, and other constituents, influence program content, delivery, and the lenses through which outcomes are assessed.

To accomplish this, three fundamental questions are asked:

Has the student learned and developed competence in the theoretical, technical, and artistic bodies of knowledge required to enter professional practice as presently known?

Are graduates imbued with the ideas, skills, and motivation necessary to successfully and responsively engage current and future landscape issues and challenges?

Is the graduate motivated to continue learning in order to challenge current paradigms, advance the strategies, methods, and skills of the field, and engage emerging questions of and relationships between land, landscape, people, and culture?

The design of the professional curriculum insures students meet all LAAB performance criteria via the Program's learning objectives, such that they:

- **Demonstrate competence in the execution of design processes and product deliverables.**
This includes the execution of strategies, methods, and skills to required to study, synthesize, experiment with, make and evaluate design precedents, landscape design, and design processes;
- **Learn and extend core themes of the profession.**
This includes the understanding of Landscape Architectural theory and precedents, technologies and materials, natural and cultural systems, and communications and appropriate media to inform and develop one's ideas, to convey one's values, and to criticize one's work;
- **Demonstrate a working knowledge of the institutional framework within which the design processes occur.**
This includes acquisition of the skills required in professional practice, including management, leadership, marketing, ethical conduct, and legal issues; and
- **Engage service in ways that apply and integrate course work, research, and creative works to real world situations.**
This includes recognition of opportunities for and the ability to implement, demonstrate, communicate, and evaluate ideas and skills in ways that provide measurable benefits.

B. Program Curriculum

1. How does the program curriculum include coverage of:

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

The outcomes based curriculum consists of sequential design studios, lecture and seminar courses, and research and elective opportunities:

- Core topics, theories, precedents, technologies, and skills of the profession delivered in the lecture and seminar courses are applied and developed in design studio venues having specific learning objectives and anticipated learning outcomes.
- Sequencing is designed to effectively utilize faculty resources and budgets, and facilitate student access and educational opportunities.
- **Curriculum integration occurs because of deliberate internal coordination efforts by the program faculty.** The structure of the curriculum provides opportunities to collaborate, offer, and test new courses that respond to timely interests of faculty, students, the college, and the university.

The curriculum is divided into two parts.

- The first year and a half is highly structured to insure that all students are grounded in the fundamentals of landscape design, ecology, site works, history, and design communications.
- The second half of the curriculum provides opportunities for **advanced study and research** in the core areas that include: landscape architectural theory and criticism, research and strategic thinking, planning, professional practice and ethics, international study, the undertaking of advanced topical faculty-directed inquiry based design studios or a self-directed inquiry based design project, the taking of design studios and/or courses offered by other academic units in the College and University, and free elective courses. In addition, all MLA students are required to sit for a faculty-managed formal *MLA Oral Examination* in their last semester of study.

As nice and neat as the curriculum appears to be, not all students matriculate in exactly the same way depending on when they actually entered the program and if prior course work qualifies them for advanced standing. We, therefore, commit to providing students with **recurrent advisement** to inform each student's matriculation strategy within the context of the program's curriculum. All MLA students receive individual and group advising at least twice annually throughout their tenure in the program. In addition, in the fall of their second year, students participate in a required *Progress Towards Degree Advising Review* with the department head/director of the LAR graduate program (DGP) in which to reflect upon their academic performance and discuss both immediate and longer-term academic matriculation and career plans. Rising third year students are required to meet with the department head/DGP to review their plans of work and other procedures required for graduation.

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

- **The summer session prior to the first year of study:**

Entering students begin studies with the start of the second summer session. Advised elective courses include:

LAR 533*, *Landscape Architecture Design Foundation* (3 credits),
LAR 510*, *Landscape Architecture Drawing* (3 credits), and
LAR 515*, *Introduction to Digital Design Applications* (2 credits).

**Note: These are “advised electives” recommended on an individual student basis since some entering students may have already completed courses in these areas*

- **First year**

First year courses provide an introduction to landscape architectural design, site planning and design, history and theory, and technical site works. (Note: landscape architecture practitioners actively and frequently participate in the the delivery of these courses by providing criticism and mentoring, delivering lectures, leading field trips to project sites, and attending reviews. Instructors work together to ensure deliberate and thoughtful coordination and integration of material delivered, project assignments, pin up/reviews, and quizzes.)

In the fall semester, students take:

- LAR 501, *Introduction Design Studio* (6 credits)
- LAR 520, *Landscape Dynamics*, (2 credits)
- LAR 444, *History of Landscape Architecture* (3 credits)
- LAR 516, *Digital Design Media Workshop* (1 credit)

This is followed in spring semester with:

- LAR 502, *Site Planning and Design Studio* (6 credits)
- LAR 527, *Landform, Grading and Site Systems* (3 credits)
- LAR 525, *LA Field Studies* (1 credit)
- LAR 517, *2D/3D Representation and Modeling* (2 credits)

During the summer following first year, rising second year students take LAR 528, *Landscape Architecture Construction Materials and Methods* (3 credits), and the LAR 523, *Landscape Architecture Plant Identification* (2 credits) and LAR 524, *Plants and Design* (2 credits) couplet.

By the end of the first year of study (summer, fall, spring, and summer) students will have been exposed to and, hopefully, will have learned the material that will enable them to apply their knowledge of site planning and design and site works in the forth coming LAR 503, *Design Development and Construction Documentation* (DD/CD) studio in the fall semester of second year.

- **Second year**

Second year courses build depth upon the content and lessons learned during the previous semesters, and deliberately position students for advanced studies and research.

In the fall semester students take:

- LAR 503, *Design Development and Construction Documentation* studio (6 credits) in which they develop a project from concept through to construction plans and details
- LAR 514, *GIS Applications in Landscape Architecture* (3 credits)
- LAR 540, *Research and Strategic Thinking* (3 credits)

This means that by the end of second year, fall semester the students will have completed the fundamental landscape architectural practice “compulsories” that would enable one to seek and obtain part-time employment or an internship with many professional firms and launch into the second half of the curriculum for advanced course work and research.

In the spring students take LAR 534, *Landscape Architecture Theory and Criticism* (3 credits) and an advanced design studio. Studio choices include faculty delivered LAR 675, *LA Advanced Topics Design Studio* (6 credits), LAR 676, *LA Design + Build* (6 credits), or a design studio offered by another College of Design department – architecture, graphic design, industrial design or art and design (6 credits).

Note: one - LAR 675 studio is required; a second LAR 675 studio may be taken in the third year of study.

In addition, students may take a *free elective* including one or more LAR 607, *Design Application Workshops* (1 credit each).

During the summer following second year, rising third year students may take available free elective courses, and/or undertake professional practice opportunities including internships, travel, or pursue other opportunities.

- **Third Year**

In the third year students have the opportunity to study abroad and take advanced design studios offered by the department or other departments or pursue independent scholarly design research, and take free electives.

Note: All MLA students are required to complete an International Design Studio (6 credits) within the College of Design's Prague or Ghana study abroad venues. It should also be mentioned that some students are not able to be away from their home in Raleigh for an extended period. Alternative arrangements are developed for those students on an individual basis.

The College of Design offers two International study abroad venues. The Ghana studio, offered in alternate years, is typically delivered during the summer session immediately preceding third year. The *International Design Studio in Prague* is delivered annually each fall semester. While in Prague students typically take 6 credits of studio and up to 6 credits of free elective courses which may include seminars delivered by the School of Architecture. The School of Architecture also delivers 2-3 design studios in Prague during the fall semester. Discussions are currently underway to develop at least one interdisciplinary landscape architecture/architecture design studio open to students from both departments.

Students who have elected to take the summer Ghana studio may, in third year, fall semester, take an advanced landscape architecture topics studio or a design studio offered by another College of Design department – architecture, graphic design, industrial design or art and design (6 credits) and *free electives* including one or more *Design Application Workshops* (1 credit each).

Third year, spring semester is typically the final semester in the 84 credit hour First Professional MLA program. During this semester, students take LAR 550, *Landscape Architecture Professional Practice* (2 credits) and LAR 545, *Community Design: Landscape Architecture, City Planning and the Public Realm* (3 credits) AND one of three advanced studio options. Studio options include an LAR 675, *Advanced Landscape Architecture Topics Design Studio* (such as the interdisciplinary City Design or Coastal Dynamics studios delivered jointly with architecture), LAR 676, *LA Design + Build Studio*, or LAR 679, *Design Research Project*.

Note: Policies describing requirements for LAR 679 are delineated in SER Section, page 19.

MLA Oral Examination:

Finally, all MLA students in their final semester take the **MLA Oral Examination** in accordance with the policies of the Graduate School. This exam, written by the landscape architecture faculty, is intended to validate the students' understanding and competence in applicable situations requiring critical design thinking processes. (The questions are prepared by the LAR faculty and distributed to the students approximately 30 days in advance of the presentation.) Responsibility for implementation and compliance of the *MLA Oral Examination* with the NCSU Graduate School resides with the department head/director of the LAR Graduate Program (DGP).

The *MLA Examination* is “public” meaning faculty, students, and others are welcome to observe. A minimum of three landscape architecture graduate faculty hear the presentations and ask questions to which the students will respond. In the event a student concurrently seeks a minor in another discipline, a faculty member from that discipline will participate in the examination.

The *MLA Oral Examination* consists of two parts: Presentation and Defense. The exam presentation is formal in the sense that the student is expected to give a verbal and graphic presentation that responds to each of the 2 questions. Students are given 20 minutes, 10 minutes to deliver a verbal and graphic presentation to each of the 2 questions. The questions expect students to reflect upon, apply, and communicate a significant body of knowledge and skills learned during their tenure as graduate students in the MLA program. Following this presentation, students are given up to 20 minutes to respond to questions and comments delivered by the LAR faculty and others attending the Examination. Upon conclusion of the *Examination* the LAR faculty convenes for approximately 10 minutes to discuss and grade the examination. The LAR department head/ DGP then informs the student about their exam performance and completes and transmits all required documentation and forms to the NCSU Graduate School for processing.

Following are the two MLA Oral Questions that were asked last year:

Question #1 (10 minutes): Landscape Imperative

Landscape architects have developed a body of knowledge with design theories and concepts that address important societal imperatives.

Identify one imperative as well as the theories or concepts that you find particularly important to both contemporary and future research and practices. Choose a topic that you are passionate about—the imperative should be an area of landscape architecture that you feel is a potential pathway toward your continued career development.

Explain how this imperative, and its associated concepts have been, or might be, applied in an actual design situation. Speculate on how the theories or concepts related to the imperative could be modified through future exploration, testing, and/or application. Provide evidence that describes the potential outcomes of the application and reflect on it's value.

Question #2 (10 minutes): Design Process

The County School Board, composed of local citizens from diverse backgrounds, must decide on which one of three identified sites to plan and design a new high school. There is considerable disagreement among the Board members about the issues surrounding final site selection.

Present to the faculty the complete site selection process that you, as a landscape architect, would

undertake to make the final site determination. Explain how your process would enable the Board to evaluate, prioritize, and select a site. Assume the board knows nothing about landscape architecture.

Deliver a presentation to the faculty** that explains your design values and design process for evaluation, prioritization, site selection, and resolving disagreements around this project. **Use your skills (drawing, visualization, critical thinking, and public speaking) as a landscape architect and provide tools needed for the board to make a defensible decision.

Following is a comprehensive description of the professional curriculum starting with the curriculum areas and associated credit allocations, the required and elective courses within each area, and the semester by semester curriculum display. A detailed discussion of the curriculum area sequences follows thereafter.

MLA First Professional Degree Curriculum Requirements

84 credit hours: 69 credit hours of required courses + 12 credit hours of free electives + 3 credits hours of *Design Application Workshops*)

Curriculum Area	Credit Hour Requirements	
Design Studios ^{1,2,3}	36 credits	LAR 501, 502, 503, 504, 675, + one required elective studio ^{1,2,3}
Design Application Workshops ⁸	3	LAR 607.XXX
Representation and Modeling ⁶	6	LAR 514, 516, 517 + advised elective course (summer first year) ⁶
Site Works	13	LAR 520, 523, 524, 525, 527, 528
History, Theory, and Criticism	6	LAR 530, 534
Research	3	LAR 540
Planning	3	LAR 545
Professional Practice	2	LAR 550
Free Electives	12	Choose from curriculum subjects areas, advised electives ⁶ , and/or free electives or an Advanced Design studio Lab option
total	84 credit hours	

Notes:

1. One LAR 675, *LA Advanced Topics Design Studio* is required and may be taken any semester after completing *LAR 503: Design Development Studio*.
2. Students may take a second LAR 675: *Advanced Topics Design Studio*, LAR 676, *LA Design + Build*, or LAR 676, *Design + Build*, or LAR 679: *Design Research Project* (upon approval by the department head or DGP) to fulfill the 6 studio requirement. *LAR 697: Design Research Project Independent Study is a prerequisite for undertaking LAR 679.*
3. *LAR 675 (6 credits): LA Advanced Topics Design Studio* will be offered fall, and spring semesters. It may be offered in the summer. This studio may be offered in 2-8 week blocks, 3 credits each, or 1-16 week block for 6 credits.
4. All 600 level courses are pass/fail; 500 level courses are letter-graded.
5. The *LAR 504 International Design Studio* requirement may be fulfilled in either the Prague or Ghana venues.
6. Advised electives^{ae} may count towards the 12 credit hour elective requirement. Credit *may be given* towards fulfillment of the MLA degree for courses previously with department head or DGP approval.
7. Credit *may be given* towards fulfillment of the MLA degree for courses previously taken from other venues with department head or DGP approval.
8. ***Design Application Workshops* totaling 3 credit hours are required. They are delivered in 1 credit hour modules and may be taken any time during the student's matriculation in the program.**
9. LAR 582 (graded) will be available for special topics courses.
10. Some elective courses TBD will be offered on alternate years

MLA First Professional Degree Curriculum Areas and Courses

(84 credit hours: 69 credit hours of required courses + 12 credit hours of free electives + 3 credits hours of *Design Application Workshops*)

Curriculum Area	Course Number	Credits	Course	Status
Design Studios 36 credits required: Required: 5-500 level studios, graded plus 1- 600 studio; pass/fail <u>plus</u> 1-60x level elective studio Additional Design Studio(s) may be taken as electives	Required Studios: Graded			
	LAR 501	6	LAR Introduction Design Studio	R
	LAR 502	6	Site Planning and Design Studio	R
	LAR 503	6	Design Development/ Construction Documentation Studio	R
	LAR 504	6	International Design Studio	R
	LAR 675	6	LA Advanced Topics Design Studio (Pass/Fail)	R
	Elective Studios: Pass/Fail			
	LAR 675 ⁴	6	LA Advanced Topics Design Studio	E
	LAR 676	6	LA Design/Build Studio	E
	LAR 679 ⁴	6	Design Research Project	E
Design Application Workshops 3 credits required Additional DAW may be taken as free electives	LAR 607	3	Design Application Workshops (Course subjects and sections will vary from semester to semester)	R
Representation and Modeling 6 credits required Additional Representation and Modeling may be taken as free electives	Required: Graded			
	LAR 510	3	Introduction to Landscape Architectural Drawing	AE
	LAR 514	3	GIS Applications in Landscape Architecture	R
	LAR 515	2	Introduction to LA Digital Applications	AE
	LAR 516	1	Digital Design Media Workshop	R
	LAR 517	2	2D/3D Digital Modeling and Representation	R
	Electives: Pass/Fail			
			To be determined	E
Site Works 13 Credits required Additional Site Works may be taken as free electives.	Required: Graded			
	LAR 520	2	Landscape Dynamics	R
	LAR 523	2	LA Plants Materials	R
	LAR 524	2	LA Planting Design	R
	LAR 525	1	LA Field Studies	R
	LAR 527	3	Landform, Grading, and Site Systems	R
	LAR 528	3	Construction Materials and Methods	R
	Electives: Pass/Fail or Graded (as noted)			
	LAR 620	3	Landscape Performance and Metrics	E
History, Theory, and Criticism 6 Credits required	Required: Graded			
	LAR 533	3	LA Design Fundamentals	AE
	LAR 444	3	History of Landscape Architecture	R
	LAR 534	3	LA Theory and Criticism	R
	Electives: Pass/Fail			

Additional History, Theory, and Criticism may be taken as free electives.	LAR 612	3	Contemporary Issues in Landscape Preservation	E
Research				
3 credits required Additional Research may be taken as free electives.	Required: Graded			
	LAR 540	3	Research and Strategic Thinking	R
	Elective: Pass/Fail or Graded (as noted)			
	LAR 542	3	Human Use of the Urban Landscape	E Graded
	LAR 630	3	Independent Study	E
	LAR 697	3	Design Research Project Independent Study	E
Planning				
3 credits required Additional Planning may be taken as free electives.	Required: Graded			
	LAR 545	3	LA, City Planning and the Public Realm	R
	Electives: Pass/Fail			
	LAR 546	3	The Landscape Imperative	E Graded
	LAR 647	2	Finding Community Consensus Through Deliberation	E
Professional Practice				
2 credits required Additional Professional Practice may be taken as free electives	Required: Graded			
	LAR 550	2	LA Professional Practice	R
	Electives: Pass/Fail			
	LAR 650	3	LA Internship	E
Other				
	LAR 582	1-3	Special Topics (graded)	E
	LAR 685	3	LAR Teaching Assistantship	E
Free Electives				
12 credits required²	Choose from curriculum subject areas, advised electives, advanced studio electives or courses offered by other academic units			

Notes:

1. One LAR 675, *LA Advanced Topics Design Studio* is required and may be taken any semester after completing LAR 503: *Design Development Studio*.
2. Students may take a second LAR 675: *Advanced Topics Design Studio*, LAR 676, *LA Design + Build*, or LAR 676, *Design + Build*, or LAR 679: *Design Research Project* (upon approval by the department head or DGP) to fulfill the 6 studio requirement. LAR 697: *Design Research Project Independent Study* is a prerequisite for undertaking LAR 679.
3. LAR 675 (6 credits): *LA Advanced Topics Design Studio* will be offered fall, and spring semesters. It may be offered in the summer. This studio may be offered in 2-8 week blocks, 3 credits each, or 1-16 week block for 6 credits.
4. All 600 level courses are pass/fail; 500 level courses are letter-graded.
5. The LAR 504 *International Design Studio* requirement may be fulfilled in either the Prague or Ghana venues.
6. Advised electives^{ae} may count towards the 12 credit hour elective requirement. Credit *may be given* towards fulfillment of the MLA degree for courses previously with department head or DGP approval.
7. Credit *may be given* towards fulfillment of the MLA degree for courses previously taken from other venues with department head or DGP approval.
8. ***Design Application Workshops* totaling 3 credit hours are required. They are delivered in 1 credit hour modules and may be taken any time during the student's matriculation in the program.**
9. LAR 582 (graded) will be available for special topics courses.
10. Some elective courses TBD will be offered on alternate years

MLA First Professional Degree Curriculum Semester Display

(84 credit hours: 69 credit hours of required courses + 12 credit hours of free electives + 3 credits hours of *Design Application Workshops*)

Summer			Fall			Spring		
First Year								
#	Cr	Course	#	Cr	Course	#	Cr	Course
XXX	X	University Culture Transition Course ^{ae}	LAR 501	6	LAR Introduction Design Studio	LAR 502	6	LA Site Planning and Design Studio
LAR 533	3	LA Design Fundamentals ^{ae}	LAR 444	3	History of Landscape Architecture	LAR 527	3	Landform, Grading, and, Site Systems
LAR 510	3	Introduction to LA Drawing ^{ae/lg}	LAR 520	2	Landscape Dynamics	LAR 525	1	LA Field Studies
LAR 515	2	Intro to LA Digital Applications ^{ae/lg}	LAR 516	1	Digital Design Media Workshop	LAR 517	2	2D/3D Digital Representation and Modeling
	3-9	Advised electives ^{ae}		12	Required Total		12	Required Total
Second Year								
LAR 528	3	LA Construction Materials/Methods	LAR 503	6	Design Development/Construction Documentation Studio	LAR 675 ¹	6	LA Advanced Topics Design Studio
LAR 523	2	LA Plants Identification	LAR 540	3	Research and Strategic Thinking	LAR 534	3	LA Theory and Criticism
LAR 524	2	Planting Design	LAR 514	3	GIS Applications in Landscape Architecture	FE	3	Free Elective/DAW ⁸
	7	Required Total		12	Required Total		9	Required Total
Third Year								
504	6	International Design Studio Ghana or approved eq (alternate years)	LAR	6	International Design Studio Prague (or approved eq).	LAR 545	3	LA, City Planning and the Public Realm (or approved eq)
						LAR 550	2	Professional Practice
FE	X	Free Electives/DAW ⁸	FE	x	Free Electives/DAW ⁸	LAR 6XX	6	Advanced Design Studio option ²
	6	Required Total		6	Required Total		11	Required Total

Total Program 84 credit hours: 69 credits required courses, 12 credits, free electives, 3 credits, Design Application Workshops

Notes:

- One LAR 675, *LA Advanced Topics Design Studio* is required and may be taken any semester after completing *LAR 503: Design Development Studio*.
- Students may take a second LAR 675: *Advanced Topics Design Studio*, LAR 676, *LA Design + Build*, or LAR 676, *Design + Build*, or LAR 679: *Design Research Project* (upon approval by the department head or DGP) to fulfill the 6 studio requirement. LAR 697: Design Research Project Independent Study is a prerequisite for undertaking LAR 679.
- LAR 675 (6 credits): *LA Advanced Topics Design Studio* will be offered fall, and spring semesters. It may be offered in the summer. This studio may be offered in 2-8 week blocks, 3 credits each, or 1-16 week block for 6 credits.
- All 600 level courses are pass/fail; 500 level courses are letter-graded.
- The LAR 504 *International Design Studio* requirement may be fulfilled in either the Prague or Ghana venues.
- Advised electives ^{ae} may count towards the 12 credit hour elective requirement. Credit *may be given* towards fulfillment of the MLA degree for courses previously with department head or DGP approval.
- Credit *may be given* towards fulfillment of the MLA degree for courses previously taken from other venues with department head or DGP approval.
- Design Application Workshops totaling 3 credit hours are required. They are delivered in 1 credit hour modules and may be taken any time during the student's matriculation in the program.**
- LAR 582 (graded) will be available for special topics courses.
- Some elective courses TBD will be offered on alternate years

2. How does the curriculum address the designated subject matter in a sequence that supports its goals and objectives? (Continued)

Curriculum Areas and Course Sequences

This section describes the MLA curriculum areas and the required and elective courses within each area: Design Studio; Representation and Modeling; Site Works; History, Theory, and Criticism; Research, Planning; Professional Practice; and Design Application Workshops.

The Department maintains a syllabus for each course. Included are the course description, statement of learning outcome objectives, course schedule and requirements, performance/grading policies, and readings. In addition, each semester a descriptive, more specific, and updated “Course Prospectus” is prepared for each course delivered and distributed to the entire faculty and student body. Courses are continually revised and improved in response to changes in practice, departmental resources and opportunities, and student needs.



1| The Design Studio Sequence – 36 credit hours required including one studio/semester abroad

The MLA curriculum requires students to complete six, 6-credit hour studios for a total of 36 credit hours. For the typical student, this means taking a studio in each of the six semesters in the first professional MLA program. Design studios are hierarchically sequenced. They introduce, deliver, and require the student to build understanding of and skills in specific content and application areas of design thinking, design theory, and design methods. Particular emphasis is on discovery and developing the ways and means associated with understanding landscape situations, the imperatives or problems to be addressed, the strategies for engaging these imperatives, and generating and evaluating alternative solutions. Content and methods developed within the subject area courses pertaining to media, history and theory, site works, research and professional practice are integrated within all studio venues at levels appropriate to specific studios.

Five studios are required. The sixth studio may be selected from a variety of options.

The five required studios include:

- LAR 501, (6 credits) *Landscape Architecture Introduction Studio*
- LAR 502, (6 credits) *Site Planning and Design*
- LAR 503, (6 credits) *Design Development/Construction Documentation*
- LAR 504, (6 credits) *LA International Design Studio*
- LAR 675, (6 credits) *LA Advanced Topics Design Studio*

The sixth studio can be selected from the following options:

- A second LAR 675 studio
- LAR 676, *LA Design + Build*
- LAR 679, *Design Research Project*
- *Swing Studio*: A studio offered by another discipline in the College with department head approval

Required Core Studios:

LAR 501, 6 credits, *Landscape Architecture Introduction Studio*: first year, fall semester.

In this first landscape architecture studio, students discover and explore ideas of landscape architectural design. Several studio projects serve as vehicles to learn concepts and methods associated with design thinking, place making, and representation. Various representational methods including drawing, physical, and computer modeling are learned and applied to explore site conditions, program relationships, scale, and place making. The studio introduces students to landscape architectural design by focusing on fundamental problem solving, and graphic concepts, methods, and skills that set the stage for more advanced studies.

Upon completion of this course students will be able to:

- Ask the questions that lead to informed decisions
- Evaluate and discuss one's perception of places and design ideas, particularly as related to context
- Enhance design visualization abilities that enable communication
- Apply a variety of intuitive and analytical methods used by landscape architects
- Reflect on "things learned"

The instructors provide a supportive environment for students to experiment with many alternative ways to solve a problem, evaluate their ideas, learn from their successes and errors, and evolve their own approaches to design. Students are strongly urged to work in the studio. "Design is something you cannot do in isolation."

LAR 502, 6 credits, *Site Planning, and Design Studio*: First year, Spring semester.

The *Site Planning and Design Studio* expands upon the ideas, practices, and complexity associated with creating landscapes responsive to the needs of people, site, and context. Upon completion of this course students will apply concepts and methods associated with site analysis, programming, and site planning and design are emphasized. A balance between rational and intuitive thinking is integral to the studio structure and project assignments. Central to studio investigations are questions that pertain to how landscapes are understood, represented, revealed, and transformed. This studio is delivered in conjunction with LAR 527, *Landform, Grading, and Site Development Systems*, LAR 525, *Field Studies*, and LAR 517, *2D/3D Representation and Modeling*.

Site planning processes taught include basic parameters for understanding a site, site analysis and its relationship to building program and site concept, and preparation of site plans. Synthesis of ecological, functional and aesthetic considerations through landscape suitability/opportunities/constraints modeling are applied. Students taking this class will be able to approach site planning and design, the opportunities and limitations presented by a site, and program development as an expression of the needs of a variety of land use types. Functional, market, and aesthetic considerations characteristic of specific land uses are reviewed. Assigned projects increase the student's understanding of site planning issues and problems at a variety of scales and programmatic complexity. Field trips and guest lectures are an integral part of the course.

The studio expects students to utilize and expand upon ideas of landscape ecology, landscape architecture history, site development (grading, drainage, storm water design and management) and hand and digital graphic media covered in the current and previous semesters.

LAR 503, 6 credits, *Design Development/Construction*

Documentation Studio: Second year, fall semester.

In this intensive studio, students are given a relatively small site, typically less than one acre, on which to develop a design for an urban open space. Upon completion of this course students will be able to refine their respective design proposals to a level sufficient to generate construction documents including grading, layout, and planting plans and an array of construction details. A teaching team consisting of registered landscape architecture practitioners and faculty deliver this studio. It builds upon the course work of the previous year. Practitioners are invited into the studio on at least two occasions to critique the students' work. In one of these sessions, known affectionately as the "Red Pen Crit," practitioners review a preliminary set of drawings with the students "redlining" areas needing correction and/or further refinement. Students apply both hand drawn and computer-generated methods in design and presentation.



Cohort courses delivered this semester include: LAR 540, *Research and Strategic Thinking* and LAR 514, *GIS Applications in Landscape Architecture*.

LAR 504, 6 credits, *International Urban Design Studio*: third year, summer (Ghana, alternate years) or fall semester (Prague)

In 2005, the College of Design Prague Institute in the Czech Republic was founded. It has since become the *NC State Prague Institute* open to other academic units. Upon completion of this this 90-day intensive experience, MLA students will be able to explore the historic and complex urban environments of Prague to examine how contemporary interventions become part of the urban cultural fabric and the natural systems of the city. Students observe the urban structure of the city and develop strategies to visualize and interpret urban space.

In 2005, Professor Kofi Boone developed a summer program in Ghana in collaboration with the Department of Art + Design. Professor Boone has taken 4 groups of 7 -10 BLA and MLA students in 2006, 2007, 2009, and 2014 to Ghana. In the seminar course students focused on issues of eco tourism with an emphasis 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. We expect the

numbers of students going to Ghana to increase as the result of the international student requirement for all MLA students. Accommodations in Ghana will be managed to accommodate additional students. Students choosing not to attend the Prague Institute have the option of taking the summer Ghana International Studio or enrolling in an approved international design study abroad venue offered by another University. Within this venue Special considerations and arrangements will be made with the approval of the Department Head on a case-by-case basis for students unable to participate in this particular studio venue.



It is also understood that it may be difficult for some students to fulfill this requirement due to specific personal or financial considerations. If so, the Department Head has the authority to work with

individual students to develop other mechanisms for fulfilling this requirement. This may include, but is not limited to, special course work at NC State, guided independent study, and or other forms of international travel experiences.

LAR 675, 6 credits, LA Advanced Topics Design Studio: Second year, (An additional LAR 675 studio may be taken later as an available studio option).

LA Advanced Topics Design Studios are inquiry focused. **Upon completion of this course students will be able to apply important professional practices, venture into emerging areas, test and evaluate known practices, and literally experiment with evolving design theories or technologies that advance knowledge and capability of the profession.** The *LA Advanced Topics Design Studio* requires rigorous thinking to identify, clearly define, and engage more complex sets of questions or issues that influence or become influenced by situations of increasing complexity at multiple scales of resolution.

These studios reflect the specific research interests of the faculty delivering the studio. Recent topics addressed in the advanced studios include: community planning and design, coastal dynamics, brown field re-development, sustainable design, campus planning, large area resource planning, design competitions, city design, and “the Office.” **Integration, application, and reinforcement of subject area course material including history and theory, landscape technologies, plants, media, and professional practice courses is expected.**

MLA Advanced Design Studio Options:

Third year, spring semester (typically) MLA students have a choice of design studio venues that are motivated by:

- A research question requiring research and a design application,
- An extension based project situation requiring research and a design application, or
- Another project situation requiring research and a design application.

Following are the advanced design studio choices:

Swing Studios: Students may elect to take an approved studio offered by another unit in the College or another institution upon the consent of the department.

LAR 675, 6 credits, LA Advanced Topics Design Studio, fall and spring semesters
(As mentioned above, students may elect to take a second LAR 675 studio.)

LAR 676, 6 credits, LA Design + Build Studio, spring semester

LAR 679, 6 credits, Design Research Project

LAR 676, 6 credits, LA Design + Build Studio, spring semester

The Design + Build Studio enhances students’ understanding of sustainable site strategies through exposure to the design-build sequence having a comprehensive scope, content, and depth of inquiry. Upon completion of this course students will be able to apply current and emerging design/build concepts that bridge disciplines while promoting a healthy environment through the development of sustainable construction practices that are transferrable nationally and globally. These integrated skills are essential to the practice of landscape architecture and specifically tied to current professional licensure and continuing education requirements.



LAR 679, 6 credits, *Design Research Project*, fall, summer or spring semesters

LAR 679: Design Research Project is intended for students wanting to pursue independent research in a specific area of design. Upon completion of this course a student or team of students (up to 4 people) will be able to engage independent inquiry leading to the completion of a self directed definitive scholarly, research-oriented landscape architectural design project. The expectation is that the research be integrated and applied within the context of a landscape architectural design application. Students eager to continue their education at a PhD level or possibly pursue a career as a university instructor should consider undertaking this option. The work derived from the *DRP* should be of the quality suitable for scholarly publication, dissemination at a scholarly/professional conference, or submission to an awards competition venue.

The *Design Research Project* requires 3 courses over 3 semesters consisting of:

- LAR 540 (3), *Research and Strategic Thinking*, required of all students, typically taken in the fall of second year.
- LAR 697 (3), *DRP Independent Study* typically taken immediately preceding the planned undertaking of LAR 606: *Design Research Project*.
- LAR 679 (6), *Design Research Project* typically taken in the last semester of MLA matriculation.

Eligibility:

- a) The completion of design studio courses totaling a minimum of **30** credit hours, or as approved by the Department.
- b) An accumulated GPA of 3.50 or greater.

1. Procedure to initiate a *DRP*:

- a) Students wanting to pursue the *DRP* are required to submit an *Application of Intent* to the department head 30 days prior to start of the semester in which the *DRP Independent Study* is planned to commence. The LAR faculty member who agrees to mentor the student during the subsequent Independent Study must sign the *Application of Intent*.
- b) Within 10 days of receipt of the *Application of Intent*, the department head will call a meeting with the student and the faculty mentor to discuss the student's scholarly intentions and the department's expectations for the *DRP*. The faculty member and department head and, if appropriate, other faculty will discuss any concerns about authorizing the student to proceed with the *DRP Independent Study*. Granting approval to proceed with the Independent Study

does not constitute the Faculty's automatic approval of the *DRP*. The student must satisfactorily complete *DRP Independent Study* as described below.

LAR 697, *DRP Independent Study* (3 credits) is a prerequisite for undertaking LAR 679. This involves the preparation of a written *Project Proposal* that:

- Defines the central problem, question, or situation to be examined through design inquiry and application.
- Identifies a substantial body of supportive materials (research) that will inform the project.
- Delineates the strategic plan of action for undertaking the design research project including timelines, resources, and expected deliverables.

A committee of the landscape architecture faculty appointed by the department head will evaluate the *Project Proposal*. In addition to assessing the merits of the *Project Proposal*, this committee will review the past academic performance of the student(s) in the MLA program. Students whose proposals are approved will be invited to proceed. Students whose proposals are rejected will be advised to pursue one of the three final design studio options described above, in order to fulfill requirements for the MLA degree.

The following describes the specific work to be included in the *DRP Proposal* during the undertaking of the *DRP Independent Study*:

- a) An Abstract of no more than 200 words that succinctly states the principal question or questions to be studied in the *DRP*.
- b) A summary of the research to date including field work, data gathering, analysis, listing of maps and photographs of the site, as well as other relevant site or project information supporting the validity of the inquiry, etc. Key contacts or reference persons outside the University should also be listed with their subject of expertise.
- c) A bibliography of selected references.
- d) A detailed description of the proposed *DRP* scope of work including:
 - i) The topic and the imperatives motivating this work.
 - ii) The problems or themes to be addressed, hypotheses to be tested, question or questions, and/or design project to be undertaken.
 - iii) The intended scope of work and milestones with anticipated dates and products to be completed in the *DRP*.

The Committee will consist of 3 faculty members: the chair who will be a landscape architecture faculty member and two other faculty, which may include part time faculty from within the university and professional practice.) The chair of this committee must approve all proposed committee members who reside outside the Department of Landscape Architecture.

Approval to proceed with the *DRP*:

The chair of the student's *DRP Faculty Committee* and the head of the Department of Landscape Architecture (and other LAR Faculty, if appropriate) will review ***DRP Proposal*** at the end of the semester in which the *DRP Independent Study* is undertaken and notify the student of its findings and recommendations. If approved, the *DRP Proposal* will stand as the document guiding subsequent work unless it is modified in progress with the consent of the student's *DRP Faculty Committee*. It is expected that engagement of the *DRP* begins in the semester immediately following approval of the *DRP Proposal*. *DRP Proposals* requiring additional work will be reviewed on an individual case basis up to the beginning of the next semester when the ***DRP*** begins.

Students whose proposals are not approved will be advised to register for the **LAR 675, Advanced Topics Design Studio** or another design studio option in order to meet graduation requirements.

Notes:

- a) The *DRP Faculty Committee* is responsible for monitoring the student's progress during the semester in which the *DRP* is undertaken. The *DRP Faculty Committee* will review all *DRPs* at least three times during the semester during public presentations scheduled at dates to be specified by the committee chair.
- b) Upon completion of the *DRP* (typically at the end of the semester) the student(s) will make a formal public presentation to faculty and peers. The *DRP Faculty Committee* will evaluate the work and issue a final grade. The grade of I-Incomplete (IF/IW per CU policies) may be given only in the event of extenuating circumstances such as illness of the student or in the family, death in the immediate family, national emergencies, and the like, as specified in grading policies delineated by the NCSU Graduate School.

The final product, including graphic materials, must be submitted in a hard copy form and signed by the student and each member of the *DRP Faculty Committee* prior to Commencement. Within 10 days thereafter the student shall submit 5 bound copies of the *DRP* (committee members, department, library) to the *DRP Faculty Committee* chair. Two digital copies of the project are to be submitted, one to the department head and one to the committee chair.

2| The Representation and Modeling Sequence: 6 credit hours required

Verbal, hand drawn and digital graphics communications, as well as theory, methods, and applications, are woven throughout the MLA curriculum. All design studios and seminar courses incorporate, teach and assist students with learning and applying written, verbal, and graphic (both hand drawn and computer generated) communication skills. Entering MLA students having little or no background in drawing or digital design graphics are advised to take LAR 510, *Introduction to Landscape Architectural Drawing* and LAR 515, *Introduction to LA Digital Applications*. Required courses include:

- LAR 514, *GIS Applications in Landscape Architecture*, 3 credits
- LAR 516, *Digital Design Media*, 1 credit (delivered in conjunction with the LAR 501, *Landscape Architecture Introduction Studio*)
- LAR 517, *2D/3D Digital Modeling and Representation*, 2 credits (delivered in conjunction with the LAR 502, *Site Planning and Design Studio*)

Students may take as electives various *Modeling and Representation* courses offered as 1 credit *Design Application Workshops*. Courses delivered by other academic units (architecture, graphic design, industrial design) in the College are also available.

Required Courses:

LAR 516, 1 credit, *Digital Design Media Workshop*: first year, fall semester.

Upon completion of this course students will be able to apply basic digital drawing processes and methods in their first design studio projects. This course is integrally linked and applied with the LAR 501, *Landscape Architecture Introduction Studio*.

LAR 517, 2 credits, *2D/3D Digital Representation and Modeling*, first year, spring semester

This class explores digital modeling, rendering, and other forms of representation in site analysis and site planning and design applications. Upon completion of this course students will be able to communicate and represent design ideas, functionality, and performance including data management and project flow in the use of two-dimensional raster imaging, vector graphics, photo simulation and manipulation, and three-dimensional modeling. Multiple digital software applications and how those applications can work together are covered. The following digital media applications are explored:

- Data gathering / base map creation
- Site analysis / diagramming
- Design rendering techniques
- Photo simulation/montage techniques/digital sketching
- Mixed media approaches
- Site modeling techniques (including terrain)
- Design communication for presentation or marketing

Applications currently utilized in the course include ArcMap, Adobe Creative Suite (Photoshop, InDesign, Illustrator, and Acrobat Professional), Sketch Up and Google Earth. Other digital applications such as 3D Rhino, and Civil3D CAD used in an office setting are discussed and demonstrated.

LAR 514, 3 credits, *GIS Applications in Landscape Architecture*: fall second year

Geographic Information Systems (GIS) are powerful tools for analyzing natural and built environments. Despite its roots in landscape architecture, the role of GIS has largely been relegated to analysis rather than design. Upon completion of this course students will be able to apply GIS technology as an integral part of the creative design process. Terrain, hydrological, and overlay modeling and analysis in two and three dimensions are explored. With visual programming, students will learn how conceptual and logical models can structure and generate designs, linking creative abstraction, computational exploration, structured decision-making, and expression. As part of an iterative design process students will learn workflows linking 3D GIS, 3D modeling, and rapid prototyping (3D printing, CNC fabrication, and laser cutting).

3| The Site Works Sequence: 13 hours required

Site Works refers to the array of courses traditionally associated with the core of landscape architectural practice in the areas of site analysis, ecological design, site planning, grading and drainage, construction materials and methods, plants, and planting design. Many of these courses are strategically placed within the first half of the curriculum to provide students' knowledge and capability in the core aspects of landscape architectural practice. In the second half of the curriculum students may take courses and studios that build upon and extend in greater depth the material covered in the first half. Material covered in the Site Works area is explicitly applied and reinforced in the design studios at all levels.

Required courses in the Site Works sequence include:

- LAR 520, *Landscape Dynamics*, 2 credits
- LAR 523, *LA Plant Identification*, 2 credits
- LAR 524, *LA Planting Design*, 2 credits
- LAR 525, *LA Field Studies*, 1 credit
- LAR 527, *Landform, Grading, and Site Systems*, 3 credits
- LAR 528, *Construction Materials and Method*, 3 credits

Elective courses include:

- LAR 620, *Introduction to Landscape Performance and Metrics*, 3 credits
- LAR 582, *Special Topics*

Students are also encouraged to seek Site Works related courses offered in other academic units in the university.

Required courses:

LAR 520, 2 credits, *Landscape Dynamics*: first year, fall semester.

The dynamics of ecological function, system structure, temporal and spatial scales, and human-ecosystem interactions is examined through lectures, field trips, case studies, readings, and group discussion. Course activities link the role of landscape dynamics to both contemporary and historical design and planning principles, and promote innovative design thinking via an enhanced understanding of practical applications. Subject matter may include, but is not limited to: ecosystem services, ecosystem ecology, conservation biology, landscape ecology, urban ecology, human ecology, and relevant local, national and/or global case studies. Upon completion of this course students will be able to explain the integrative approaches to human and natural systems with the dynamic processes that influence natural processes, including the human interpretation of and reliance upon healthy functioning ecosystems.

LAR 527, 3 credits, *Landform, Grading and Site Systems*: first year, spring semester.

Upon completion of this course, students will be able to perform landform and slope analyses, and develop, apply, and evaluate grading strategies in the design of resilient landscapes. The course is structured around case studies examples and assignments ranging from short to long term exercises. Emphasized are the vocabulary, methods, principles and calculations landscape architects used to make critical design decisions in the preparation of technical documents as an integral part of the site planning and design process. Discussed will be the immediate and longer term issues, practices, and consequences associated with balancing land use and functionality needs with landforms, soils, and surface water hydrologic conditions as critical factors affecting the long-term resilient site design.



LAR 528, 3 credits, *Construction Material, Methods and Documentation*: summer following first year. Upon completion of this course students will be able to utilize knowledge and best practices in the use of landscape construction materials and technologies, implementation strategies, applications, and resultant performance. LAR 528 is offered during the summer preceding the fall semester's delivery of LAR 503, *Design Development/Construction Documentation Studio*. Together, these two co-requisite courses cover three major areas including an introduction to the artful craft of construction detailing and material selection; the application of construction details in integrated systems within the built environment; and the process of preparing landscape architecture construction documents.

LAR 525, 1 credit, *LA Field Studies*: first year, spring semester.

Upon completion of this course students will be able to develop a critical and enhanced understanding of site planning, design, and construction by visiting specific built works in the urban, suburban, and rural landscape. Landscape will be treated as a broadly defined phenomenon that necessarily includes buildings of all types, infrastructure such as roads, paths, and rail, and of course, the landscape in its native and designed places.

It is intended that field visits will evoke significant discussions about *the Why behind the What – that is, why was a given situation designed the way it is*. Where possible, field trips will include, as guests, the people who were in some way once or currently connected with the project. Students are expected to partake in these discussions with the goal being to develop one's critical thinking capacities and talents.

LAR 523, 2 credits, *LA Plant Identification*: summer following first year.

Upon completion of this course students will have working knowledge of commercially available plant materials including trees, shrubs, groundcovers, and grasses and their use as design elements in landscape design. Perennials and native plant communities are briefly examined. Emphasis is given design matters rather than on horticultural detail, to enable students to begin developing individual philosophies of design, particularly as they relate to the use of plants.

Students will be introduced to approximately 150 species and cultivars, most of which are within walking distance of the College of Design, either on campus or nearby. Several off-campus field trips will be taken to local nurseries to provide information concerning plant production and delivery to the market, and to landscape contractors' shops and construction sites to observe the process of installing new plant material.

LAR 524, 2 credits, *LA Planting Design*: summer following first year.

Planting Design explores plants and plant communities as design elements that are complex and continuously changing, and how they are used strategically in designing landscapes that are sensitive to the environment, expressive of the place and aesthetically valuable. Upon completion of this course students will have knowledge of the theories, practices, and implications associated with the diverse uses of plants in landscape architectural design applications considerate of diverse factors such as functional requirements, ecologic processes, aesthetic values, cost, maintenance, health, safety, and welfare. Planting design provides landscape architects an opportunity to hold a direct role in the creation of the human/natural landscapes, that make our outdoor spaces safe, comfortable, ecologically healthy, visually clear, attractive and functional on many levels.

Elective:

LAR 620, three credits, *Introduction to Landscape Performance and Metrics*.

Upon completion of this course students will have knowledge of the concepts of and tools and methods used to measure and integrate considerations of landscape performance including environmental,

economic, life cycle cost, management, social, and aesthetic factors in landscape architectural applications.

This course was offered for the first time during summer 2015 and will be delivered again, spring semester 2016. It will be open to non-majors.

4| The History, Theory and Criticism Sequence – 6 credit hours required

History, theory, and criticism are pervasive threads woven throughout the entire MLA curriculum. It is a central element of all design studios and subject area courses. Two courses are required: LAR 444, *History of Landscape Architecture*, and LAR 534, *Landscape Architecture Theory and Criticism*. LAR 533, *LA Design Fundamentals* is offered as an advised elective for students coming into the program having no formal design background.

Available elective courses in this area offered by the Department of Landscape Architecture include: LAR 634, *Contemporary Issues in Landscape Preservation*, LAR 582.XX *Special Topics: Contemporary Landscape Architecture*, LAR 582.xx, *Special Topics: Environmental Social Equity in Design* and other special topics courses.

Students are encouraged to seek history, theory and criticism courses offered in other academic units in the college, the university, and from other universities in the area (UNC Chapel Hill and Duke University).

Advised elective course for students having no prior formal design experience:

LAR 533, 3 credits, *Landscape Architecture Design Fundamentals*: summer, first year.

This course is comprised of a series of exercises that isolate and explore fundamental design issues. Upon completion of this course students will be able address issues influencing the role each plays in a composition, and recognize when it is more appropriate to emphasize one instead of another. Exercises begin with more theoretical, abstract subjects and end with more practical, comprehensive subjects. The exercises are approached with a sense of rigor, clarity, craft, and enthusiasm -- designed to work in a “building block” manner. Students make decisions within a set time limit and must understand and evaluate the design implications of these decisions.

Required courses:

LAR 444, 3 credits, *History of Landscape Architecture*: first year, fall semester.

Students learn the range of landscape styles and historical thinking within landscape architecture. Course requirements include exams and papers in which students demonstrate growth in their understanding of history. The course requires a final paper and physical model of an historic landscape. Upon completion of this course students will have a mastery of historic landscape styles, vocabulary, and significant concepts and figures of each era.

LAR 534, 3 credits, *Landscape Architecture Theory and Criticism*: second year, spring semester.

This course introduces the pervasive principles, concepts, movements, and applications influencing landscape architectural planning and design. Utilizing a case study approach the course explores various theoretical underpinnings of the profession. The final project requires students to critically examine an “iconic” work of landscape architecture, submitting a written paper and delivering a formal presentation. Upon completion of this course, students will be able to critically examine these ideas, present them to classmates, and engage in serious debate.

5| The Research Sequence: 3 credit hours required

Research is another pervasive thread throughout all courses in the MLA curriculum. The faculty are expected to pursue a rigorous research/scholarly agenda as part of their tenure and post tenure appointments. Their work is reflected in the courses they teach.

One course, LAR 540, *Research and Strategic Thinking* is required.

Available electives include:

- LAR 541, *Human Use of the Urban Landscape*, 3 credits
- LAR 630, *Independent Study*, 3 credits
- LAR 697, *Design Research Project Independent Study*, 3 credits

Students are also encouraged to seek research-oriented courses offered by other academic units in the college, the university, and from other universities in the area (UNC Chapel Hill and Duke University.)

Required:

LAR 540, 3 credits, *Research and Strategic Thinking*: second year, spring semester.

This course introduces students to the basic research methods and tools in design situations; select, synthesize and use environmentally critical information; and understand and appreciate the importance and value of research-based design. Upon completion of this course, students will be able to apply the techniques and skills necessary to develop project proposals and scopes of design work, as well as to learn problem-solving approaches.

Elective:

LAR 541, 3 credits, *Human Use of the Urban Landscape*: second or third year, spring semester.

This course focuses on urban environment-behavior field research methods at site planning scale (behavior and cognitive mapping, interview and survey methods, archival research) suitable for applications in practice. Covered are the methods of integrating user needs into design programming using participatory approaches, and evidence-based design applied to residential neighborhood, health, education, and recreation settings. Research activities will be conducted in small groups.

By the end of this course, students will be able to:

- Interpret and analyze the urban public realm as being all public spaces used by people at the site level where human behavior can be influenced, supported, or “afforded” through design intervention;
- Apply environment and behavior quantitative and qualitative research and assessment tools within a socio-ecological framework to explore overt behavior and perceptual variables at the site level;
- Communicate and discuss the concepts of affordance, behavior setting, territoriality, and the socio-ecological model and understand their usefulness in linking environmental design and behavior;
- Apply new technologies for data gathering and analysis, including GIS, GPS, hand-held devices, activity monitors, and software for coding observational data from digital video that can be applied in studio projects and future professional work;
- Analyze user needs as variable across the human life cycle according to age, socio-cultural, and physical contexts; and
- Apply empirical knowledge of user needs to inform design programming in areas such as health promotion and inter-generational design.

6| The Planning Sequence: 3 credit hours required

The required course in this sequence is **LAR 545, *Landscape Architecture and City Planning in the Public Realm***. Elective courses offered by the Department of Landscape Architecture include:

- LAR 546, *The Landscape Imperative*, 3 credits
- LAR 647, *Finding Community Consensus Through Deliberation*, 2 credits

Required course:

LAR 545, 3 credits, *Landscape Architecture and City Planning the Public Realm*: third year, spring.

This class provides understanding of the common genesis of both professions and the ebbs and flows of the two parallel evolutionary paths in the Twentieth Century. The course emphasizes the shared and complementary skills of professionals of either discipline, and the common core of professional practice centered on the public realm and the design of cities and public spaces.

Upon completion of this course, the student will be able to:

- Identify the historical context within which the professions of landscape architecture and city planning were created and evolved through the Twentieth Century.
- Distinguish the specific skills that are both unique to each profession and shared between the practitioners of each.
- Explain the American philosophical, legal and procedural framework that governs the use of land in urban environments, how it is changed and altered in growing urban areas, and how professional expertise is brought to bear on these changes by both landscape architects and planners.
- Apply the same concepts used by Olmsted and others by developing physical solutions in public space that address not just aesthetic and functional, but also broader urban social, legal, political and symbolic goals as planners do.
- Interpret how development is governed, and how landscape architects can navigate this world to have powerful impacts on the future urban realm.

Planning elective courses offered by the Department last spring and to be offered again this spring include:

LAR 545, 3 credits, *The Landscape Imperative*, offered spring semester, open to non majors:

This course is predicated on the facts that “the North Carolina landscape will transform dramatically in the next twenty-five years, primarily from a steady growth in population. The population, currently at 9.7 million, is projected to increase to more than 13 million by 2030. The impact of this population growth on North Carolina’s natural and constructed resources will be significant, affecting land and water resources, air quality, transportation, and urban footprint. Projected growth and impact will not be uniform across the state, as some geographic areas will see dramatic physical changes, while others may remain unchanged despite the population surge.”

Upon completion of this course students will be able to discuss complex interrelationships of population growth, resource stewardship and land development in terms of the issues, questions, challenges and opportunities for landscape architects and urban designers. The course format will consist of lectures, discussion, class (student) presentations, and guest lectures. Students will be expected to conduct research, author brief white papers on key subjects, discuss and debate findings, generate digital presentations, make oral presentations and work in team-oriented environment. This class is for advanced masters degree candidates.”

LAR 647, 2 credits, *Finding Community Consensus Through Deliberation*, delivered by Professor Anita Brown-Graham, Director of the NC State Institute for Emerging Issues and Professor of Landscape Architecture.

"This course explores two propositions. First, that there are significant, untapped opportunities for greater public participation in contemporary problem solving and, second, popular engagement that is well facilitated will result in decisions that are more legitimate, fair and effective. In particular, the course focuses on the practice of public deliberation in response to pressing, complex problem situations. The emphasis is on principles for building consensus in these types of situations. By explaining the dynamics, features and factors that make for effective public deliberation processes, the course prepares students to engage in activity, about which there are multiple, and often opposing, strong viewpoints."

Students are also encouraged to seek planning courses offered by other academic units in the college, the university, and from other universities in the area (UNC Chapel Hill and Duke University.)

7| The Professional Practice Sequence: 3 credit hours required

Considerations of professional practice weave through the entire curriculum by virtue of the participation of landscape architect practitioners in all studio and subjects courses. Practitioners from both the private consulting and public realms serve as critics, present lectures, deliver a number of core and elective courses, and meet with students and faculty in many informal contexts.

- The required course in this sequence is LAR 550, *Landscape Architectural Practice*, 2 credits.
- LAR 650, *LA Internship*, 3 credits is an elective.
- Students may also take Professional Practice related courses offered by other academic units.

Required course:

LAR 550, 2 credits, *Landscape Architecture Professional Practice*: third year, spring semester.

Upon completion of this course students will be conversant in the full range of practice opportunities open to landscape architects with an overview of career opportunities in the public and private sectors as well as in non-traditional roles. The major areas covered by this course include development of the profession's core values, related theories and a survey of the techniques and methods of their development. The course format includes lectures, discussion, student presentations, guest speakers, possible office visits and topical site visits. Students receive an overview of U.S. landscape architecture history, professional ethics, the language and jargon of the profession, business practices, and the legal framework within which landscape architects practice. Students will write short papers and deliver short oral presentations as a means to reinforce and practice written and verbal communication skills.

Elective course and opportunities in the area of Professional Practice:

LAR 650, 3 credits, *Landscape Architecture Internship*: any semester

The department encourages students to complete an internship within a professional landscape architectural, architectural, or civil engineering (private or governmental) organization. Upon completion of the internship students will have knowledge of and appreciation for the practices of landscape architecture.

Students seeking an internship experience are instructed to initiate a relationship with a potential (landscape architectural) practice. The student and the prospective employer discuss the potential internship experience with the goal of identifying and defining the work to be undertaken and performance expectations. It is the responsibility of the student to develop and submit to the

department head a *Work Plan* that describes the work to be performed and the anticipated products or outcomes during the internship.

Internships may be paid or unpaid. Any question about remuneration must be resolved between the student and prospective employer. The University shall in no way become party to or be involved in remuneration issues. An internship earning 3 credit hours in one semester requires a minimum of 112 hours of work. The student is required to maintain a log sheet documenting hours worked.

Internships are graded Pass/Fail. Upon completion of the internship and before the last day of the semester, the employer is required to verify the student's attendance, describe the work assigned, and evaluate the student's performance. The student is required to submit a report that documents the work undertaken during the internship, evaluates the quality of the experience in terms of what was learned, and provide examples of work generated during the experience.

8| Design Applications Workshops (DAW): 3 credit hours required, satisfactory/unsatisfactory grading

LAR 607, Design Application Workshops are intensive 1 credit hour mini courses focused on specific topics intended to enrich the knowledge, skills, and capabilities of designers. Implementation of *Design Application Workshops* commenced spring semester 2015. Delivery deviates from the traditional semester long course model depending on the nature of the course. For example, a 1-credit course requires 15 contact hours. This can be achieved over a weekend, over several Saturday mornings, or even over the spring break. The topics to be covered are broad and reflective of the needs and interests of the students, faculty, and professional community and will therefore vary from semester to semester. Suggestions for future DAW are welcome.

This past spring, 2015, three Design Application Workshops were offered:

- *The Presentation Workshop* delivered by Art Rice
- *Drawing Workshop* delivered by Fernando Magallanes
- *Filmic Techniques in Landscape Representation* delivered by Kofi Boone

Offered fall semester 2015 were:

- *Drawing Workshop* to be delivered by Fernando Magallanes
- *Digital Representation Workshop* to be delivered by Derek
- *Design Thinking Workshop* delivered by Dean Marvin Malecha
-

Future DAW Course topics may include:

Writing in a Design Field
Community Design Charette
Design Leadership and Project Management
Land development Processes and Economics
Sustainable Sites Project Planning and Documentation
Native Plants and Design

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

- Practitioners tell us how we are doing:

Student work is reviewed through out each semester by practitioners including members of the *External Landscape Architecture Advisory Council* whose participants represent diverse areas of private and public/ large to small landscape architectural practices. It is department policy to invite practitioners to participate in mid semester and end of semester design studio and seminar reviews where they can see student work and interact directly with students and faculty providing constructive criticism and suggestions. Practitioners give and, students and faculty graciously receive formal written and informal conversational feedback about student performance.

The *Mentor Program* in which individual students are paired with a practitioner provides opportunities for both parties to ask questions, discuss the profession, and for the practitioner to advise the department head or a faculty member about the work of the student s/he is mentoring.

- Student work is subject to peer review in various award competitions.
Students prepare and submit their projects to student awards programs sponsored by the NCASLA, the TRI-State ASLA, and National ASLA and other venues. Our students have been very successful in receiving numerous awards.
- NC State Landscape Architecture students and graduates are hired by local, regional and national private and public employers.

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

Research/scholarly inquiry is a pervasive thread and plays an increasingly vital role through out the life of the MLA program. Every course delivered by the program has at its core, questions that ignite various forms of inquiry and scholarship. This, coupled with one on one mentoring from faculty, practitioners, and colleagues from other academic units, and the broader external constituent community, affords students many diverse opportunities to explore, collaborate with, participate in, and engage topics and projects within and beyond the landscape architecture department.

The program is deliberately connected to the imperatives motivating professional practice by virtue of the department's active engagement with the professional community both locally and nationally. Practitioners actively participate in the life of the program as demonstrated in their involvement in the *External Landscape Architecture Advisory Council* and *Mentor Program*. The content based professional curriculum, that includes 12 hours of free electives, provides opportunities for independent studies and engagement of a self directed design research project.

At the College level, LAR faculty and students actively participate in the College's *Leadership Council Retreats* wherein topics crossing disciplinary boundaries are discussed and debated. This philosophy is written into and reinforced in the College of Design's *Strategic Plan* Mission Statement that "the aim of all curricula at the College of Design is to develop the designer's perception, knowledge, skills and problem-solving abilities in order to prepare students for a successful career – and life.

And finally from an institutional perspective NC State University's mission statement clearly states the over riding framework that:

"As a research-extensive land-grant university, North Carolina State University is dedicated to excellent teaching, the creation and application of knowledge, and engagement with public and private partners. By uniting our strength in science and technology with a commitment to

excellence in a comprehensive range of disciplines, NC State promotes an integrated approach to problem solving that transforms lives and provides leadership for social, economic, and technological development across North Carolina and around the world.”

C. Syllabi

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

The Graduate School of NC State University that oversees all graduate programs requires all courses to have an accompanying *Standard Course Syllabus Form* for dissemination that contains the following detail:

- Course title, instructor information and contact hours, class meeting times
- Course pre requisites, if any
- Student learning outcomes
- Texts
- Course overview/catalog description
- Course structure
- Course schedule
- Statement on transportation, if applicable
- Statement on safety/risks, if applicable, detailed explanation of how grades are determined
- Instructor’s policy on late assignments and attendance
- Statement for students with disabilities
- General university policies, regulations and rules pertaining to equal opportunity and non discrimination, code of student conduct, and grading.

In addition to the aforementioned *Standard Course Syllabus Form*, instructors, each semester, prepare a *Detailed Course Prospectus (DCP)* for each course they deliver that provides substantially more descriptive detail about course context and content, course delivery and project/home work assignment schedule, reading assignments, field trips, and relationships with other courses.

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

The course syllabi and associated their course prospectus, described above, articulates learning outcomes and how students *will be* evaluated in order to advance in the curriculum. In addition, because we are a relatively small program our faculty and teaching assistants make it their business through out the semester to inform, mentor, and advise students about their academic performance and longer term career goals.

D. Curriculum Evaluation

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

Our goal is to continually learn and improve as educators fostering a healthy academic environment, and to improve and enhance the quality and integrity of our program and profession. Findings from

each of the following tools to evaluate courses and student performance is reviewed and discussed openly in various venues including faculty meetings, meetings with students, and discussions with external constituents.

1. **Internal Faculty Review Process:** The Program faculty critically discuss the quality of each course and design studio considering learning objectives and outcomes, course requirements, delivery methods, and *student performance*. Our intent is to recognize positive and negative aspects of the course and resultant learning outcomes and propose recommendations for future actions.
2. **Student Course Evaluation Reports:** At the end of each semester, students are expected to evaluate courses in which they are enrolled using a standard questionnaire accessible on the University's web page. The questionnaire asks a number of questions about the course and the instructor and provides the opportunities for numerical evaluation. Students may also type anecdotal comments in spaces provided. Numerical responses are tabulated and delivered to the department.
3. **Individual faculty and student meetings with the department head:** The department head and faculty meet regularly throughout the year with students and other faculty individually, separately, or in groups to discuss issues related to course syllabi, delivery, sequence in the program, resources, staffing, etc., and the operation of the program.
4. **Mid-term and end of semester reviews:** Project reviews are formal occasions wherein students present their studio work at least two times during the semester; they receive criticism and comments from faculty, fellow students, practitioners, sponsors, and guests.
5. **LAAB Accreditation Process:** The *Landscape Architecture Accreditation Board (LAAB)* requires programs to be reviewed for re-accreditation every 6 years. The accreditation process requires a *Self Evaluation Report* that addresses 7 standards pertaining to program mission and objectives, program governance and administration, professional curriculum, faculty, students, alumni, practitioners, relationships with the community, university, and profession, facilities, and library. Included is a self-evaluation of the Program's strengths, weaknesses, areas for improvement, and its response to recommendations made during previous LAAB evaluations. The accreditation process includes a site visit by representatives of the Board. All documents, including student products, are carefully reviewed and probing conferences are held with all relevant stakeholders including University administrators, students, alumni professionals, faculty, and senior planning professionals in the region.
6. **External Landscape Architecture Advisory Council:** This Advisory Council meets with the department head, students, and faculty a 2-3 times each academic year to discuss a range of issues pertaining to the curriculum, specific course content, lecture and exhibit venues, environmental and other professional issues, faculty needs, funding, scholarships, and student performance. In addition, in conjunction with the College's *Annual Leader's Council Retreat* in the fall, students and faculty meet with nationally recognized practitioners and academics from other landscape architecture programs to discuss our program's achievements and current national trends and issues in practice and education.

Formal curriculum evaluation also occurs at the university level through its *Outcomes Assessment Process* that requires an annual review of the program's effectiveness. **Following is the *Outcomes Assessment Report for the MLA Program* that was completed and submitted to the University, February, 2015:**

Master of Landscape Architecture Objectives and Outcomes

02|19|2015

Below are the new LAR – MLA Objectives and Outcomes.

Please note there are 3 Objectives.

Objective 1 has one Outcome;

Objective 2 has one Outcome, and

Objective 3 has two Outcomes.

Objective 1

To learn, develop, and demonstrate competence in the core themes of the profession that include landscape architectural theory, methods, skills, and practices.

Outcome:

Graduates will enter professional practice competent in the core theories, methods, skills, and practices inclusive of LAAB Standards in the areas of: site planning and design; site systems; representation and modeling; history, theory and criticism; research; planning; and professional practice.

Objective 2

To learn, apply, and evaluate research and design thinking strategies and methods that enable the student to engage independent and collaborative research and design investigations.

Outcome

Graduates will utilize their design thinking capabilities to research, synthesize, generate, and evaluate design interventions and precedents that address “landscape imperatives” associated with environmental and cultural factors and relationships shaping urban, suburban, and rural landscapes resident within the public and private realms

Objective 3

To learn the ways and means enabling one to challenge and offer alternative approaches, methods, or skills to existing methods or norms of landscape architectural practices in order to enhance project outcomes and the knowledge and capability of the profession.

Outcomes:

Graduates will be able to verbally and graphically generate, describe, qualitatively and quantitatively evaluate and compare, and facilitate discussions with affected stakeholders about alternative design strategies and specific design interventions.

Graduates will be able to extend service-learning course work, research, and experiences in contemporary practice situations.

Outcomes	Evidence Collected and Findings	Evaluation: Strengths and Areas for Improvement	Actions Taken to Improve Programs	
<p>Graduates will enter professional practice competent in the core theories, methods, skills, and practices inclusive of LAAB Standards in the areas of: site planning and design; site systems; representation and modeling; history, theory and criticism; research; planning; and professional practice</p>	<p>1. Documented results from MLA Oral Examination required of all students in their final semester of matriculation.</p> <p>2. Critical comments, directly written and/or verbally delivered and recorded, that are generated by external reviewers, faculty, and students participating in interim, mid-term and/or final end of semester reviews.</p> <p>3. Documented student performance in LAR 500: Advanced Landscape Architecture Design Studio and LAR 521: Values, Theories, and Methods of Landscape Architecture.</p> <p>FINDINGS:</p> <p>1. From MLA Oral Examination, faculty observed deficiencies in many 3rd year MLA students' abilities to define and communicate comprehensive site selection process.</p> <p>2. Faculty and critical comments made by external reviewers verified student performance in LAR 500 and LAR 529 met or exceeded competency expectations in core theories, methods, skills and practices.</p>	<p>STRENGTHS: Core competencies in site planning and design; site systems; representation and modeling; history, theory and criticism; research; planning; and professional practice</p> <p>AREAS FOR IMPROVEMENT: Address students' deficiencies to conceive, articulate, and defend design thinking and problem solving processes.</p>	<p>1. Deficiencies to conceive, communicate and defend design thinking and problem solving processes are now specifically addressed in LAR 582: Research and Strategic Thinking, LAR 521: Values, Theories and Methods of Landscape Architecture, and LAR 500: Advanced Landscape Design Studio.</p> <p>2. The MLA curriculum was modified to require Design Application Workshops totaling 6 credits hours (implemented Spring 2015) to provide focused training in design communications, digital and graphic communication, and design thinking and problem solving processes.</p>	<p>Edit</p>
<p>Graduates will utilize their design thinking capabilities to research, synthesize, generate, and evaluate design interventions</p>	<p>1. Documented results from MLA Oral Examination required of all students in their final semester of matriculation.</p>	<p>STRENGTHS: Students' ability to articulate "landscape imperatives" associated with environmental and cultural factors and</p>	<p>Required LAR 500: Advanced Landscape Architecture Design Studio to engage project situations motivated by landscape</p>	<p>Edit</p>

and precedents that address “landscape imperatives” associated with environmental and cultural factors and relationships shaping urban, suburban, and rural landscapes resident within the public and private realms	<p>2. Documented student performance in LAR 500: Advanced Design Studio and LAR 529: Values, Theories, and methods of Landscape Architectural Practices.</p> <p>FINDINGS:</p> <p>1. From MLA Oral Examination faculty observed students in their third year of study ably defined, communicated and defended their positions addressing “landscape imperatives.”</p> <p>2. External reviewers verified that students enrolled in LAR 500: Advanced Landscape Architecture Design Studio, fall 2015, effectively engaged with affected Outer Banks stakeholders facing health and safety impacts related to hurricane storm surges</p> <p>.</p>	relationships shaping urban, suburban, and rural landscapes resident within the public and private realms.	imperatives of public importance.	
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Following is the Outcomes Assessment Report transmitted to the Dean of the College of Design, July 2015:

July 8, 2015

To: Marvin Malecha, Dean
From: Gene Bressler LAR Dep’t Head
RE: **Outcomes Assessment**

(1) The MLA Outcomes Report for the MLA Program that was submitted this spring reflected reliable and accurate evidence and data as follows:

- Results from the MLA Oral Examination required of all MLA students in their final semester of matriculation.
- Critical comments directly written and /or verbally delivered and recorded that were generated by external reviewers, faculty and students participating in interim, mid term and/or final end of semester reviews.
- Student performance in specific required courses such as LAR 500: Advanced Landscape Architectural Design and LAR 521: Values, Theories, and Methods of Landscape Architecture.

(2) The findings reveal the following strengths:

- core competencies in site planning and design, site systems, representation and modeling, history, design theory, and professional practice.

- *Students' abilities to articulate Landscape imperatives associated with environmental and cultural factors, and relationships shaping urban, suburban, and rural landscapes resident with public and private realms.*

areas for improvement:

- *The program needs to address students' deficiencies to conceive, articulate, and defend design thinking and problem solving processes.*

(3) The faculty utilized the data and the findings in the following actions:

- *Deficiencies to conceive, communicate and defend design thinking and problem solving processes are now specifically addressed in LAR 582: Research and Strategic Thinking, LAR 521: Values, Theories and Methods of Landscape Architecture, and LAR 500: Advanced Landscape Design Studio.*
- *The MLA curriculum was modified to require Design Application Workshops totaling 3 credits hours (implemented Spring 2015) to provide focused training in design communications, digital and graphic communication, and design thinking and problem solving processes.*

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?

Assessment of student achievements, review and improvement of instructional methods, and maintaining theoretical and practical currency is an on-going process as described in the proceeding sections. The program demonstrates and documents assessment progress by making course and curriculum revisions, preparing annual reports to college and university administration, and engaging with program stakeholders including students, external constituents, and the professional community.

3. How do students participate in evaluation of the program, courses, and curriculum?

Students actively participate in the evaluation of the MLA program, courses and curriculum as follows:

End of Semester Design Studio Review Report: In order to broaden one's awareness and understanding of design, the Department requires all students currently enrolled in studios to attend and report on a minimum of three (including their own) end of semester design studio reviews. Two of these are to be landscape architecture studio reviews; one is to be a studio review delivered by another academic unit in the College.

Three questions are asked:

- **What was the subject of the studio being reviewed? Where is the site, how big is it, what was the project situation that the students were asked to engage? What was the review format (formal presentations, one-on-one, revolving review)?**
- **What were the issues that dominated the review and discussions? Were there some key differences of opinion?**
- **What did you learn that would impact the way you think about and approach design? Explain.**

The students complete and submit forms for each design studio review attended. During subsequent faculty curriculum retreats or faculty meetings each faculty person shares their findings, concerns,

observations, and recommendations with others. All the reports are collected, placed in a binder to enable all faculty, teaching assistants and students to read them. The Department plans to undertake a formal outcomes assessment study to identify trends, identify course and curriculum strengths and weaknesses, and discuss possible strategies to enhance the program delivery.

“Three Things”: Since fall 2006, students in selected classes are asked to think about and write down three things they learned in the process of completing each of their assigned projects. These lists are gathered, reformatted, and distributed to the students for discussion. Our plan is to expand and apply the “three things I learned” to all the classes and to undertake a research project, for presentation and dissemination at CELA, in ways that reveal what the students claim they are learning compared with the faculty’s expectations for a given project.

Official End of Semester Course Evaluations: Students are asked to fill out the University’s Official Course Evaluation survey for each of the courses taken during the semester. The survey includes numerical scoring/rating rubric covering various aspects of course content and delivery and teaching effectiveness. Students are also invited to write anecdotal comments. These reports are made to the instructors to read and consider as they prepare for the delivery of future courses. The department head also reviews and considers the evaluations when mentoring and evaluating faculty performance.

E. Augmentation of Formal Educational Experience

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

The MLA program provides several venues for students to augment their formal educational experience as follows:

- 1. Study Abroad:** Described earlier in this Section.
- 2. Internships:** Described earlier in this Section.
- 3. Teaching Assistantships:** Teaching assistantships are awarded to advanced second professional degree MLA students and to first professional degree MLA students who are in their second and third years. Teaching assistants are involved in the process of developing course syllabi, course materials, delivery, grading, and other tasks assigned by the instructor. There are three kinds of teaching assistantships:
 - **Simple paid assistantship:** In this case the TA is assigned to a specific class, paid a flat rate based upon a predetermined number of hours worked per week, and works under the instructor of record for the course. (Example: For a semester TA appointment in a 3 credit course requiring about 8 hours per week, the TA earns approximately \$1500).
 - **Graduate Student Support Plan (GSSP):** In this case the TA is assigned to both a specific class and the department, paid a flat rate based upon a predetermined number of hours worked per week, receives tuition for the semester (fees not included) and health care benefits, receives no academic credit for the course, and works under the instructor of record for the course and the department head. (Example: For a semester GSSP appointment requiring 8 hours per week assisting the instructor of record with course delivery and 4 hours per week assisting the head of the department, the GSSP TA receives approximately \$3100 plus tuition for the semester (fees not included), and health care benefits.)

- **Master's Supervised Teaching:** In this case the student registers for LAR 685, *Master's Supervised Teaching*, and acquires teaching experience under the direction of a faculty member who mentors and evaluates the student during the teaching assignment. For this, the student is not paid, but receives a grade and academic credit that is documented on the official transcript.

Students interested in pursuing teaching assistantships are required to complete and submit an application form. Decisions are made by the department dead on the basis of the applicant's past academic performance in the program, recommendations of the instructors of record, available funding and budget resources.

4. Independent Study: The Department offers two independent study venues:

- LAR 630, *Independent Study* is available as a free elective to students who want to pursue inquiry and scholarly activities in landscape architecture.
- LAR 697, *Design Research Project Independent Study* is a prerequisite for students electing to undertake LAR 679, *Design Research Project*. Please refer to preceding Section 5 of this document for more information.

Policies:

- Any student seeking to engage in either Independent Study venue, LAR 630 or LAR 697 is required to discuss their interests with the faculty member(s) to determine whether or not they will agree to serve as an independent study *mentor*. The student is required to submit a written proposal to the faculty mentors that describes the work to be undertaken.
- *The faculty member has the right to accept or decline solicitations to participate in Independent Study.*
- The faculty member agreeing mentor the student within an *Independent Study* arrangement is required to approve the student's written proposal and sign appropriate College documents. Such approvals must be completed prior to registration and commencing the Independent Study.
- A student may register for up to 6 credit hours of *Independent Study* as elective credit hours counting towards the MLA degree.
- *Independent Study* earning 3 credit hours in one semester requires a minimum of 96 hours of work. The student is required to maintain a weekly log documenting hours worked.
- *Independent Study* is graded on the basis of satisfactory/unsatisfactory per departmental policy

5. Professional Development Program: The *LAR Professional Development Program* includes the *Student ASLA (SASLA)*, the *Mentor Program*, *Student Advisory Council*, the *LAR Lecture Series*, *Women in Landscape Architecture*, and *NC ASLA Conferences*.

- **Student ASLA (SASLA):** SASLA's mission is to: facilitate student interactions with the professional design community; promote greater understanding of landscape architecture and its historic, current, and potential responsibilities to society; develop leadership skills; support student activities such as lectures, workshops, field trips and social events; and provide criticism and ideas that enhance the quality of the educational experience. Events produced by SASLA include portfolio workshops, participation in national Park(ing) Day, beginning of semester meetings that establish program goals, the *Peer to Peer Buddy Program* linking new with incumbent students, the *Mentor Program*, and end of semester meetings to recognize student and faculty achievements.
- **Student/Practitioner Mentor Program:** Initiated in 2007 the *Landscape Architecture Mentor Program*, pairs individual students with professional landscape architects. It provides students invaluable exposure to 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 ask questions of their mentors 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. This year there are 60 students and 55 practitioners participating in the Mentor Program. Members of the *SASLA Student Advisory Council* and the *External Landscape Architecture Advisory Council* jointly manage the *Mentor Program*.

- **Student Advisory Council:** This group typically meets with the department head and sometimes with other invited guests, to discuss areas of mutual concern. Recent topics have included: the curriculum, specific courses, faculty searches, assignment coordination among classes, planning for the annual student awards picnic, student competitions and scholarships, interdisciplinary collaborations, internship opportunities, and other issues of concern to the students.
- **LAR Lecture Series:** The *Landscape Architecture Lecture Series* exposes students, faculty, alumni, practitioners and the public to the breadth of players, ideas, situations, issues, challenges, technologies and methods, controversies, collaborations, and achievements related to the profession. We've had over 40 such presentations during the past 9 years. Speakers this past year included Gary Hilderbrand (Reed/Hilderbrand, Cambridge, MA), Daniel Winterbottom (University of Washington), Annette Wilkus (SiteWorks, NY), Robin Moore and Nilda Cosco (NC State) and Kenneth Helphand (University of Oregon).
- **NC ASLA Conferences:** The North Carolina ASLA professional chapter produces one educational conference each year, typically in May or early June that attracts 200-300 practitioners. Faculty and students from our program participate making presentations covering the work developed in our academic, research, and service/extension areas. Students are encouraged to attend, and receive special registration discounted rates if they are also members of the SASLA.
- **Women in Landscape Architecture (WILA):** *Women in Landscape Architecture (WILA)* is a student group in association with SASLA that reaches out to the professional community to strengthen networking opportunities for women in the profession. *WILA* hosts networking events regularly throughout the school year attended by NCSU students and faculty, and with local professionals.

6. **Certificate Programs:** Graduate Minors and Certificate programs exist through many departments in the NCSU Graduate School. Graduate minors consist of a minimum of nine credit hours of courses in 400-level or above in another graduate degree granting discipline. A member of that degree's faculty may serve as a third member of the student's final project committee. **Certificates offered in GIS, Public Policy and Horticultural Science have been of populated by landscape architecture students.**

The ***Graduate Certificate in City Design*** was approved, spring 2012. It is a joint certificate program between the School of Architecture and the Department of Landscape Architecture in the College of Design. The aim of this certificate program is to certify that students undertaking the program have had extensive exposure to the knowledge base and practice of design at an urban scale. This is accomplished through a 15 credit hour sequence of courses centrally focused on the design of cities, history and theories of urbanism, and city design methodologies, including a minimum of one advanced city design studio. The certificate program is intended to promote design inquiry and application at the scale of the city, for students and practitioners of architecture, landscape architecture, and city and regional planning.

7. **Competitions/Award Submissions:** Students and faculty also have opportunities to participate in design competitions both in and out of studios. This past year, as described in the *SER Introduction*,

NC State landscape architecture students received regional and national recognition for their entries to the Tri State Regional ASLA, NCASLA, and National ASLA Awards Programs. As part of urban design studio Landscape architecture graduate students teamed up with Architecture and City and Regional Planning students from UNC Chapel Hill to submit entries in the *Annual ULI Hines Urban Design Competition*. One team, including our students Rebecca Myers MLA '10 and Matt Tomasulo MLA/MRCP '11, advanced to the finalist stage, and ultimately won receiving first place.

2. How does the program identify the objectives and evaluate the effectiveness of these opportunities?

Program faculty, students, and members of the professional community invest considerable time and resources in defining and evaluating the various educational experiences described above. The students, for example, tend to “vote” as they attend lectures and student sponsored activities and by enrolling in SASLA. This year over 40 students became student members of ASLA. The *Mentor Program* this year has 112 participants including 50 practitioners. And, at the end of each academic year, and especially at accreditation time, the department head asks folks to reflect on the merits, strengths, and areas needing improvement. The process is transparent and revelatory.

3. Do students report on these experiences to their peers? If so, how?

Yes. Student ASLA and the *Student Advisory Council* convene regularly scheduled meetings with student peers to discuss all aspects of the program. Specific activities include convening “Pecha Kucha” informational exchange presentations, brown bag lunches, writes, disseminates surveys and findings to the students.

F. Coursework: (Bachelor’s Level, if responding to Standard 3a or 3c, above)

1. In addition to the professional curriculum, describe how students also pursue coursework in other disciplines in accordance with institutional and program requirements.
2. Do students take courses in the humanities, natural sciences, social sciences or other disciplines?

G. Areas of Interest: (Bachelor’s Level, if responding to Standard 3a or 3c, above)

1. How does the program provide opportunities for students to pursue independent projects, focused electives, optional studios, certificates, minors, etc.?
2. How does student work incorporate academic experiences reflecting a variety of pursuits beyond the basic curriculum?

H. Research/Scholarly Methods: (Master’s Level, if responding to Standard 3b or 3c, above)

1. How does the curriculum provide an introduction to research and scholarly methods and their relation to the profession of landscape architecture?

The goal of the Program is to simultaneously build upon and question accepted practices with the goal of developing better processes and solutions for current and future landscape situations and

problems. The underlying philosophy of each course, be it studio or seminar, is to imbue within students the wisdom and tools required to frame questions and discover answers in ways that promote inventiveness in the classroom as well as in the field.

The program views inquiry, both individually and collectively, as the means to invent, energize, inform, and evaluate design ideas, processes, artifacts, and outcomes. The program prepares students to enter the profession with a thorough understanding of its precepts and the capabilities in order to make judgments through an evaluative design process. It further prepares its graduates to conduct research and invent new and appropriate processes and artifacts as required in order to meet the challenges of a changing landscape in a changing society.

Does this mean being able to enhance the body of knowledge and capability of the profession (and that of other professions)?

Yes!

Research is an integral component of the curriculum. Expectations of and requirements for research are woven into the fabric of our courses. While the instructors' individual research methods vary, most courses require students to:

- **Undertake research projects or papers that reinforce and/or enhance course work (such as researching land use and zoning requirements for a particular studio project)**
- **Delve into emerging theoretical questions or technological methods.**

LAR 540, Research and Strategic Thinking, for example, introduces and expands students' knowledge, application of, and appreciation for the role of research in Landscape Architecture. In this class students learn various "classic" approaches to research centered on problem definition, data requirements, and methodological strategies. Students are required to apply this information in several research oriented case study assignments. Landscape architecture and College faculty present their past and current research activities/projects and engage students in critical discussion about the methods used, project outcomes, and lessons learned. This class is delivered during the second year, fall semester.

In addition, each of the advanced design studios including LAR 675, LAR 676, and LAR 679, and several required and elective courses are research based and incorporate and require research activities visa vie course delivery and assignments. These courses include:

- LAR 521, *Values, Theories, and Methods in Landscape Architecture*
- LAR 444, *History of Landscape Architecture*
- LAR 542, *Human Use of the Urban Landscape*
- LAR 620, *Landscape Performance and Metrics*
- LAR 545, *Community Design, Landscape Architecture, City Planning, and the Public Realm*
- LAR 630, *Independent Studies*
- LAR 697, *Design Research Project Independent Study*

Another opportunity that we intend to pursue is the College's PhD program that attracts a sufficient number of high quality students with whom landscape architecture faculty and students interact. PhD candidates assist faculty with their funded projects and work with/mentor MLA students in studios, independent studies, and projects.

The College, as stated in the *Strategic Plan*, is committed to building a demonstrable research ethic.

In recent years the faculty has made significant progress, as individuals and as a collective entity, in developing bodies of research and producing tangible products. As a result, faculty momentum to enhance research activity in the College is at an all time high. The reality is that we, both faculty and students, must conduct research, basic and applied, that is worthy of funding, worthy of attracting donations from alumni and donors, and worthy of attracting and maintaining tuition paying students. With this goal and incentive, the College develops support mechanisms such as courses in research, case studies, and methods aimed at enhancing research productivity. The Dean and the College Administrative Council stress research with a capital “R” as a strategic priority. The Department of Landscape Architecture is a player in this arena!

2. How does the program demonstrate that theses or terminal projects exhibit creative and independent thinking and contain a significant research/scholarly component?

Working with a 3-member faculty committee, students selecting the LAR 579, *Design Research Project*, a self-directed final project option, define a topic of their own choosing and develop the scope, schedule, and processes of their independent project. This is accomplished through a three-course sequence that includes LAR 540, *Research and Strategic Thinking*, LAR 697, *Design Research Project Independent Study* and the 6-credit studio LAR 679, *Design Research Project*.

Rigor and quality of the projects are evaluated by the faculty committee, which includes at least two departmental faculty members and one faculty and/or outside professional on the student’s project advisory group. Student work is also assessed more broadly via midterm and end-of-semester final project presentations. Presentations are open to the public and are held within the same timeframe as other studio projects.

4. Student and Program Outcomes

4. STUDENT and PROGRAM OUTCOMES.

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

INTENT: Students should be prepared – through educational programs, advising, and other academic and professional opportunities – to pursue a career in landscape architecture upon graduation. Students should have demonstrated knowledge and skills in creative problem solving, critical thinking, communications, design, and organization to allow them to enter the profession of landscape architecture.

A. Student Learning Outcomes

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

The faculty and profession believe the answer to this question is an unqualified YES. Evidence supporting this position includes:

- Feedback provided the program by landscape architecture employers that our students fair exceptionally well in the competitive job market over a sustained time period.
- Critical feedback of student work given by practitioners participating in design studio and seminar reviews of student work and our Mentor Program.

2. How does the program assess student work and how it demonstrates students are competent to obtain entry-level positions in the profession?

Student performance is continually evaluated as students move throughout the program. As discussed in *SER Section 3, PROFESSIONAL CURRICULUM, Part D Curriculum Evaluation, page 34*, the faculty reviews the outcomes of the studio experiences during its curriculum retreats and uses this information to make adjustments and improvements. In addition, MLA candidates are required to take a formal *MLA Oral Examination* in their last semester; it requires students **to reflect on and communicate the significant body of knowledge and skills learned** during their tenure as graduate students in the MLA program.

In addition, the Department uses **diverse and incremental means to evaluate** each student's abilities to learn, apply, and communicate the results of their efforts. Here are a few ways student performance is evaluated:

1. **The "desk crit":** Design studios typically meet ten hours per week. During studio time instructors meet with individual and small groups of students to discuss and critique their projects. Faculty ask students about what they are trying to achieve, the methods employed, and the results or dilemmas

that surface during their inquiry. Instructors monitor each student's progress and offer appropriate feedback.

2. **The “informal pin-up”:** Periodically during the semester students pin-up, presenting their work and receiving criticism from fellow students, instructors, and guests. These sessions generate a great deal of discussion about the work. This enables instructors to assess the students' abilities in the various aspects of the design process and to offer suggestions for improvement and next steps.
3. **The tradition of review and criticism:** As students move through the program they are required to take six design studios, each of which is structured to insure that students deal with problem identification, information collection, analysis, synthesis, implementation, and the effective communication of results. The curriculum is integrated, ensuring that the critical technical courses are covered as soon as possible so that students are able to test and build on their technical knowledge in the studio environment. Student progress in the studio is reviewed at interim and major critiques by the faculty members in charge, by guests, and by outside critics from the profession, other educational institutions, and client/community groups.

The reviews are attended by students in the class, instructors, guest instructors, and practitioners. Students receive feedback covering each of the aspects of the design process as appropriate to the nature of the class and studio assignment. At the end of the presentation, the reviewers typically offer their own views of the students' work covering the array of things done well to those done poorly, along with their ideas and suggestions for improvement. Members of the professional community that participate in these reviews provide students with frank and passionate feedback emphasizing the connections to and expectations of professional practice. A few days following the review, the students and instructors meet to discuss lessons learned, areas needing improvement, next steps, and project successes.

4. **The “personal appointment”:** In addition to having their work discussed in the context of public forum, like the reviews just discussed, the faculty invite and respond to the students' request for a private one-on-one discussion. This provides students with additional opportunities to ask questions, receive personalized instruction and feedback. NC State College of Design faculty are committed to our students' education and will assist all students who make efforts to enhance their performance.
5. **External Reviews:** The professional community plays an active role in evaluating student work. Local practitioners, particularly those who have attended studio sessions, welcome students to their offices to discuss their projects. Practitioners including members of *NCASLA*, the *External Advisory Council*, and the *NC Board of Landscape Architects* attend and participate in studio and subject class project reviews and presentations. Student work that reflect program deficiencies are identified and discussed.

The NCASLA has an increasingly greater and welcomed presence and role in the program. Annually, NCASLA representatives review student work to determine deserving ASLA Honor and Merit Award recipients. The Chapter has given awards to the maximum extent allowed and has acknowledged the program in public venues for the demonstrated quality of work generated by the field of award candidates and recipients.

6. **MLA Oral Examination:** In accordance with policies of the NCSU Graduate School, all MLA students take the *MLA Oral Examination* in the final semester of their matriculation. The exam's questions are written and administered by the faculty of the Department. This exam is intended to test the students' understanding and competence in application situations requiring critical design thinking processes. Responsibility for implementation and compliance of the *MLA Oral Examination* with the NCSU Graduate School resides with the Department Head/Director of the LAR Graduate Program (DGP).

The *MLA Examination* is an open event that faculty, students, and others are welcome to observe.

Note: Please see SER Section, page 8 for more information about the MLA oral Examination

7. **Internship Reviews:** As part of the internship, students are evaluated by the host sponsor in areas pertaining to the student's performance, attitude, attendance, and potential for success. Items cited as deficiencies are reviewed and addressed by the department head and faculty. Internships have often lead to full time employment for many students/graduates.
8. **The Job Market:** Since the Great Recession, the job market for our students and graduates has improved markedly. Virtually most graduates seeking a position in landscape architecture have found employment in private, government, or higher education venues. The program, however, has not implemented an adequate mechanism to track its graduates and to query the organizations that have hired our graduates. This is a noted weakness of the program for which plans are in place to remedy. Nonetheless, recent anecdotal feedback offered by employers and prospective employers about our students and graduates has been overwhelmingly positive be virtue of the fact that our graduates are actively being recruited.
9. **Grades:** Traditional grading, either letter or credit/no credit, is used in all courses. The students' performance is graded at the end of the semester and they are given verbal/qualitative feedback during the semester on their work. Letter grades are given to 400 - 500 level courses. 600 level courses receive satisfactory/unsatisfactory grades. The grades reflect their individual growth and ability to conceive and develop design ideas and, within this effort, to properly gather information, analyze it, and synthesize their understanding of the problem. The student's ability to utilize criticism, as well as presentation skills and overall performance at reviews, is taken into consideration. The faculty stresses that each of these areas is essential to the students' success in developing their ideas and communicating their vision and work to the outside world.

Graduate students must maintain a 3.0 GPA to remain in the program.

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 evidenced through project definition, problem identification, information collection, analysis, synthesis, conceptualization and implementation?**

The classic design process, outlined above, is covered, tested, and debated in various ways throughout the delivery of the curriculum. This ongoing debate reflects the diversity of faculty and student thought. By the time students graduate they will have encountered many challenging design situations, learning and applying the knowledge and skills set forth in the program's educational objectives:

1. **To develop excellence in the design process and the creation of designed landscapes.**
Particular emphasis is given to exploring the strategies, methods, and skills necessary to study, synthesize, experiment with, and evaluate design precedents, design, and design processes and to integrating long term sustainable practices. This enables students to expand the definition of landscape architecture relative to their own skills and interests.
2. **To develop competence in core themes of the profession, including landscape architectural theory and precedent, technologies and materials, natural and cultural systems and communications and inquiry media.**
Particular emphasis is placed on developing ideas, conveying values and criticizing work. This ensures that students develop the full range of design and professional skills.
3. **To learn and apply methods that enable the student to design and conduct independent research based upon rigorous, original, and creative thinking, leading to a self-directed design project.**
Particular emphasis is placed on integrating research assignments in design studios and support classes. This encourages students to develop individual research interests and to achieve the intellectual independence necessary to become creative and responsible contributors to the natural and built environment.
4. **To provide a working knowledge of the institutional framework within which the design process occurs.**
Particular emphasis is placed on building a strong understanding of professional practice and skills, including management, leadership, marketing, ethical conduct and knowledge of legal issues.
5. **To provide public service while using methods that apply course work, research and creative work to real world situations.**
Particular emphasis is placed on implementing, enhancing, demonstrating, communicating, and evaluating ideas and skills, while providing measurable benefits for both constituents and students.

The design process, which integrates the elements listed above, is iteratively employed within the curriculum:

Design studios are the integrative venue used to evaluate students' abilities in each of the areas listed above. It is within the design studio environment that students face an array of design situations and challenges of various scales and levels of complexity, and have many opportunities to demonstrate abilities. Throughout the semester, studio assignments require students, either working in groups or as individuals, to present their work to their instructors, classmates, and visiting jurors and critics, in order to receive peer review, criticism, and support.

In addition to the design studio venue, the **various subject courses** offer additional opportunities for students learn and develop competence in the design process and receive constructive feedback on their performance.

For example:

Project Definition and Problem Identification: Course assignments require students to demonstrate competence in:

- Identifying situation stakeholders, describing the array of issues affecting or affected by the project situation, understanding from whose point of view the issue is relevant, and what it might mean to resolve the issue.
- Framing the question(s) to be addressed and understanding the imperatives motivating a solution. What's important, to whom, when and why?
- Determining the information needed to engage the problem and how the information is to be used.

In addition to the design studios, various subject courses test students on their abilities to define the project and problems to be solved. These courses include LAR 540, *Research and Strategic Thinking*, LAR 550, *LA Professional Practice*, LAR 527, *Landform, Grading and Site Systems*.

Information Collection and Analysis. Students demonstrate competence in a variety of arenas including: field-based investigation of natural systems and phenomena; historical and cultural inquiry; and examination of social, demographic and/or economic survey data. Strong analytic skills are critical to students' eventual success in landscape architecture.

Analytic and Critical thinking skills are further emphasized in both "core" and "advanced" design studios, and in the required and elective coursework such as LAR 444, *History of Landscape Architecture*, LAR 502, *Site Planning and Design*, and LAR 534, *Landscape Architecture Theory and Criticism*, and LAR 542, *Human Use of the Urban Landscape*. Evidence of the students' analytical abilities is revealed through examinations, term papers, design projects, and course assignments.

Synthesis. Design Studios and courses such as, LAR 612, *Contemporary Issues in Landscape Preservation*, LAR 620, *Landscape Metrics and Performance*, and LAR 517, *2D/3D Modeling and Representation* require students to learn and apply methods to **synthesize information and develop conceptual frameworks** in order to further their design explorations and ideas. These courses, in particular, require students to write papers and produce projects that reveal the degree to which they can synthesize information and develop the conceptual basis for an idea.

Design implementation is integrated at various levels in both "core" and "advanced" design studios. The LAR 503, *Design Development/Construction Documentation Design Studio*, typically taken in the MLA student's third semester, has the student take their design from the conceptual and schematic stages into rigorous construction documents. Students in this studio will have taken LAR 528, *Construction Materials and Methods*. The courses LAR 527, *Landform, Grading, and Site Systems* and LAR 524, *Planting Design* are typically taken in the previous spring and summer semesters. Implementation is also a focus of the following required and elective courses: LAR 525, *LA Field Studies*, LAR 542, *Human Use of the Urban Landscape*, and LAR 612, *Contemporary Issues in Landscape Preservation*.

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

Through out the academic year, the faculty, as a regular part of the faculty meeting agenda, discuss and review the performance of the students in the program, changing student needs, the success or failure of attempts to integrate subject matter, and issues impacting the content or delivery of course offerings in the future. Students believed to need additional advising are notified and invited to meet with the

department head, director of the Graduate Program and/or other appropriate staff in the department, college or university. Notes from this meeting and other meetings are kept on file in the departmental office.

B. Student Advising

1. How does the student advising and mentoring program function?

Advising is available to students throughout their education in the program and beyond.

Prospective students are invited to visit the school prior to or during the application process to meet with the department head, current students, faculty, and alumni. They may also sit in any class or studio to observe the learning environment. Upon acceptance to the program, students receive a variety of materials via the mail and email that provides useful information about the curriculum, college, university and region. New students are invited to schedule an appointment with the department head to review their course of study and discuss particular interests and needs. They are also paired with continuing second and third year student buddies for additional advisement and friendship building.

For continuing students we employ two kinds of advising in the form of matriculation advising and scholarly mentoring. For matriculation advising individual students are required meet at least twice annually with the department head to review their progress towards degree and to discuss future course matriculation strategies. Scholarly mentoring dealing with subject matter pertaining to course work, research, and professional development is provided by the faculty and practitioners to individual and groups students.

- For issues concerning degree requirements and other official issues, students meet individually and in groups with Department Head/Director of the Graduate Program
 - Upon commencing the program all MLA students are required to participate in a day-long orientation about the program, college, and university. At this time, the MLA curriculum is described in great detail. Students are encouraged to ask questions. Individual entering students are invited to meet with the department head and DGP to discuss specific matriculation paths, possible course waivers, and personal needs.
 - Fall semester, second year students are required to meet with both the department head and DGP in a ***“Progress Towards Degree”*** review. During this hour-long meeting the student’s academic performance to date, strengths and weaknesses, scholarly and professional interests, and future matriculation options are reviewed. Students who may be interested in pursuing LAR 679, *Design Research Project* are advised to identify the members of a 3 person faculty committee and undertake a LAR 697, *Design Research Project Independent Study* aimed at exploring resources for the final project.
 - Students intending to pursue fulfillment of their individual international study requirements are similarly advised to meet with the department head/DGP, and associate dean.
 - Third year MLA students are required to meet as a group and as individuals with the department head/DGP to discuss procedures for the required *MLA Oral Examinations* and the final design studio options.

- Official advising is also offered by the *Office of Student Services* under the direction of Assistant Dean Tameka Whitaker. *The Office of Student Services* manages all student files and performs university required analyses regarding admissions, on-going matriculation, and graduation. Cases requiring decisions pertaining to degree requirements are referred to the department head, and the department faculty, if necessary.
- All instructors, including adjuncts, are available to mentor/advise students in all areas pertaining to their particular course and/or scholarship/research interests.
- In addition, students are encouraged to participate in the **LAR Mentor Program**, as previously discussed.
- To further enhance information dissemination, the department prepares and disseminates memos and newsletters to inform students about up-coming events, curriculum offerings for the following semester/year, faculty news, and any other information deemed useful.
- Finally, the *Student ASLA Chapter* under takes an aggressive peer grass roots role in advising fellow students about the Program and the College.

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

The program assesses the effectiveness of student advising and mentoring in two ways:

- We ask the students directly using survey instruments and conversation.
- The *Student ASLA* leadership and the *Student Advisory Council* meet with the department head and faculty on a regular basis to discuss student concerns, suggestions for improvement and to disseminate information.

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

The College of Design's *Office of Student and Academic Services* provides support to students in all programs in the College of Design, including landscape architecture, from admissions through graduation. These services include, but are not limited to, academic advising, career counseling, career services, registration assistance and general information sharing.

Career services are offered to students in a number of ways. The director of Career and Academic Advising for the College of Design provides the following services to students:

- Recruiting programs, such as an annual career fair and on-campus interviews with employers looking to hire interns and full-time employees.
- Maintains strategic employer partnerships to increase student job and internships postings which are available through an online database and emailed to students in an email newsletter.
- Numerous networking events, workshops, career panels and other career development events on topics including resume writing, interview skills, networking, and using LinkedIn.
- Individual career counseling on job/internship search strategies, resume/cover letter writing, interview techniques and other career needs.
- Offers additional career development initiatives including the Professional Development Certificate.

Additionally, students *have full access to the resources available through the NC State Career Development Center*. Lastly, students receive mentoring on career-related issues from their faculty and department heads both inside and outside of the classroom.

4. Are students aware of professional opportunities, licensure, professional development, advanced educational opportunities and continuing education requirements associated with professional practice?

The department and college provides several venues to inform students of these opportunities through out curriculum delivery, events and activities hosted by the Student ASLA, and the *External Landscape Architecture Advisory Council*, and the *LAR Lecture Series*. Design studios, particularly LAR 503, *Design Development and Construction Documentation*, and LAR 550, *Landscape Architecture Professional Practice* deliberately expose and emphasize these topics. The Student ASLA this past year produced a number of professional development activities such as the *Mentor Program*, the three session *Portfolio Design and Criticism Workshop*, and brown bag lunch sessions with local landscape architecture practitioners. We also convene a meeting with a representative from the NC Board of Landscape Architects to discuss licensure requirements, procedures, and expectations.

In addition, the College of Design's *Office of Student and Academic Services* offers topical workshops throughout the academic year. Following, for example, are the workshops delivered during 2015 fall and spring semesters.

Fall 2015

RESUME WORKSHOP, Wednesday, September 16, 5:30pm, Allred Gallery. Learn how to construct a professional resume & sign up for a resume critique!

SUMMER INTERNSHIP SHOWCASE, Thursday, September 17, 12:30pm, Allred Gallery. Students discuss their summer 2015 internship experience and give advice on how to secure internship opportunities.

CAREER STRATEGIES FOR SOPHOMORE DESIGN STUDENTS, Monday, September, 21, 12:30pm, Allred Gallery. This program is specifically designed to help second-year students engage in the career development process and will help prepare you to take ownership of your own professional development path.

RESUME WORKSHOP, Tuesday, September 22, 3:00pm, Allred Gallery. Learn how to construct a professional resume & sign up for a resume critique!

RESUME REVIEW DAYS, October 12-15, 2015, Brooks 225. Pre-registration is required. Have your resume reviewed by career counselor!

YOUNG ALUMNI PANEL, Wednesday, October 21, 5:30pm, Allred Gallery. Hear directly from young alumni about job search process and the transition from college to career!

RESUME WORKSHOP, Monday, October 26, 12:15pm, Allred Gallery. Learn how to construct a professional resume & sign up for a resume critique!

CREATING A PORTFOLIO, Wednesday, October 28, 5:00pm, Allred Gallery. Learn how to construct a professional portfolio that can be used during your job and internship search!

NETWORKING WORKSHOP, Tuesday, November 10, 5:30pm, Allred Gallery. Networking is a powerful tool, exposing you to experts, resources and contacts, as well as leads and referrals for your job and internship search. Learn how to best utilize the networks you've already built, as well as how to create new ones!

PORTFOLIO REVIEW DAY, Thursday, November 19, 10am-7:30pm, Rotunda. Pre-registration is required. Have your portfolio reviewed by design professionals!

RESUME WORKSHOP, Monday, December 7, 4:00pm, Allred Gallery
Learn how to construct a professional resume & sign up for a resume critique!

Spring 2015

RESUME WORKSHOP—TWO OPPORTUNITIES!! Learn how to construct a professional resume & sign up for a resume critique!

Monday, January 12, 6:00pm, Brooks Hall 320

Thursday, January 15, 12:00pm, Brooks Hall 320

INTERVIEW SKILLS WORKSHOP: Tuesday, January 27, 5:30pm, Brooks Hall 320. Learn the skills necessary to succeed in a job/internship interview.

RESUME REVIEW DAYS: Ongoing from January 20-27. Pre-registration is required. HIGHLY RECOMMENDED for students submitting resumes for Spring Interview Days or attending the Career Expo! Have your resume reviewed by a career counselor!

MOCK INTERVIEW DAY: Thursday, February 5, 10am-4pm, Rotunda. Pre-registration is required. Hone your interview skills as you prepare for Spring Interview Days and other interview opportunities!

PORTFOLIO REVIEW DAY: Thursday, February 5, 5-8pm, Rotunda. Pre-registration is required. Have your portfolio reviewed by professionals in your field!

HOW TO NAVIGATE THE CAREER EXPO/NETWORKING: Monday, February 9, 5:30, Brooks 320
Learn how to approach and mingle with the design professionals who will be here to talk about job and internship opportunities with their companies and organizations.

DESIGN CAREER EXPO: Thursday, February 19, 9:00-11:00am. Meet with working professionals in an informal environment to make contacts and learn about careers. This is a great opportunity for all undergraduate and graduate students who are interested in careers in various areas of design.

SPRING INTERVIEW DAYS: Thursday and Friday, February 19-20
Pre-registration is required. This two day event is open to all students in the College of Design who are currently seeking internships, part-time or full-time positions. Organizations with open positions will come to campus to conduct interviews with students. These interviews will be pre-scheduled and the list of opportunities will be available at the end of January. Please stay tuned for additional information, including open positions, requirements, and application deadlines!

CAREER CRASH COURSE: TBD, Brooks 320. Still job searching? This workshop will give you an overview of strategies and tips on how to make the most of your job search.

PANEL: MAKING THE MOST OF YOUR INTERNSHIP/FIRST-JOB EXPERIENCE: TBD, Brooks 320

Receive advice from a panel of design professionals on how you can get the most out of your internship and first job experience.

6. How satisfied are students with academic experiences and their preparation for the landscape architecture profession?

Student satisfaction is considered “job 1” for several reasons. The faculty and administration fully understand and appreciate the high costs and magnitude of students loans associated with obtaining a degree in landscape architecture. We similarly relate student satisfaction with student recruitment and retention. We, therefore, invest substantial resources and make substantive efforts to monitor and listen to student concerns and suggestions for improvement.

Evidence gathered from student and alumni surveys, exit interviews with graduates, members of the Student Advisory Council, and from sources such as *Design Intelligence* indicates students are satisfied with the quality of landscape architectural education received at NC State. The result of these efforts is demonstrated in revisions made to the program curriculum and courses, the development of the *Landscape Architecture Lecture Series*, the external financial support donated to enroll students in the ASLA, and the support provided to underwrite the costs associated with student competitions and attendance at NCASLA and ASLA conferences.

C. Participation in Extra Curricular Activities

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?

Students actively participate in a number of organizations through landscape architecture oriented organizations, courses, community initiatives and campus wide organizations at North Carolina State. For example, three specific courses include LAR 528, *Landscape Construction & Material Methods*, LAR 582, *Environmental Social Equity and Design* and LAR 675, *LA Advanced Topics Design Studio* such as *Rural Design Studio*. During summer 2015 students enrolled in *Landscape Construction & Material Methods* participated in design and construction of an outdoor learning environment for children at a daycare facility located in Downtown Raleigh.

Those enrolled in the *Environmental Social Equity and Design* course during the fall 2015 semester focused on trends affecting environmental health in the built environment with an emphasis on emerging issues in Durham, North Carolina. Students formed teams and worked with various community members/organizations in Durham to address certain issues ranging from community disengagement to provision of public green space for those who are home insecure.

There are numerous campus wide organizations in which students participate, a favorite among landscape architecture Students include the *Taiwanese Student Association (TSA)*.

The following narrative describes other opportunities for students to participate:

1. NLI - The Natural Learning Initiative <http://naturalearning.org/>

The Natural Learning Initiative (NLI) is a research and development, community engagement, and professional development unit of the College of Design. The *Natural Learning Initiative* directed by LAR professors Robin Moore and Nilda Cosco have employed a number of LAR students as research associates. Founded in 2000, embracing the overall land grant mission of NC State University, the NLI mission focuses on design applications to support the health of children, their families, and the outdoor spaces of daily life:

2. Community Design, Research, and Extension

The LA department has a long-standing history and tradition of Service-Learning. Students have many opportunities to apply their academic experiences and work on projects associated with faculty research and the College's Extension office. MLA students work 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.

In North Carolina there are numerous small communities in need of growth management and economic development assistance. Communities that have historically relied on traditional industries and farming to fuel their economies now see population movement and economic pressures that require change. Faculty and students travel to a North Carolina community, meet with local officials and citizens, and participate in a one to two-day design study intended to generate diverse design solutions for the community to consider.



This past spring semester, 2015, Professor Celen Pasalar who is also the Assistant Dean for Research and Engagement, delivered LAR 575, *Advanced LAR Advanced Topics Design* studio that focused on strategies for re-purposing a state prison site in rural Scotland County. Those who participated in the studio planned and designed the adaptive reuse strategies of a prison site for youth coming out of the justice system to aid them in realizing their potential and skills, providing job opportunities for returning veterans, bolstering the local economy through workforce training and business development, and providing better health via access to locally grown food:

“Students focused on transforming the 62.32 acre abandoned prison site into a thriving and sustainable education/community center in order to help create a sustainable and healthy community in the Town of Wagram and beyond. Students’ were expected to develop a program and create a site design that will support the activities of the non-profit organization - GrowingChange; increase environmental awareness toward sustainable practices; provide aesthetic values creating a strong site image; support healthy choices by the community residents and users (e.g. physical activity, sustainable agricultural practices, access to healthy food, and social interaction).”

This experience provided students with the opportunity to present their site designs and receive feedback on their presentations that attempt to communicate their final design strategies proposed for a vibrant and healthy educational and community center. The feedback received will help students develop better skills for analysis, program development, and site design.” (Celen Pasalar)



Project site: Old Wagram Prison, Wagram, Scotland County.

3. Conferences

“Institute for Emerging Issues Forum: *The Institute for Emerging Issues (IEI)* is a public policy, think-and-do tank that convenes leaders from business, non profit organizations, government and higher education to tackle some of the biggest issues facing North Carolina's future growth and prosperity.

Through research, ideas, debate and action, we prepare leaders to address North Carolina's future challenges and opportunities. North Carolina has long been a model state in the Southeast, with a legacy

of forward-thinking leadership and effective collaboration, and IEI seeks to mirror and encourage these values.”

Past annual forum topics have included energy, growth and development, and creativity and innovation. This year’s topic focuses on healthcare. The forum is held annually in February.

<http://ncsu.edu/iei/forum/2011/index.php>

“Urban Design Forum”: The *Annual Urban Design Forum*, planned and produced by NC State University College of Design and the Raleigh Department of City Planning/Urban Design Center is held in mid February or early March. This past year’s *12th Annual Urban Design Conference*, themed, *“Design for Change: The Resilient City”* featured keynote presentations and several case study tracks. Last year several LAR courses required students to attend the conference and were given free admission:

“2015 Urban Design Forum: Design for Change: The Resilient City”

Cities in the Mid-South region face dramatic change in demographics, population growth and increasing frequency of severe climate impacts. Planning and designing for resilience can help cities survive, adapt and grow as these changes affect demands on the built environment, infrastructure, transportation systems, and water and energy resources. Through a design lens, keynote speakers at NC State Design’s 2015 Urban Design Conference will frame relevant topics while case studies and design best practices will examine projects and strategies related to resilience. Major topics will include: built environment; water/natural resources; energy and technology; transportation; and green infrastructure.

Planning for the *2016 Urban Design Forum* is underway. Its theme is: **“Design for the Evolving Downtown: People, Places, and Practices.”**

“Growing in Place Symposium”: This annual Symposium, sponsored by the **Natural Learning Initiative**, takes place on the same week as the *Urban Design Forum*. Last year, the symposium “stimulated discussion about how planners and designers can meet the challenge of enhancing the wellbeing of urban families in North Carolina, across the nation, and the world. As cities grow and develop, opportunities to support family life in a healthy public realm should multiply. European design innovations such as “home zones” together with community participation processes and design guidelines will serve as triggers for discussions about how cities can grow in harmony with the needs of their citizens across the life span.” <http://www.naturalelearning.org/training/gip2010/about.html>

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?

Students have not participated in LaBash during the past 5 years primarily due to costs and scheduling conflicts. However, they are very involved in NCASLA activities and ASLA Annual Meetings. This past November, for example, 16 students participated in the *2015 ASLA Annual Meeting* in Chicago. Our students received the *ASLA Honor Award in Community Service for the Ghana International Design Studio: Playtime in Africa*.

Two students currently hold positions in the *Council of Educators in Landscape Architecture*. One student holds the position of *Student Director* serving as the student representative on the national Board of Directors. Through this position this student brings issues of student interest to the attention

of the CELA Board, and reciprocally, communicates the activities of the CELA Board to the community of Landscape Architecture students. The second student holding a position with CELA serves as the Student Representative on behalf of NCSU's Landscape Architecture Department.

Other professional societies and special interest groups in which students actively participate include the Environmental Design Research Association (EDRA) and Landscape Architecture Foundation (LAF).

In addition, students are actively involved in the department's *LAR Professional Development Program* that includes the **Student ASLA (SASLA)**, **Student Advisory Council**, **Women in Landscape Architecture (WILA)**, the **Mentor Program**, the **LAR Lecture Series**, **Brown Bag Lunches**, and **topical workshops**. (For detailed information about these programs *please see SER Section 3E. Augmentation of Formal Educational Experience.*)

4. How satisfied are students with academic experiences and their preparation for the landscape architecture profession.

Results received from student surveys including those from *Design Intelligence*, exit interviews with graduating students, and feedback provided by the Student Advisory Council indicate that students are satisfied with their academic experiences and their preparation for the landscape architecture profession. This is further corroborated by anecdotal comments received from recent graduates and employers.

5. Faculty

5. FACULTY

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

INTENT: The program should have qualified experienced faculty and other instructional personnel to instill the knowledge, skills, and abilities that students will need to pursue a career in landscape architecture. Faculty workloads, compensation, and overall support received for career development contribute to the success of the program.

A. Credentials

1. Is the faculty's balance of professional practice and academic experience appropriate to the program mission?

The credentials of the faculty reflect the department's premium on the value of design thinking applied to current and future practices. The faculty represent the range of research, practice, and engagement knowledge and expertise to teach students the theories, tools, and techniques needed to pursue professional practice and leadership. The Department includes traditional and contemporary faculty positions suited to combine the strengths of evidenced-based research coming from both the academic and professional realms.

Following is a concise list of MLA program faculty and their respective areas of expertise:

Full-Time Tenured Faculty:

Gene Bressler, FASLA—is Department Head, a member of the Dean's Administrative Council, a member of the PhD faculty, the Campus Review Panel, and serves on the Executive Board of the NCASLA. Gene brings a career of academic leadership to his position symbolized by his 2006 *Outstanding Administrator of the Year Award* from CELA. He is responsible for leading a wide array of curriculum innovations in the department namely the sweeping curriculum changes modeled from national best practices that have increased professional practice community interaction with students, topical advanced courses rooted in regional and national trends, and unique partnerships enabling faculty and students to address critical landscape issues facing NC communities.

Robin Moore, Honorary ASLA—is a co-founder of the *Natural Learning Initiative (NLI)* and an international leader in the design of natural play environments for families and children. Robin's research focuses in innovative methods for community engagement that provides students with opportunities to develop their expertise in evidence-based design practices. His leadership in urban design informs his *Human Use of the Built Environment* seminar as well as the *Growing In Place Symposium*, *NLI Institutes*, and annual events that bring students in contact with international leaders in practice.

Art Rice, FCELA—is Interim Dean of the College of Design, former Associate Dean of Graduate and International Studies, a past president of CELA and a national expert on design education and served as director of the college's PhD Program. Art co-teaches several studios, and brings his awareness of pedagogical best practices to the classroom. He championed the value of international study in design education and is responsible for the departmental and college-wide requirement for study abroad by all design students. Art was a key player in the development of the Prague Institute, a year round facility and curriculum immersing students in the heart of Prague, Czech Republic.

Fernando Magallanes, ASLA, PLA—is a nationally recognized educator and a recipient of the CELA *Outstanding Educator Award*. Fernando specializes in teaching design fundamentals. He served as a leader in the *First Year Experience (FYE)* College studio sequence for the past 5 years, as well as the summer introductory studio and drawing seminar for incoming MLA students. Fernando has presented and written on experiential learning, drawing, and contemporary and emerging trends in landscape architecture practices. He recently served on the *2015 National ASLA Student Awards Jury*.

Andrew Fox, ASLA, PLA, University Faculty Scholar—is the founder of the Landscape Architecture Design + Build Studio as well as co-creator and co-director of the *Coastal Dynamics Design Laboratory (CDDL)*. His research through CDDL positions students to lead in the areas of resiliency and climate adaptation facing North Carolina's coastline. Andy is an expert in multi-disciplinary design inquiry, design implementation, and emerging design and construction issues associated with the urbanizing landscape. He is a nationally recognized leader for excellence in teaching having been named a member of the *Academy of Outstanding Teachers*, and a *University Park Faculty Scholar Mentor*. Andy combines the expertise as a leading practitioner with scholarly rigor, and is responsible for a paradigm shift towards applied teaching and learning in the department. He, along with Celen Pasalar, is the principal organizer of the forthcoming *EDRA 2016 Conference*.

Kofi Boone, ASLA—offers students expertise in community engagement and design, environmental justice, and social equity. Kofi's research focuses on the integration of technology and new media into participatory design. Kofi is an *Institute of Emerging Issues Faculty Fellow* and co-director of the *Ghana International Design Studio*. Kofi's teaching and research brings environmental justice and social equity into the curriculum. He has and continues to develop new courses that focus on direct engagement with affected communities. He is a member of the *Academy of Outstanding Teachers* and the *Academic Liaison for ASLA's Environmental Justice Professional Practice Network*. He was recently appointed to the Editorial Advisory Committee for *Landscape Architecture Magazine*.

Full-Time Non-Tenured Faculty:

Celen Pasalar, PhD—is the Assistant Dean for Research and Extension and a leader in Community Engaged Practice. She has and continues to lead college-wide efforts to increase design research capacity and has leveraged her awareness of international research trends to mentor PhD and MLA students interested in evidence-based design. Celen developed the department's *Research and Strategic Thinking* course; she is a key leader in the department's strategy to increase the rigor of student design research efforts and leads a topical advanced design studio focusing on emerging issues facing communities across North Carolina. Along with Andy Fox, Celen is the principal organizer of the *EDRA 2016 Conference*.

Research Associate Faculty

Nilda Cosco, PhD—is co-founder of the *Natural Learning Initiative (NLI)*. She is an international leader in the design of natural play environments for families and children. Nilda's research focuses on the impact of designed outdoor environments on children's health outcomes. Nilda's work with National Institutes of Health (NIH) and National Science Foundation (NSF) provide students with experience learning from rigorous research and supports evidence-based design approaches. She is also a pioneer in the development of distance-learning approaches and online teaching techniques.

Teaching Assistant Professors: (not tenure/tenure track)

Carla Radoslovic Delcambre, PLA—teaches the *Design Development* course sequence with an emphasis on ecological issues. She is a leader in the integration of emerging technology into landscape architecture design education. Carla teaches a series of classes that brings advanced modeling, visualization, and other contemporary tools into the MLA program. Through her innovative partnership *RaleighSpace*, Carla demonstrates, through collaborative work, the use of partnerships to transform urban space.

Adjunct Professors of the Practice and Executives in Residence

Rodney Swink, FASLA, PLA—is a past President of ASLA, former director of *North Carolina's Main Street Program*, a winner of the *ASLA President's Medal* and the *LaGasse Medal*. Rodney is a member of the *Landscape Architecture Advisory Board*, helped develop the human health and well-being component of *SITES*, and serves on the *College of Design's Leaders Council*. He provides students with real world examples of professional leadership especially in the areas of historic preservation, public landscapes, and urban design. His professional practice course introduces students to the requirements of licensure and ethical professional conduct and challenges them to develop a broad view of potential impact on the future of landscape architecture.

Charles A. Flink, FASLA, PLA—is past president of Greenways Incorporated (now Alta Planning) and an international leader in greenway planning and development. Chuck is co-author of *Greenways: A Guide to Planning, Design and Development*, and has lectured and published widely. With Gene Bressler, Chuck delivers *Landscape Imperatives*, an advanced course challenging students to speculate on the future of urban landscape systems in the context of fast growing areas of North Carolina. Chuck chairs the *NC State University's Board of Visitors* and serves on the *College of Design's Leaders Council*.

Emily McCoy, ASLA, PLA—is Director of Integrative Research and Associate Landscape Architect at Andropogon. Emily serves on the *Landscape Architecture Foundation's Education Committee*. Her work focuses on tools for measuring the impacts of sustainable landscape management. Her course, *Landscape Performance and Metrics*, combines best practices with emerging techniques derived from cutting-edge research used in professional practices.

Daniel A. Howe, FASLA, AICP—is a Fellow of ASLA and a former Assistant City Manager for the City of Raleigh. In that capacity, Dan used his design and planning expertise to lead multidisciplinary efforts to revitalize downtown, including the development of Raleigh's City Plaza, the Convention Center, and Fayetteville Street. He teaches courses demonstrating the overlap between landscape architecture and urban planning, challenging students to embrace a multi-scalar view of professional practice in cities and regions.

Brendan Alexander Harmon—is a PhD in Design student and a pioneer in the area of "Tangible GIS Techniques". His work through the *NCSU Open Source Geospatial Research Education Lab* combines

landscape architecture, computer science, and geographic information systems to visualize changes in landscape dynamics through hands on techniques. Brendon developed *GIS for Designers*, a course that teaches MLA students the applications and workflows required to address complex landscape challenges.

Robby Layton, FASLA, PLA, CLARB, CPRP—is a PhD in Design candidate focusing on Level Of Service (LOS) modeling for allocation of public green space. Robby is also the founding principal of Design Concepts, CLA Inc., an award winning practice based in Colorado. Robby co-teaches Design Development courses bringing his considerable professional expertise and academic rigor to the classroom.

Dr. Anita Brown-Graham—is *Director of the NCSU Institute for Emerging Issues (IEI)*, an important forecasting group that informs statewide trends and policy objectives. She is *White House Champion for Change*, an *Eisenhower Fellow*, and was named the *2014 Woman in Business* by *Triangle Business Journal*. Anita is a national leader in building community capacity for governance and economic development and delivers the advanced seminar, *Finding Community Consensus Through Deliberation*. The course engages students in exercises derived from real world situations to build the experience working with diverse stakeholders.

Derek Blaylock, MLA—is a designer at Stewart, Inc. and a leader in digital media applications. Derek delivers digital drawing courses in the department, introducing students to industry standards as well as emerging techniques developed in professional practice.

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

The department head, in formal and informal consultation with the faculty, regularly reviews faculty assignments to advance the department's mission. This evaluation happens formally and individually through the *Statement of Mutual Expectations (SME)* and *Annual Review* processes. It also happens collectively and transparently with the faculty during retreats and faculty meetings. The *External Landscape Architecture Advisory Council* and other points of contact with the practitioner community provide additional input on the curriculum and teaching assignments as they share their views of student work following interactions with students and their views about the immediate and long term needs of professional practice.

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?

All faculty regardless of rank participate in regularly scheduled faculty meetings. All faculty can comment on administrative decisions although formal departmental decisions are determined by the Department Voting Faculty (DVF). All faculty are invited to provide their insight and feedback, as well as propose curriculum improvement.

Adjunct faculty, together with tenured/tenure track faculty, teaching professors, and adjuncts are asked and welcome to offer constructive criticism and suggestions to improve any and all aspects of program content and delivery, comment on administrative decisions, and respond to matters concerning department governance such as: faculty scholarship, curriculum and courses, the lecture series, program sponsored exhibitions, alumni and practitioner relations, student recruitment, student conduct, facilities

and equipment, student activities, and faculty travel. In accordance with University policy, the Department's Voting Faculty (DVF) is responsible for the content and delivery of the MLA program's curriculum and courses.

Due to their leadership roles in professional practice, adjunct and part-time faculty collaborate and participate in the development of innovative courses to address emerging issues. These include design workshops and special topics courses in areas such as: landscape performance and metrics, digital modeling and representation, planning, and history.

The department head reviews student generated course evaluations of all faculty and provides on going mentoring to enhance performance and assess curricular fit. The department head meets formally at least once a year with each adjunct faculty member to discuss their professional achievements and performance, suggestions, and interests in teaching.

B. Faculty Development

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 activities are formally detailed and documented in the faculty member's *Annual Report* that is prepared and filed each May. This report is used, in part, to inform annual faculty performance appraisals and the College of Design's *Annual Report* to the Provost and Chancellor's offices.

University Level

The Provost and Chancellor identify scholarly efforts for inclusion in University media including the publication, *Results*. University forums and inter-collegiate gatherings offer faculty opportunities to share research findings with peer groups. *Faculty Research and Professional Development (FRPD) Grants* are issued annually by the University and require dissemination as a part of the grant requirements.

College Level

The College's website and magazine, *DesignLife*, regularly solicits and shares faculty research efforts. Faculty are invited to present to the College of Design's *Leaders Council* in their annual visits. Leaders Council is an external group made up of practitioners and thought leaders from across the nation. Informal connections facilitate dissemination of faculty work through professional networks.

Department Level

Many of the faculty are members of academic and professional organizations that offer conferences and publication opportunities. Faculty discuss research interests regularly and share potential dissemination outlets. The department head meets with faculty regularly, helps to strategize dissemination strategies, and provides resources, including resources to support award submittals, conference attendance, and self-published documents.

Further, the Department of Landscape Architecture has several avenues through which it promotes events and achievements related to faculty. On the web, the College has an active social media presence that announces faculty lectures, honors, awards, publications, and more to an audience of

students, faculty, staff, alumni, and the general public. The College also uses its website (<https://design.ncsu.edu>) for promotion, in addition to giving each faculty member -- both tenured and adjunct -- a personal profile page to share his or her own achievements. Promotion also occurs in the College's annual publication, *Designlife*, and the online *Designlife* website (<https://design.ncsu.edu/designlife>), that gives any interested faculty members a platform to share announcements or write blog articles for the general audience.

The College frequently sends email announcements to internal faculty, staff, and students and periodically sends out email announcements and press releases, externally, to alumni and the general public. It features all faculty achievements in its *Annual Report* to the University Chancellor. The College's Office of External Relations maintains close communication with NC State University's Department of University Communications and the NC State Alumni Association, both of which publish articles on websites or in magazines about faculty achievements. In addition, the College participates in the University's *Digital Billboard System* that displays announcement slides on digital screens across campus.

Landscape Architecture faculty are known locally for their research and expertise; they are featured in local publications such as the *News & Observer*. They have also been featured in national magazines, such as *Landscape Architecture Magazine*. The Department of Landscape Architecture actively works with organizations such as the Council of Educators in Landscape Architecture (CELA) and the North Carolina Chapter of the American Society of Landscape Architects (NCASLA) to send information via email and social media. Landscape Architecture students also maintain a strong and active chapter of the Student ASLA (SASLA) on campus and on social media.

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

The department head works with each faculty member to develop their individual *Statement of Mutual Expectations (SME)*. This document summarizes targets for faculty productivity including professional development goals.

In general, faculty development at the department level is handled on an individual basis, with the Department Head mentoring individuals, allocating resources, and release time to meet the needs of the Department and individual faculty members. Presently, per University policy, all faculty, working with the department head are required to prepare a **Statement of Mutual Expectations (SME)**:

"The Statement of Mutual Expectation (SME) is to be a written description of the appropriate mix of the individual faculty member's realms of responsibility and the mutually-agreed-upon expectations from both the faculty member and the department during the faculty member's appointment. Every faculty member is to have a SME, which is to be prepared in consultation with their department head. Faculty members are to maintain this document throughout their course of service to the university. The SME will be included in the RPT dossier. The SME will also be used in post tenure reviews. The SME is to be prepared during the initial year (within 12 months) of appointment as a member of the faculty. Failure to develop or agree to changes in a SME must be brought to the attention of the dean by the department head. Consultation should then occur between the faculty member, the department head and the dean to resolve the matters at issue. The SME is to be memorialized as a dated document signed by the

faculty member, department head and, at the discretion of the college, the dean and placed in the faculty member's personnel file.

The SME is to be reviewed periodically and changes instituted as necessary, especially when significant changes occur in expectations associated with the faculty member's appointment or in the professional life of the faculty member. Recommended times for review of the SME are after promotion with tenure, promotion in rank, and during post-tenure review. All substantive changes in the realms of responsibility are to be documented in the SME as to when the changes occurred and why such changes were deemed necessary.

Together with the Annual Report of accomplishments (faculty activity report), the SME should provide the principal basis for both annual and comprehensive evaluation of the performance of the faculty member in the light of the university Academic Tenure Policy and written Reappointment, Promotion and Tenure (RPT) rules of the department(s) and college(s) in which the faculty member is appointed and active."

Further, the department head conducts an annual review with each faculty member. The department head solicits an updated Curriculum Vitae (CV) as well as notes on faculty accomplishments and interests in advance of preparing annual review documents. Based on department needs, faculty can work collaboratively to identify future development opportunities with the support of the department.

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

The department head works with each faculty member to develop an SME. This document summarizes targets for faculty productivity. The department head conducts an annual review with each faculty member. The department head solicits an updated CV as well as notes on faculty accomplishments and interests in advance of preparing annual review documents.

The Annual Review process includes a conversation and written appraisal of the faculty person's performance and achievements in the areas of teaching, research, and service structured around the following questions:

- **How have you performed as a teacher in the classroom and as a mentor with individual or groups of students?**
- **How have you performed as an advisor to students?**
- **How have you performed as a scholar as demonstrated in your writings, publications, external lectures, or other notable areas?**
- **How have you contributed to the operations of the department, college, and university as demonstrated in your attendance and participation in faculty meetings, committees, fulfillment of assignments, or other such activities?**

The department head's written assessment is based upon a review of all student-generated course evaluations, personal observation, and by seeking consultation with members of the faculty and students. Any recommendations or suggestions for improvement are included in the written appraisal. The faculty member signs the appraisal document that signifies that s/he has read it. Faculty members have the right to submit in writing additional information or evidence counter to, in correction thereof,

or in support of the appraisal made by the department head. Copies of all appraisal-related documents are given to the faculty member, placed in the official faculty file.

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

Peer review of teaching occurs at regular intervals per standards established by the Office of Provost. Student evaluations of teaching are included in annual reviews and trends are communicated by the department head to the faculty. Incentives are used to encourage excellence in teaching including nomination for department, college, and university award programs. Peer reviews of teaching can include recommendations for improvement and the identification of development resources. Generally, tracking faculty development results in the assignment of their roles in the classroom with a focus on aligning teaching and research development.

Faculty development is vital and critically important factor leading to the Department, College, and University achieving their stated mission, goals and plans as presented in SER Section 1.

At the University level: <http://www.ncsu.edu/faculty-development/index.html>

The University's *Office of Faculty Development* provides a wide array of tools to improve teaching <https://ofd.ncsu.edu>. Its mission is to serve faculty in groups and to individualize services whenever necessary. Service areas provided by the *Office of Faculty Development* include:

- Consultation, individualized or group
- Teaching and learning
- Teaching and learning with technology
- Mentoring pertaining to research, scholarship, and grants
- Service learning and engagement
- Leadership
- Work-life integration
- International opportunities/campus diversity
- The campus community
- Teaching awards
- New faculty orientation

In the area of **Professional Development** the University offers the following additional resources:

McKimmon Center – Office of Professional Development : The McKimmon Center offers an array of professional development workshops, seminars, and conferences. The website provides current links to upcoming events as well as registration information.

Office of Extension, Engagement and Economic Development (EEED): EEED has a number of resources for faculty who wish to become more involved in extension and engagement and interdisciplinary activities.

DELTA

Offers workshops, seminars, and support for teaching and learning using technology in face-to-face and distance education environments. See

<http://delta.ncsu.edu/learn/> for a variety of professional development opportunities for faculty.

At the College level: Faculty development at the College level is currently informal. Each faculty person, whether tenured, tenure-track, or adjunct, is invited to meet with the dean, the associate dean, and faculty members resident in other departments to discuss their personal development strategies. In addition, the College's *Retention Tenure and Promotion Policies* that are discipline-specific describe the performance criteria and processes associated with these actions.

At the Department Level: The department faculty supports a faculty mentoring program the purpose of which is to assist all faculty develop and enhance their achievements in teaching and scholarship.

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

Many of the faculty are active in professional and academic organizations that host conferences and invite peer-reviewed presentations. These include ASLA, CELA, EDRA, and local and regional venues including the *Natural Learning Initiative Conference*, the *Urban Design Conference*, and *Growing in Place Conference*. Faculty are encouraged to attend professional conferences related to their specific area(s) of teaching and scholarship. The department provides at least partial, if not full, support for their conference attendance expenses if faculty have conference presentations and papers accepted. Absent such a presentation, department financial support is dependent upon available resources.

The department head solicits requests for equipment and software from the faculty during the year. These requests are delivered to the Dean's office and the College's *Information Technology Committee* for prioritization and budgeting. Virtually all requests within the past 3 years have been fulfilled.

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

Faculty activities can be reviewed and recognized by peers in several ways. The *College Awards Committee* participates in the nomination of faculty for excellence in teaching, research, and mentoring. Department heads work with the dean to identify faculty to participate in dissemination events like Leaders Council events, etc. The College sponsors events, like the *Urban Design Forum*, and invites faculty to participate with work matching the conference theme.

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

All faculty are delegated department, college, and in some cases university service responsibilities ranging from committee assignments to advisory groups. The department head is the official student advisor for academic and curricular issues. However, all faculty serve as informal advisors and mentors assisting students with defining and achieving their academic goals.

C. Faculty Retention

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

University and College budget cuts over the past 6 years have severally diminished the capacity of the department to offer substantial increases in faculty salaries. However, the department head has positioned high performing faculty to compete for university resources and supported increased research capacity to offset salaries with research grants. Additionally, the department head has the discretion to petition the college and university to make discretionary funds available to retain high performing faculty.

2. What is the rate of faculty turnover

There has been no faculty turnover in the past 5 years.

6. Outreach to the Institution, Communities, Alumni & Practitioners

6. OUTREACH TO THE INSTITUTION, COMMUNITIES, ALUMNI & PRACTITIONERS

STANDARD 6: 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.

INTENT: The program should establish an effective relationship with the institution, communities, alumni, practitioners and the public at large in order to provide a source of service learning opportunities for students, scholarly development for faculty, and professional guidance and financial support. Documentation and dissemination of successful outreach efforts should enhance the image of the program and educate its constituencies regarding the program and the profession of landscape architecture.

A. Interaction with the Institution and Public

1. How are service-learning activities incorporated into the curriculum?

The College of Design and the Department of Landscape Architecture expect and provide opportunities for its faculty and students to participate in significant community and professional service activities. Students are engaged in faculty-led community engagement efforts that often translate into research assistantship and self-directed scholarly efforts. The department also offers an array of curricular activities including seminars, studios, and independent study focusing on service-learning and community engagement. For example, advanced design studios including *“Design + Build”*, *“The Office: Rural Community Planning and Design”*, and *“the Coastal Dynamics Design Lab”* offer students opportunities to work with communities to identify desirable goals and outcomes, engage in collaborative work, develop evidence-based design and evaluate outcomes.

Students enrolled in *The Office: Rural Community Planning and Design*, an LA Advanced Topics Design Studio (LAR 675) for masters students in Landscape Architecture, work on funded design projects in partnerships with community stakeholders and non-profit organizations. Students work in teams and individually developing place-based community development approaches and site-design strategies that can foster changes in culturally important landscapes, help preserve key site features, and contribute to sustainable improvements in the health of communities. They learn about the process of site selection, activity programming, site planning, and program evaluation in addition to employing participatory process and interactive communication systems between designer, clients and users.

Another LA Advanced Topics Design Studio (LAR 675), *The Coastal Dynamics Design Lab*, a trans-disciplinary studio open to advanced master’s students in both Department of Landscape Architecture and School of Architecture, focuses on critical ecological and community development challenges in vulnerable coastal regions. Students work in teams and individually developing innovative, sustainable, adaptable, and resilient design solutions that address the environmental and human needs of coastal

communities. The studio collaborates with engineers, scientists, local community stakeholders, and numerous professional design firms.

LAR 504, Ghana International Design Studio offers a similar opportunity in an international setting focusing on interdisciplinary and collaborative work engaging students and Ghanaians. The studio includes students from landscape architecture, architecture, industrial design, graphic design, and art + design provided with opportunities for intensive creative work in a culture other than their own.

In addition to advanced design studios, seminars including LAR 546, *The Landscape Imperative*, LAR 647, *Finding Community Consensus through Deliberation*, LAR 542, *Human Use of the Urban Landscape*, and Special Topics LAR 582, *Environmental Social Equity and Design* offer students exposure to best practices from leading practitioners and agencies in service and community work. Finally, faculty regularly incorporate service-learning into core curriculum courses including extensive community engagement in the design development course sequence.

LAR 546, ***The Landscape Imperative***, an interdisciplinary seminar including graduate students from landscape architecture, architecture, business, and engineering examines the changes, issues, challenges and opportunities associated with population growth, land development, and resource stewardship that may occur during the next 25 – 35 years. The 2014 and 2015 classes were predicated on the premise that: North Carolina will transform dramatically in the next 25 years primarily from a steady growth in population; the population of 9.7 million is projected to increase to more than 13 million by 2050; the impact of this growth on North Carolina's natural and constructed resources will be significant affecting land and water resources, air quality, transportation, and urban footprint. The course included guest lectures from faculty and guest speakers. The students conducted research, authored white papers on key subjects, discussed and debated findings, generated digital presentations, and delivered oral presentations and a written report to local community constituents.

Students enrolled in LAR 542, ***Human Use of the Urban Landscape***, an interdisciplinary course open to advanced undergraduate, masters, and doctoral students, conducts field research on topics of interest to the Raleigh Urban Design Center, UDC). Students work in groups, learn field research methods (behavior and cognitive mapping, interviewing, and survey methods), and conduct a research project in the urban public realm where they must interact with the general public as users. The course concludes with a public presentation at UDC, where copies of research findings are filed, to provide empirical evidence to support UDC projects. Other course projects are linked to local parks systems and educational institutions (schools, museums, botanical gardens).

The LAR 582, ***Environmental Social Equity and Design*** seminar focuses on trends affecting environmental and human health in the built environment with an emphasis on emerging issues in Durham, North Carolina. This seminar aims to increase student awareness and experience with the principles of environmental justice and social equity in the context of design and community engagement. Through *class activities, case study analysis, field study, collaborative work with other disciplines and institutions, as well as direct engagement* with community organizations, students build experience with tools for assessing, documenting, and responding to social equity issues in the built environment.

2. How are service activities documented on a regular basis?

Faculty's service activities and records of course presenters, projects, and final presentation commentators are filed in annual faculty reports.

The College of Design's Research and Extension Office also provides monthly report on faculty's service activities, partnerships, and sponsored efforts, which is disseminated to all faculty and College administration.

The achievements in service are reviewed by the department head and incorporated into faculty's *Statement of Mutual Expectations (SME)*. The College of Design's *DesignLife* website and publication also provides platforms for disseminating departmental service accomplishments.

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

The Department of Landscape Architecture interacts with the institution and public in many important ways in addition to service learning. Faculty including Professor Robin Moore, Assistant Professor Celen Pasalar, Associate Professor Kofi Boone, and Research Associate Professor Nilda Cosco are actively engaged in design assistance and action-research programs interacting extensively with NCSU units within and beyond the College of Design, with communities across North Carolina and beyond, and practicing professionals nationwide. Faculty are also regular participants in City of Raleigh events concerning the future of the city's public realm. Faculty have been featured presenters at local conferences and serve as advisors on area community design efforts. Many faculty are also residents of the nearby community and engage in unaccredited work with local schools, clubs, and institutions.

Currently, the **Natural Learning Initiative (NLI)** directed by Professor Robin Moore and Research Associate Professor Nilda Cosco, PhD is working with *Michael Van Valkenburgh and Associates (MVVA)*, *Andropogon*, and the *OLIN Partnership* on projects in Boston, Washington, DC, and New York City, respectively. NLI's professional development institutes, symposia, and workshops engage other professions besides landscape architecture, including early childhood education, environmental education, architecture, parks and recreation, urban design, and public health.

NLI's scientific research projects are conducted in partnership with research units across the NCSU campus and beyond. Currently, NLI collaborates with units in the College of Natural Resources, College of Agriculture and Life Sciences, College of Humanities and Social Sciences, and NC Cooperative Extension. NLI also collaborates with units at Cornell University and the University of Colorado, Boulder, and has long-standing research links with the *Karolinska Institute*, Stockholm, and related Swedish university-based research units. NLI has strong ties with the *Children and Nature Network (C&NN)* and several research units contributing to the C&NN research agenda. These relationships are expressed in NLI's contributions to the scientific literature.

NLI design assistance and related research activities are aimed at implementing innovative demonstration models serving low-resource communities, often with landscape architecture professionals, to inform practice. **Preventing Obesity by Design (POD)** best exemplifies the NLI model. Launched in 2007, POD is a community-based, nationally recognized action research program focused on improving the environmental quality of childcare centers, adopted by the states of North and South Carolina and Texas. POD is now focused on creating multi-disciplinary, pre-professional education programs through Community College systems and NCSU Continuing Education to improve the skill level and knowledge base of future workforce professionals in early childhood, culinary arts, and landscape construction/management.

Associate Professor Kofi Boone is currently working on the multi-institutional project (including NC State University, Duke University and UNC Chapel Hill), which aims to increase the community capacity to participate in environmental justice action with an emphasis on the brownfield redevelopment and countering gentrification in Durham, NC.

Professor Gene Bressler represents the university on the *Blue Ridge Road District Planning Task Force*. The *Blue Ridge Road District Study* completed in 2014 developed ideas and generated consensus for optimizing opportunities to create a 24/7 urban place stretching from Edwards Mill Road to Western Boulevard. In the short term, the study's examination of land use planning, transportation, housing, public and private open space, public health, and economic development establishes a range of next steps and actions. The Task Force is currently developing strategies to fulfill the promise of the conclusions reached and actions identified in the Study, establishing a foundation informed by agreement among stakeholders, developing amendments to master plans already in place, and formulating action plans for a range of priority projects.

Associate Professor Andrew Fox has initiated and directed the landscape architecture Design + Build projects, which aim to develop high-performing landscapes on the NCSU campus. This intensive, hands-on construction effort on the NCSU campus have received numerous awards and recognitions at the local and national levels since the inception of this *Design + Build* initiative.

Assistant Professor Dr. Celen Pasalar has developed and led numerous community based projects (urban and rural) in partnership with units across the NCSU campus and beyond including College of Agriculture and Life Sciences, College of Humanities and Social Sciences, NC Cooperative Extension, various non-profit groups, and disadvantaged communities across the state aimed at achieving sustainable and economically strong communities. Community participation has been the focus addressing social equity and environmental justice issues. The strategic partnerships nurtured through these processes continue to enrich the legacy and influence of the Department of Landscape Architecture, the College of Design, and NC State within the local and national communities. She is currently partnering with the *Growing Change* non-profit organization aiming to flip an abandoned prison site into a sustainable farm and innovative education center in Scotland County, NC.

Most recently, Dr. Pasalar has co-led the multi-disciplinary effort on the NCSU campus, which aimed to establish the Sustainable Cities Consortium. She also serves on the *NC State University's Research Operations Council*, as well as the *Outreach and Engagement Strategic Steering Committee*.

Professor Gene Bressler, FASLA and Executive in Residence Chuck Flink, FASLA developed and delivered the interdisciplinary graduate seminar, *the Landscape Imperative*, that produced a case study of the City of Fuquay-Varina. The study examined the complex interrelationships of population growth, resource stewardship and land development in terms of the issues, challenges and opportunities for landscape architects and urban designers.

Assistant Professor Carla Delcambre worked with Cary Elementary School in the development of "ArchiTEACH 101 for 20 Kindergarten students that taught students about landscape architecture, site planning and architecture focusing on local watershed concepts and their relationships to global water cycle.

Extension Associate Professor Jay Tomlinson, prior to leaving the College of Design in 2012, produced the following studies:

- *The Economics of Design and Planning In North Carolina Towns, 2011-12*, \$10,000 From the Trust for the Carolinas. This project developed through a collaboration between the NC Rural Center and NC State University's College of Design. This project assisted four towns in North Carolina with redevelopment projects in the downtown areas. These towns received a one-year innovative effort to provide extension support and technical expertise, planning, and design services by the Community Design Laboratory in the Office of Extension and Engagement of the College of Design at NC State. The selected towns were Wendell, Ramseur, Gatesville, and Bakersville.
- *Community Design Initiative Project for the Town of Ramseur*, \$10,000 from the Town of Ramseur. The purpose of the project is to develop conceptual ideas and images in order to build consensus within the community for the development of a master plan that focuses on the following issues: community identity, signage and way-finding system; regional planning for greenways, bikeways, and blueways; the streetscapes and public spaces; and buildings and structural elements of the Town of Ramseur. The project will use public meetings and direction from local government to develop concept plans, images, and ideas for the concept master plan. This project will attempt to fit past concepts and ideas with current thinking by the community to meld together a plan that respects the history and opinions of the Town and community.

The goal of this project is to explore and understand the opportunities to improve the signage and way finding system and community identity; regional planning for greenways, bikeways, and blue ways; the streetscapes and public spaces; and buildings and structural elements of the Town of Ramseur. The improvement of this system and the development of a conceptual master plan will have a direct impact on the economy and business activity of the Town. Not only will there be direct economic impacts developed through the project, but the improvement of the quality of life of the citizens of the community. Facilitating the availability and understanding of the information needed to navigate and find resources in the community through the development of a better information and pedestrian system improves the lives of the local citizens as well as the economy.
- *Community Design Initiative Project for the Town of Wendell Signage and Way finding System*, \$26,000 from the Town of Wendell. The purpose of the project is to develop conceptual ideas and images in order to build consensus within the community about a signage and way finding program. The project will use public meetings and direction from local government to develop concept plans, images, and ideas for the signage and way finding system. In the past, the Town has developed many ideas for signage and entranceway concepts, however, these graphics and ideas did not fit together into a cohesive program. This project will attempt to fit past concepts and ideas with current thinking by the community to meld together a plan for signage and way finding that respects the history and opinions of the Town and community.

4. How does the program assess its effectiveness in interacting with the institution and the public?

Faculty's engagement and service activities at the institution and community levels are incorporated into *Statement of Mutual Expectations (SME)* and are amended based on annual reviews conducted by the department head. Faculty are directly engaged with university-wide activities including the *Park Scholar Program*, *Research Operations Council*, the *Outreach and Engagement Strategic Steering Committee*, *NC State International Study Advisory Board* and a wide array of advisory positions.

The faculty regularly meet and discuss interaction with public informally focusing on efforts that advance the mission of the Department of Landscape Architecture, College of Design, and the NC State

University while contributing to the enhancement of the design practice and relevant private industry in the state and beyond.

Faculty's engagement and active services in both university and communities have demonstrated the impact for significant influence. For example, the *Design + Build* studio's work on campus has transformed how NC State University Housing and the overall campus community perceive the role and potential of landscape architecture in students' lives. Faculty's recent community based efforts such as the creation of the *South Park East Raleigh Heritage Walk Plan* and informal post-study involvement in renovations of *Chavis Park* in downtown Raleigh, have produced the city's first cultural district and attracted partnerships engaged in community transformations. The July 2015 issue of *Landscape Architecture Magazine* features an article about Chavis Park.

B. Interaction with the Profession, Alumni and Practitioners

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

Alumni and practitioners are recognized regularly through stories about work that appear in several ways: the annual *Designlife* magazine, mailed to all alumni and friends of the College; the College website, which has its own *Designlife* section for stories throughout the year; and social media outlets, including Facebook, Twitter, and Instagram. The College and NCASLA, as well as SASLA, frequently use social media and emails to cross-promote events.

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?

NC State University maintains a database of all its alumni across the board. The *External Relations* office works diligently to constantly update the database with current biographical information of design alumni. In fact, the College of Design has one of the highest rates of updated biographical information in the university.

3. Does the program use the registry to interact with alumni?

The landscape architecture program regularly uses the university database to send out magazine mailing and postcard announcements of events and alumni receptions. All landscape architecture alumni receive our annual printed magazine, full of stories about student, faculty, and alumni accomplishments. They also receive postcard invitations to alumni events held in conjunction with both the state and national ASLA conferences.

Two additional lists are also used to interact with alumni. The *Designlife* email list includes more than 5,000 alumni and friends who have voluntarily subscribed to get news stories, updates, and other information about the College of Design. Stories about the faculty, students, and alumni of the landscape architecture program are regularly included in the monthly online magazine. An email distribution list of professionals who want to receive information about landscape architecture lectures and other departmental events is also regularly employed.

4. How does the program engage alumni, practitioners, allied professional and friends in activities such as a formal advisory board, student career advising, potential employment, curriculum review and development, fundraising, continuing education, etc.

Landscape architecture professionals, alumni, and friends regularly engage the NC State landscape architecture program in a variety of ways. On a departmental basis, activities include: the *External Landscape Architecture Advisory Council*, which advises on curriculum and outreach activities; a mentoring program for students; and frequent participation in studio reviews and other academic activities. Landscape architecture alumni and faculty serve together with architecture alumni and faculty to guide the College of Design's *Annual Urban Design Conference*. Landscape architecture alumni and friends are also actively involved in college-wide activities, which engage faculty and students. Both the *Designlife Board* and the *National Leaders Council* include several landscape architecture alumni and professionals. These groups meet with students and faculty, discuss program endeavors, and engage in fundraising activities. Many landscape architecture alumni also engage with the university at large in a variety of ways, helping to expand the reach of the department beyond the College. Currently, a prominent landscape architecture alumnus, Chuck Flink, serves as Chair of the university-wide *Board of Visitors*. College administration actively seeks opportunities for recognition and service by its alumni in the greater university community.

In addition, faculty regularly participate in NCASLA governance, conferences, and events. They serve on committees and boards, such as ULI and EDRA in the community and ensure that there is a full integration of the professional community with the landscape architecture academic program. This allows our students numerous opportunities for engagement and employment.

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

The landscape architecture program assesses its success in engagement through participation. We look at the number of professionals who attend landscape architecture lectures, participate in the mentoring program, and serve on the *External Landscape Architecture Advisory Council*. We also look at annual giving and other fundraising measures. Because of the close relationship between the profession and the program, feedback operates on a continual cycle. In addition, the program periodically surveys its alumni to find out what they are doing and how they are engaging with the program.

7. Facilities, Equipment & Technology

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.

INTENT: The program should occupy space in designated, code-compliant facilities that support the achievement of program mission and objectives. Students, faculty, and staff should have the required tools and facilities to enable achievement of the program mission and objectives.

A. Facilities

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

Each faculty member has adequate office space. All offices are equipped with phone, and linked to the NC State University network. Landscape Architecture faculty offices are located in Kamphoefner, Brooks, and Leazar Halls. The average office space is 182 square feet.

The department head's office is located in the Department Head Suite located on the Brooks Breezeway. The suite includes two workstations for the department assistants, storage and file cabinetry, and two conference tables. The landscape architecture department head's office is equal in size to those assigned to other college department heads.

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

The landscape architecture graduate studio spaces are housed in Kamphoefner and Brooks Halls. Each student has a workspace that includes a large table, chair and access to Wifi and electricity. The sharing of common space allows interaction between the undergraduates and graduates that has proven beneficial to both populations. This arrangement has been very effective in bringing the students together as well as creating a central location where the department may display notes, advertisements, and mailboxes for delivering information. The Department of Landscape Architecture has its own computer cluster, with dual boot Macintosh computers, scanners, plotters and printers. This cluster is networked with the rest of the College of Design. Through the College of Design computer network, students can link their computers in the studios to the large- and small-format printers (both black and white and color); students using the college's printers pay a per page fee. The network also allows students to link to the Internet and to other students as well as faculty and to university-wide resources represented as the NCSU Computing Center. A similar arrangement is in place at the Prague Institute.

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

College of Design facilities are maintained in accordance with university policies. Faculty and department offices are cleaned monthly, student studio floor areas are swept daily, in accordance with Fire Marshal requirements.

Major renovations are typically completed during the summer months. Recommendations are submitted to the dean's office, discussed in administrative council, and assigned priorities relative to available funding. The following memorandum describes major facility improvements totaling in excess of \$600,000 that were implemented summer 2015:

Faculty Retreat Report, August 2015
Facilities Update, Jim Rains

Brooks Hall

1. **Roofing:** Two large sections of the main building were re-roofed. Cornice and entablature components were repointed and re-caulked. Related plaster repairs and painting were undertaken in the associated classrooms, corridors, studio and rotunda.
2. **Flooring:** Many areas in the building received new flooring. Corridors, studios and classrooms. The entire third floor with the exception of 305 and offices has been recovered. Vinyl tile, carpet tile and wood refinishing of existing floors are the final finishes.
3. **Exterior Breezeway Railings and Ceiling Repairs and Painting:** Existing railings have been repaired as have the ceilings. Entry ways to several locations have been touched up.
4. **HVAC System Cleaning:** Began cleaning fan coil units as well as ductwork on the 2nd floor. More cleaning is scheduled this fall; completing the cleaning of all ductwork and fan coil units in Brooks Hall.
5. **Electrical modifications:** Modified several offices to move the ability to switch lights in the office rather than in the open studio or other adjacent spaces.
6. **Lecture Room Changes:** The auditorium configuration in 320 has been demolished and a new collaborative studio space created. A new lecture room was created in 318. Roller shades were installed to accommodate better light control during "projector type" presentations.
7. **Exhibit/Review enhancements:** Tackable wall surface and a museum quality hanging system were added to the rotunda to address hanging of projects for review as well as mitigation of acoustic issues.
8. **Office Modifications:** Several offices have been modified to accommodate multiple occupants. Space for 3 additional faculty members was created within existing space.
9. **Fire Marshal Violation Corrections:** Violation issues with studio exiting and accessibility to fire extinguishers in 305 has been corrected with, a slight floor plan adjustment.
10. **Entry way replacement:** To address issues raised during the Quad 1 Campus Wide Security Assessment Project, the main front entry door and hardware have been replaced.
11. **Furniture:** New furniture has been installed in 2 studios, one lecture room and 6 faculty offices. 30 staff members (in various buildings) now have new chairs.
12. **Painting:** Many areas of touch up have been accomplished, performed by the Student Summer Work Crew.
13. **Staff Lounge/Lab:** The staff lounge was renovated into a Lab space for the Architecture Department and the newly relocated staff lounge was refreshed with paint and new flooring.
14. **Building Signage:** The main sign at Pullen Road has been updated.

Leazar Hall

1. **Studio Review Space:** Pin Up space has been added to the third floor corridors, now covering all available walls outside of studios in the building.
2. **Furniture:** New furniture has been installed in 2 faculty offices.
3. **Roller Shades**
 - a. In Seminar Rooms 310 and 312, electrically operated roller shades were installed to accommodate better light control during “projector type” presentations.
 - b. In all 4 first year experience studios roller shades were installed to accommodate better light control during “projector type” presentations.
4. **Front Entry re-work:** New hard tile was installed at the threshold and the entry hall doors were repainted.

Kamphoefner Hall

1. **Entry way replacement:** North stair tower doors were repaired and repainted. New door hardware was brought up to current university standards.
2. **Furniture:** New furniture has been installed in 2 studios and 1 faculty office.
3. **Flooring:** Two seminar rooms received new flooring.
4. **Window Blinds:** Repaired and/or replaced window blinds as needed. Also added blinds to the east and west sides of Allred Gallery.
5. **Graffiti/ Haphazard paint at stairs:** Painted stair tower landings and/or ledges where painting by students has damaged brick veneer. Created a way to “annually touch up” these areas to make them more presentable.

Daylighting Laboratory Facility/West Annex

1. **Existing Research Building:** Complete upgrade of exterior finishes was accomplished including new shingle roof, new windows, and new paint. Interior lighting was modified and toilet facilities completed. New work surfaces were installed outside in the form of concrete slabs, to support **monitoring equipment**.
2. **Masonry Research Facility:** The existing masonry research facility was upgraded to be utilized as a portion of the Daylighting Research Facility. These upgrades included a new roof structure and new shingle roof, an interior concrete floor slab and new lighting.

IT/AV Enhancements

1. 60 new iMacs in the Labs/Clusters. All Lab and Cluster computers have been updated with to current versions of OS and software.
2. Brooks 114, 320, KAM G40: Set up as new collaborative studio spaces. All have 4-6 interactive collaborative stations with wireless screen sharing connections plus a main screen. Control system will inter-connect any combination of screens.
3. Brooks 318: Converted to a lecture hall space with main screen, two supplemental screens, dual-boot computer, document camera, audio, and control system.
4. KAM 110: Set up as a simplified collaborative studio with a short-throw projector and two mobile interactive/touch screens for collaboration. Each item is independent with no room control system.
5. Installed new shelving in the IT Lab Checkout office to store equipment.
6. Two additional mobile interactive/touch screens will be available for checkout.
7. Short-throw projectors installed in the Brooks 2nd floor gallery and review space
8. Brooks 212: Installed 3 large monitors for conference spaces.

Two Delta WX21-HDi display systems will be installed in the Rotunda and 3rd floor gallery as digital critique spaces; probably by mid-September.

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

The following statement is provided by College of Design's Director of Facilities, Jim Rains:

"The College of Design is as accessible as possible given the age of its buildings and the budget of the university facilities division. We are ADA compliant in every area except some of our oldest restrooms (and these are on the list to be renovated when our budget will allow it)."

B. Information Systems and Technical Equipment

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

The College Technology Committee, with representatives from IT, each academic department and students, set priorities for all IT purchases based on curricular needs, research support and administrative uses. This committee is chaired by the Director of IT. Funding comes from the College operating budget, *Educational Technology Fees* (ETF) paid by students and other sources.

2. What are the program's policies on the maintenance, updating, and replacement of computer hardware and software?

A staff of four full-time IT professionals supports the College's IT needs. Six to eight part-time student lab attendants assist as well.

Computers for faculty, staff and public labs are placed on a 3 - 4 year replacement cycle. In most cases the goal of 3-year replacement is achieved. In the public labs, major software updates are installed each summer in preparation for the next academic year. Minor updates are installed between semesters, and security patches are installed as needed.

Software on faculty and staff computers is updated as needed.

3. What are the hours that the computer lab (if applicable) and studios are open to students / faculty?

The IT Lab is open 77 hours per week during the fall and spring semesters and 60 hours per week during summer sessions. Equipment checkout services are available during those hours. Hours will vary on University Holidays and on days when classes are not in session. Access may be limited when classes are using lab rooms.

Fall/Spring Semester Hours—

Monday-Friday, 8:00 a.m. to 9:00 p.m.

Saturday, 11:00 a.m. to 3:00 p.m.

Sunday, 1:00 p.m. to 9:00 p.m.

Summer Session Hours—
Monday-Thursday, 9:00 a.m. to 9:00 p.m.
Friday, 9:00 a.m. to 5:00 p.m.
Saturday, Closed
Sunday, 1:00 p.m. to 5:00 p.m.

In addition, there are smaller computing clusters located in or near studios available 24 hours a day throughout the year, except on days the University is closed.

4. How does the program determine if these times are sufficient to serve the needs of the program?

Analysis of usage, equipment checkout, and course schedules. Special requests are handled as needed.

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

The Technology Committee, a standing committee of the College of Design faculty, assesses needs based on curricular requirements, research support and administrative uses. In addition, individual faculty and students are asked at least annually by the department head to provide suggestions and justifications for digital hardware and software resources. Such requests are forwarded to the College Technology and or the Dean for further consideration. Virtually all requests for technology resources during the past 5 years have been approved for procurement and deployment.

C. Library Resources

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

The **Harrye B. Lyons Design Library** collection emphasizes architecture, landscape architecture, graphic design, industrial design, and art and design. There are approximately 42,092 volumes and 123 current journal subscriptions in the Design Library. The Design Library collects materials in all formats including CDs, DVDs, e- books, and e-journals. An attempt is also made to consider the needs of the whole university and the local community. Some books are also selected for the main collection in the general arts area.

The entire NCSU Libraries research collection, including online databases, e-journals, and e-books, as well as media and print materials, is available to Design students and faculty. This collection comprises more than 4.9 million volumes, including approximately 69,000 print and electronic serials (68,000 are electronic), over 760,000 e-books, 710 bibliographic databases, and a growing array of electronic full-text and image collections. Patrons can log into electronic resources from their studio workstations, from computers located in the library, or from remote locations. Patrons can also manage their borrowing account and renew materials online. In addition, the combined collections of the Triangle Research Libraries Network (NC State, Duke, NC Central, and UNC–Chapel Hill) offer more than 16 million volumes with cross-searching capabilities and a rapid delivery service.

The *Design Library Image Database* offers more than 90,000 records for slides/digital images in the areas of art, architecture, landscape architecture, industrial design, and graphic design. Over 70,000 of those records also have digital images in this database, which includes software for creating presentations for classroom use. Other images are also available in *ARTstor*, a digital image database of over one million art, architecture, design, and landscape architecture images. Faculty and students can request new digital images or digitization of particular slides.

The primary databases for Design available online through the Libraries are:

Avery Index to Architectural Periodicals
Art Index and *Art Index Retrospective*
Arts and Humanities Citation Index
ARTstor
Design and Applied Arts Index
Grove Dictionary of Art Online
ULI Development Case Studies

Additional resources that contain Design materials are:

Bibliography of Asian Studies
Ingenta (formerly known as *UnCover*)
JSTOR

Titles held in the Harrye B. Lyons Design Library but not utilized for a period of time are transferred to the main D.H. Hill Library, a short distance away. Faculty and students can go to the Hill Library and browse those books or have them delivered to the Design Library.

At present, the Design Library employs 2 full-time librarians, 2 full-time support staff, and 16-20 part-time student assistants. Library facts, policies, rules, and information about collections, services, and facilities are available on both the Libraries' website at: www.lib.ncsu.edu and the Design Library website at: www.lib.ncsu.edu/design.

The D. H. Hill Library, one of two main libraries at NC State University, is located within 10 minutes' walking distance of the college. Library reference service ("Ask Us", <http://www.lib.ncsu.edu/askus>) is available 24 hours through online chat, and via text messaging, email, and instant messaging from early morning until midnight most days. This library also houses a Visualization Studio and a new Makerspace.

Students and faculty can also use the new James B. Hunt Jr. Library, located on the university's Centennial Campus. This new, state-of-the-art-library houses multiple technology-rich spaces for research, teaching, and learning, with almost 100 reservable rooms for group study and use of specialized tools. Five large, *high-definition display walls* around the building showcase faculty and student work, including that of Design students, and encourage the exploration of the large-scale visualization techniques that are changing how data is seen and used. The 21-foot-wide video wall in the Game Lab gives designers and developers of virtual environments a perfect space for their creative and innovative work. The *Teaching and Visualization Lab's* visualization and display technologies enable the recreation of historical scenes and narratives (one prominent example is the Virtual Paul's Cross project at <http://vpcp.chass.ncsu.edu/>, on which Design faculty and students collaborated), interactive simulations, immersive interactive computing, "big data" decision theaters, and comparative social

computing. Design students and faculty frequently take advantage of the Creativity Studio, a flexible, “white box” display and collaboration space that can be reconfigured to support a variety of activities in many disciplines, with high-definition, 3D-capable projectors; movable and writable walls; a full theater lighting kit; and many interactive tools that can be configured for simulations and virtual environments.

The Hunt Library also offers reservable labs and green screens for digital media creation; software and hardware fully equipped for creating and mixing music, voice recording, and video. A 3D printer and laser cutter in the *Makerspace* enable students and researchers to prototype and “print” out multidimensional physical versions of their designs.

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

The Director of the Design Library welcomes requests for new materials from all faculty and students, and faculty are quick to take advantage of this option. There is also a Design Library committee with faculty from all the departments in Design, which brings areas of concern to the Director and advocates for the Design Library within the college and the university. In the past, the Director has requested and received additional collections funding from the Libraries when the college has created a new program or new faculty with additional areas of interest are hired.

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

Incoming students usually have the option to have a tour of the library during their pre-semester orientation. A more formal introduction to Design Library resources is included during the First-Year Orientation course for all graduate students. Additional instruction sessions are at the discretion of the professor, and professors from all departments regularly include library instruction sessions in their courses. The NCSU Libraries offers an award-winning set of online guides and tutorials to help students build their research skills and complete their coursework successfully (see: <http://www.lib.ncsu.edu/tutorials/>). Design courses, along with all other courses at the university, are featured in the Libraries’ Course Tools system (<http://www.lib.ncsu.edu/course/D/100>), which brings together relevant library resources and services selected for each course by both the faculty members and subject specialist librarians.

In addition, the Director works with faculty and students using the high-technology spaces at the Hunt Library, assisting them with the technology and ensuring their presentations or programs go smoothly.

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

Design Library regular semester hours are as follows:

Monday-Thursday 7:30am - 10:00pm

Friday 7:30am - 6:00pm

Saturday Closed

Sunday 1:00pm - 10:00pm

In the summer, the hours are as follows:

Monday-Thursday 7:30am - 9:00pm

Friday 7:30am - 5:00pm

Saturday Closed

Sunday 1:00pm - 5:00pm

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

The Design Library committee, a standing committee of the College of Design, is able to bring any concerns about library operating hours to the Director of the Design Library. The Saturday closure was implemented due to budget constraints; it was decided to close the library on the day it is least used, rather than curtail hours in the evening.

6. How does the program assess its library resources?

Students and faculty from all disciplines of the College of Design use the **Harrye B. Lyons Design Library**, a branch of the NCSU Libraries. The 4,000-square-foot facility is located in Brooks Hall, in the heart of the College of Design, and houses a comprehensive collection of design-related books, periodicals, and DVDs. The Design Library collection is especially strong in the areas of architecture, landscape architecture, and graphic and industrial design, although all Library of Congress classifications are represented.

All electronic databases, e-journals, and e-books provided by the NCSU Libraries are available to Design students. Patrons can log into electronic resources from their studio workstations, from computers located in the library, or from remote locations. Patrons can also manage their borrowing account and renew materials online.

Other libraries at NC State University also hold materials of interest to design researchers. A number of collections in architecture, horticulture, and natural resources are available in the Special Collections Research Center at the D.H. Hill Library. Landscape architecture students and faculty may also find materials of interest at the university's Natural Resources Library. Students and faculty can request that material at other libraries on campus be delivered to the Design Library for their convenience.

The NCSU Libraries is a member of the Triangle Research Libraries Network (TRLN), and NC State University students and faculty may use the libraries and borrow materials directly at Duke University, the University of North Carolina at Chapel Hill, and North Carolina Central University. The combined TRLN collections offer more than 16 million volumes with cross-searching capabilities and a rapid delivery service (1-2 days). Students and faculty may request delivery of materials from other University of North Carolina libraries across the state or from libraries across the nation and the world through interlibrary loan ("Trip saver" service).

A. PROGRAM DETAILS

Faculty Resources

1. Budgeted Faculty Resources: TOTAL

	Current Year	Last year	2 Years Ago	3 Years Ago	4 Years Ago	5 Years Ago
Professors	397,127	389,980	379,809	379,809	370,365	370,365
Associates	220,243	150,548	142,998	142,998	139,326	136,155
Assistants	91,279	157,029	153,529	153,529	62,500	62,500
Instructors/lecturers – tenure track	N/A	N/A	N/A	N/A	N/A	N/A
Guest faculty members/speakers	N/A	N/A	N/A	N/A	N/A	N/A
Year-long appointments	45,528	45,528	44,528	45,680	44,000	44,000
One-semester appointments	56,109	28,584	25,000	44,484	42,830	69,264
Speakers	N/A	N/A	N/A	N/A	N/A	N/A
Endowed positions	N/A	N/A	N/A	N/A	N/A	N/A
Undergrad teaching assistantships	N/A	N/A	N/A	N/A	N/A	N/A
Graduate teaching assistantships	76,900	67,923	87,302	59,690	67,803	79,757
Undergrad research assistantships	N/A	N/A	N/A	N/A	N/A	N/A
Graduate research assistantships (sponsored by your institution).	N/A	N/A	N/A	N/A	N/A	N/A
Graduate research assistantships (sponsored by outside sources)	N/A	N/A	N/A	N/A	N/A	N/A
Other	N/A	N/A	N/A	N/A	N/A	N/A

2. Budgeted Faculty Resources: MALE

	Current Year	Last year	2 Years Ago	3 Years Ago	4 Years Ago	5 Years Ago
Professors	397,127	389,980	379,809	379,809	370,365	370,365
Associates	220,243	150,548	142,998	142,998	139,326	136,515
Assistants	0	65,750	64,750	64,750	62,500	62,500
Instructors/lecturers – tenure track	N/A	N/A	N/A	N/A	N/A	N/A
Guest faculty members/speakers	N/A	N/A	N/A	N/A	N/A	N/A
Year-long appointments	0	0	0	0	0	0
One-semester appointments	50,149	28,584	25,000	45,680	38,100	49,180
Speakers	N/A	N/A	N/A	N/A	N/A	N/A
Endowed positions	N/A	N/A	N/A	N/A	N/A	N/A
Undergrad teaching assistantships	N/A	N/A	N/A	N/A	N/A	N/A
Graduate teaching assistantships	42,300	50,267	71,802	26,440	41,452	37,468
Undergrad research assistantships	N/A	N/A	N/A	N/A	N/A	N/A
Graduate research assistantships (sponsored by your institution).	N/A	N/A	N/A	N/A	N/A	N/A
Graduate research assistantships (sponsored by outside sources)	N/A	N/A	N/A	N/A	N/A	N/A
Other	N/A	N/A	N/A	N/A	N/A	N/A

3. Budgeted Faculty Resources: FEMALE

	Current Year	Last year	2 Years Ago	3 Years Ago	4 Years Ago	5 Years Ago
Professors	0	0	0	0	0	0
Associates	0	0	0	0	0	0
Assistants	91,279	91,279	88,779	88,779	0	0
Instructors/lecturers – tenure track	N/A	N/A	N/A	N/A	N/A	N/A
Guest faculty members/speakers	N/A	N/A	N/A	N/A	N/A	N/A
Year-long appointments	45,528	44,528	44,528	44,484	44,000	44,000
One-semester appointments	5,960	0	0	0	4,730	20,048
Speakers	N/A	N/A	N/A	N/A	N/A	N/A
Endowed positions	N/A	N/A	N/A	N/A	N/A	N/A
Undergrad teaching assistantships	N/A	N/A	N/A	N/A	N/A	N/A
Graduate teaching assistantships	34,600	17,656	15,500	33,250	26,351	42,289
Undergrad research assistantships	N/A	N/A	N/A	N/A	N/A	N/A
Graduate research assistantships (sponsored by your institution).	N/A	N/A	N/A	N/A	N/A	N/A
Graduate research assistantships (sponsored by outside sources)	N/A	N/A	N/A	N/A	N/A	N/A
Other	N/A	N/A	N/A	N/A	N/A	N/A

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

	Undergrad degree in landscape architecture (BLA or BSLA)	MLA	Doctorate
Professors	2	2	
Associates	1	3	
Assistants			1
Instructors/lecturers – tenure track			
Part-time/adjunct (non-tenure track)	1	4	

B. CURRICULUM

1. Required / Elective Courses

Total Units/Credit Hours required to graduate: _____ units or 84 credit hours

Elective Units / Credit Hours required to graduate: _____ units or 12 credit hours

Required Courses	Units/Credit Hours
Landscape Architecture	63
Architecture	
City & Regional Planning	3
Natural Sciences	
Horticulture	
Engineering	
Art or Design	
Computer Applications/Technology	6

Group or Controlled Elective Choices	Units/Credit Hours
Natural Sciences	
Social Sciences	
English, Speech, Writing	
Other	
Free Electives	12

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.

MLA First Professional Degree Curriculum Semester Display

(84 credit hours: 69 credit hours of required courses + 12 credit hours of free electives + 3 credits hours of *Design Application Workshops*)

Summer			Fall			Spring		
First Year								
#	Cr	Course	#	Cr	Course	#	Cr	Course
XXX	X	University Culture Transition Course ^{ae}	LAR 501	6	LAR Introduction Design Studio	LAR 502	6	LA Site Planning and Design Studio
LAR 533	3	LA Design Fundamentals ^{ae}	LAR 444	3	History of Landscape Architecture	LAR 527	3	Landform, Grading, and, Site Systems
LAR 510	3	Introduction to LA Drawing ^{ae/lg}	LAR 520	2	Landscape Dynamics	LAR 525	1	LA Field Studies
LAR 515	2	Intro to LA Digital Applications ^{ae/lg}	LAR 516	1	Digital Design Media Workshop	LAR 517	2	2D/3D Digital Representation and Modeling
	3-9	Advised electives ^{ae}		12	Required Total		12	Required Total
Second Year								
LAR 528	3	LA Construction Materials/Methods	LAR 503	6	Design Development/Construction Documentation Studio	LAR 675 ¹	6	LA Advanced Topics Design Studio
LAR 523	2	LA Plants Identification	LAR 540	3	Research and Strategic Thinking	LAR 534	3	LA Theory and Criticism
LAR 524	2	Planting Design	LAR 514	3	GIS Applications in Landscape Architecture	FE	3	Free Elective/DAW ⁸
	7	Required Total		12	Required Total		9	Required Total
Third Year								
504	6	International Design Studio Ghana or approved eq (alternate years)	LAR	6	International Design Studio Prague (or approved eq).	LAR 545	3	LA and City Planning in the Public Realm (or approved eq)
						LAR 550	2	Professional Practice
FE	X	Free Electives/DAW ⁸	FE	x	Free Electives/DAW ⁸	LAR 6XX	6	Advanced Design Studio option ²
	6	Required Total		6	Required Total		11	Required Total

Total Program 84 credit hours: 69 credits required courses, 12 credits, free electives, 3 credits, Design Application Workshops

Notes:

- One LAR 675, *LA Advanced Topics Design Studio* is required and may be taken any semester after completing LAR 503: *Design Development Studio*.
- Students may take a second LAR 675: *Advanced Topics Design Studio*, LAR 676, *LA Design + Build*, or LAR 676, *Design + Build*, or LAR 679: *Design Research Project* (upon approval by the department head or DGP) to fulfill the 6 studio requirement. *LAR 697: Design Research Project Independent Study is a prerequisite for undertaking LAR 679.*
- LAR 675 (6 credits): LA Advanced Topics Design Studio* will be offered fall, and spring semesters. It may be offered in the summer. This studio may be offered in 2-8 week blocks, 3 credits each, or 1-16 week block for 6 credits.
- All 600 level courses are pass/fail; 500 level courses are letter-graded.
- The LAR 504 *International Design Studio* requirement may be fulfilled in either the Prague or Ghana venues.
- Advised electives ^{ae} may count towards the 12 credit hour elective requirement. Credit *may be given* towards fulfillment of the MLA degree for courses previously with department head or DGP approval.
- Credit *may be given* towards fulfillment of the MLA degree for courses previously taken from other venues with department head or DGP approval.
- Design Application Workshops* totaling 3 credit hours are required. They are delivered in 1 credit hour modules and may be taken any time during the student's matriculation in the program.**
- LAR 582 (graded) will be available for special topics courses.

3. Landscape Architectural Courses Offered During Past Academic Year 2014-15¹

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 — not in this section.

Course Title	Course Number	Instructor	Credit Hours	Contact Hours / Week	# of Students
History of LA	LAR 444	Magallanes	3	3	52
LAR Intro Design Studio	LAR 501	Rice/Boone	6	10	15
LA Site Planning and Design Studio	LAR 502	Delcambre/Boone	6	10	15
Design Development/Construction Documentation Studio	LAR 503	Delcambre	6	10	28
International Design Studio	LAR 504	Boone	6	10	12
Final Project	LAR 505	Magallanes	6	10	14
Intro to LA Drawing	LAR 510	Magallanes	3	3	8
GIS Applications in LA	LAR 514	Delcambre	6	3	13
Intro to LA Digital Applications	LAR 515	Blaylock	2	4	7
Digital Design Media Workshop	LAR 516	Delcambre	1	3	10
2D/3D Digital Representation and Modeling	LAR 517	Blaylock	3	3	18
Landscape Dynamics	LAR 520	Fox	2	2	14
LA Plant Identification	LAR 523	Sherk	2	2	8
LA Planting Design	LAR 524	Sherk	2	2	11
LA Field Studies	LAR 525	Fox	1	3	16
Landform, Grading, and Site Systems	LAR 527	Delcambre	3	3	14
LA Construction and Materials and Methods	LAR 528	Delcambre	3	3	13
LA Design Fundamentals	LAR 533	Magallanes	3	3	7
LA Theory and Criticism	LAR 534	Boone	3	3	25
Research and Strategic Thinking	LAR 540	Pasalar	3	3	15
Human Use of the Urban Landscape	LAR 542	Moore	3	3	20
LA, City Planning, and the Public Realm	LAR 545	Howe	3	3	17
The Landscape Imperative	LAR 546	Bressler/Flink	3	3	9
LA Professional Practice	LAR 550	Swink	3	3	14
LA Design Research Project	LAR 579	Bressler	6	10	20
Contemporary Issues in	LAR 612	Swink	3	3	13

Landscape Preservation					
Landscape Performance and Metrics	LAR 620	MCCoy	3	3	9
Finding Community Consensus Through Deliberation	LAR 647	Brown-Graham	3	3	13
LA Advanced Topics Design Studio	LAR 675 Section 1	Fox	6	10	18
LA Advanced Topics Design Studio	LAR 675 Section 2	Pasalar	6	10	10
LA Design + Build Studio	LAR 676	Fox	6	10	14

C. STUDENT INFORMATION

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	12	11	0	1	8	19	20	31
1 Year Ago	15	10	1	1	9	19	25	30
2 Years Ago	21	11	2	0	6	19	29	30
3 Years Ago	18	12	1	0	3	13	22	25
4 Years Ago	24	18	4	1	2	12	30	31

2. Ethnic Group/Diversity

Include only full-time current landscape architecture students.

<u>0.0 %</u> American Indian	<u>3.6 %</u> Hispanic
<u>5.5 %</u> Black (non-Hispanic)	<u>36.4 %</u> Caucasian
<u>1.8 %</u> Asian or Pacific Islander	<u>52.7 %</u> Other

3. Applications

	Current Year	Last year	2 Years Ago	3 Years Ago	4 Years Ago	5 Years Ago
Total number of applications	62	43	96	78	92	104
Applications from males	24	12	28	31	33	44
Applications from females	38	31	68	47	59	60

4. Enrollments

	Current Year	Last year	2 Years Ago	3 Years Ago	4 Years Ago	5 Years Ago
Total enrollment	51	57	61	49	64	72
Males	20	26	29	24	31	34
Females	31	31	32	25	33	38

5. Student Ethnic Backgrounds

	Caucasian	African-American	African Descent	Asian/Pacific	Hispanic	Native American	Other
Total	21	3	N/A	1	2	0	20
Males	14	1	N/A	0	1	0	10
Females	7	2	N/A	1	1	0	20

D. ALUMNI INFORMATION

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	11	6	17
1 Year Ago	7	7	14
2 Years Ago	7	11	18
3 Years Ago	17	16	33
4 Years Ago	6	10	16
5 Years Ago	6	7	13
6 Years Ago	3	9	12

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
NC State	PhD	5		In progress
Columbia	MUD	1	2015	
Unknown	PhD	1	Unknown	

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	1	6	7
Teaching	1	1	1
Private Practice	37	26	63
Public Practice	9	12	21
Landscape Hort./Design Build	1	4	5
Volunteer Service (Specify)	0	4	4
Other (Specify) Military service	0	1	1
Unknown	4	13	17
TOTAL	53	69	122

E. FACULTY INFORMATION

1. Previous and Present Faculty

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

Rank/Title	Current	1 Year Ago	2 Years Ago	TOTAL
Professor/LA	4	4	4	4
Assoc. Professor/LA	4	3	2	4
Asst. Professor/LA	2	2	2	2
Instructor	na	na	na	na
Asst. Professor/Arch.	na	na	na	na
Visiting Lecturer/ Adjunct	6	6	5	6
TOTALS	16	15	13	16

2. Instructional Assignments

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

Teaching: Percentage FTE assigned to courses taught/instruction.

Research: Include only the percentage of time specifically assigned to research and so recognized by reduction in full-time teaching load. Do not include research efforts normally considered a part or full-time faculty members' contributions.

Administration: Include only the percentage of time devoted to regularly assigned administrative responsibilities. Do not include incidental ad hoc administrative duties, i.e., committee work, visiting lecturer arrangements, student advisement.

Faculty member	Degree	Teaching %		Research %	Admin / other %	TOTAL %
		Land. Arch. Curriculum	Other programs			
Full time						
Gene Bressler	BLA, MLA	10		10	80	100
Art Rice	BLA, MLA	20		10	70	100
Robin Moore	Dipl. Arch	20		70	10	100

	MCRP					
Kofi Boone	BSNR, MLA	40		40	20	100
Andrew Fox	BS, MLA	40		40	20	100
Fernando Magallanes	BSLA, MLA	70		20	10	10
Celen Pasalar	M.Arch PhD	30		20	50	100
Carla Delcambre	BArch, MLA	80		10	10	100
Part Time						
Rodney Swink	BA, MLA	100				100
Anita Brown-Graham***	BA, Juris Doctor	100				100
Julie Sherk*	BS, MLA		100			
Nilda Cosco**	PhD	100				
Dan Howe	BS, MLA	100				100
Emily McCoy	BS, MLA	100				100
Derek Blaylock	BS, MLA	100				100
Chuck Flink	BLA	100				100

* Professor Sherk is a full time associate professor in the Department of Horticultural Sciences. She delivers LAR 523 and LAR 525 during the summer as an overload to her regular appointment.

** Professor Cosco is a full time research associate professor in the College of Design's Natural Learning Initiative. She delivers LAR 221 during the summer as an overload to her regular appointment.

*** Professor Brown-Graham is Director of the NC State Emerging Issues Institute and holds Retreat Rights in the Department of Landscape Architecture where she teaches LAR 647.

3. Courses Taught by Individual Faculty Members

Complete the following table for each instructor.

Courses Taught: Use current year or last academic year depending on time of report preparation

Term Symbols: Use the institutional terminology. For example: Fall Semester - FS, Spring Semester, SS, Fall Quarter - FQ, Winter Quarter - WQ, Spring Quarter SQ, Summer Term - ST.

Contact Hours: Actual number of scheduled contact hours per week between instructor and students.

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

The following tables are based on courses delivered 2014-2015:

Gene Bressler, Professor and Department Head, BLA, MLA

10% Teaching
10% Research/Creative Work
80% Administration/Service

Course Number	Term	Credit Hours	Contact Hours/Week	Number of Students	FTE Students
LAR 501*	FS/14	6	10	15	7.50
LAR 546	SS/15	3	3	9	2.20

*Co-delivered with Professor Rice

Arthur Rice, Professor and Associate Dean, BLA, MLA

70% Administration/Service
20% Teaching
10% Research

Course Number	Term	Credit Hours	Contact Hours/Week	Number of Students	FTE Students
LAR 501*	FS/14	6	10	15	7.50
LAR 565	SS/15	6	10	12	7.00
LAR 607	SS/15	1	1	8	0.66

*Co-delivered with Professor Bressler

Robin Moore, Professor, Diploma in Architecture, MCRP

20% Teaching
70% Research
10% Administration/Service

Course Number	Term	Credit Hours	Contact Hours/Week	Number of Students	FTE Students
LAR 542	SS/15	3	3	20	5.0

Fernando Magallanes, Associate Professor and Director of Graduate Program, BSLA, MLA

70% Teaching
20% Research/Creative Work
10% Administration/Service

Course Number	Term	Credit Hours	Contact Hours/Week	Number of Students	FTE Students
LAR 444	FS/14	3	3	52	13.00
D492	FS/14	4	6	30	15.00
LAR 510	Su/014	3	3	8	2.00
LAR 505	SS/15	6	10	14	5.00
LAR 607	SS/15	1	1	8	0.66

* Co-delivered with Professors Delcambre

Kofi Boone, Assistant Professor, BSNR, MLA

40% Teaching
40% Research
20% Administration/Service

Course Number	Term	Credit Hours	Contact Hours/Week	Number of Students	FTE Students
LAR 501**	FS/14	6	3	15	7.50
LAR 534	FS/14	3	3	25	6.25
LAR 502*	SS/15	6	10	15	7.50
LAR 607	SS/15	1	1	10	0.83

* Co-delivered with Carla Delcambre

**Co-delivered with Gene Bressler

Andrew Fox, ASLA, Assistant Professor

40% Teaching
40% Research
20% Administration/Service

Course Number	Term	Credit Hours	Contact Hours/Week	Number of Students	FTE Students
LAR 675	FS/14	6	10	18	8.66
LAR 520	FS/14	2	2	14	2.33
LAR 525	SS/15	1	3	16	1.33
LAR 676	SS/15	6	10	14	7.00

* Co-delivered with David Hill in Architecture

Carla Radoslovich Delcambre, Teaching Assistant Professor, BAR, MLA

80% Teaching
10% Research
10% Service

Course Number	Term	Credit Hours	Contact Hours/Week	Number of Students	FTE Students
LAR 516	FS/14	1	3	10	0.83
LAR 503	FS/14	6	10	28	11.17
LAR 514	FS/14	3	3	13	6.50
LAR 502*	SS/15	6	10	15	7.50
LAR 582	SS/15	3	3	10	2.5

* Co – delivered with Kofi Boone

Nilda Cosco, Research Associate Professor, PhD

Teaching 10%

Course Number	Term	Credit Hours	Contact Hours/Week	Number of Students	FTE Students
LAR 221	Su/14	3	3	34	6.8

Professor Cosco is a full time research associate professor in the College of Design's Natural Learning Initiative. She delivers LAR 221 during the summer an an overload to her regular appointment.

Celen Pasalar, Assistant Professor, Assistant Dean, M.Arch, PhD in Design

30% Teaching
20% Research
50% Administration/Service

Course Number	Term	Credit Hours	Contact Hours/Week	Number of Students	FTE Students
LAR 540	FS/14	3	3	15	3.75
LAR 675	FS/15	6	10	10	5.00

Julieta T. Sherk, RLA, Assistant Professor Horticultural Science, BS, MLA

100% Teaching

Course Number	Term	Credit Hours	Contact Hours/Week	Number of Students	FTE Students
LAR 523	Su/14	2	2	8	1.33
LAR 524	Su/14	2	2	11	1.83

Professor Sherk is a full time associate professor in the Department of Horticultural Sciences. She delivers LAR 523 and LAR 525 during the summer as an overload to her regular appointment.

Rodney Swink, Professor of the Practice, BA, MLA

100% Teaching

Course Number	Term	Credit Hours	Contact Hours/Week	Number of Students	FTE Students
LAR 550	FS/14	3	3	14	3.50
LAR 612	SS/15	3	3	13	3.25

Anita Brown-Graham, Professor of the Practice, BA, Juris Doctor

100% Teaching

Course Number	Term	Credit Hours	Contact Hours/Week	Number of Students	FTE Students
LAR 647	SS/15	2	2	13	2.16

Professor Brown-Graham is Director of the NC State Emerging Issues Institute and holds Retreat Rights in the Department of Landscape Architecture where she teaches LAR 647.

Dan Howe, Assistant Professor of the Practice, BS, MLA

100% Teaching

Course Number	Term	Credit Hours	Contact Hours/Week	Number of Students	FTE Students
LAR 545	SS/15	3	3	17	4.25

Emily McCoy, Assistant Professor of the Practice, BS, MLA
100% Teaching

Course Number	Term	Credit Hours	Contact Hours/Week	Number of Students	FTE Students
LAR 620	Su/15	3	3	9	2.25

Derek Blaylock, Assistant Professor of the Practice
100% Teaching

Course Number	Term	Credit Hours	Contact Hours/Week	Number of Students	FTE Students
LAR 516	Su/14	2	4	7	1.16
LAR 517	SS/15	2	2	18	3.00

Chuck Flink, RLA, Executive in Residence, BLA
100% Teaching

Course Number	Term	Credit Hours	Contact Hours/Week	Number of Students	FTE Students
LAR 546	SS/15	3	3	9	2.25

* Co- delivered with Gene Bressler

4. Visiting Lecturers/Critics

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

Name	Field/Specialty	Date(s)	Contribution
George Hallowell, PhD	Architecture	Fall 2015, Fall 2014, Spring 2015	Guest Lecturer (Space Syntax) and In-studio Critic
Helena Mitsova, PhD	Marine, Earth, & Atmospheric Sciences	Fall 2015, Fall 2104	Guest Lecturer (Modeling and Simulations)
Daniel Howe	City Planning	Fall 2014	Guest Lecturer (Revitalization Efforts in Raleigh, NC)
Jeff Essic	Data Services, Librarian	Fall 2015, Fall 2014	Guest Lecturer (GIS and databases)
Henry Sanoff	Community Design and Architecture	Spring 2015, Fall 2015, Fall 2014	Guest Lecturer (Action Research and Community Participatory Design)
Kimberly Siran Wicker	Landscape Architect, Coaly Design	Spring 2015	Visiting Critic

Debby Hanmer, PhD	Biology	Spring 2015	Visiting Critic
Noran Sanford	Founder of Growing Change Non-Profit	Spring 2015	Visiting Critic
Rebecca Tippet	Demographer	1/30/2014	Lecture: Changing Demographics in North Carolina
Andrew Kenney	Journalist, Raleigh News and Observer	2/20/2014	Lecture: Chatham Park
Mike Sorensen, ASLA	Planning Director, Town of Fuquay-Varina, NC	3/1/2014	Field Trip Host and Lecture: Impact of Growth on the Town of Fuquay-Varina.
Rodney Swink, FASLA, Kofi Boone, ASLA	Landscape Architect and Professor of Landscape Architecture	4/24/2014	Visiting Critics: Fuquay-Varina: A community in the crosshairs (Student Presentations)
Rebecca Tippet	Demographer	1/26/2015	Lecture: Changing Demographics in North Carolina
Adam Terando and Jennifer Costanza	Climatologist and Applied Scientists	2/9/2015	Lecture: Impact of Population Growth on Southeastern United States Ecosystems
Chuck Smith, ASLA, RLA	Landscape Architect, Chatham Park Development	2/16/2015	Lecture: Vision and Goals for Chatham Park
David Hill, AIA and Andy Fox, ASLA	Professors of Architecture and Landscape Architecture	2/23/2015	Visiting Critics: Resiliency and Urban Form
Mike Sorensen, ASLA	Planning Director, Town of Fuquay-Varina, NC	2/28/2015	Field Trip Host and Lecture: Impact of Growth on the Town of Fuquay-Varina.
Andrew Kenney	Journalist, Raleigh News and Observer	3/16/2015	Visiting Critic: Resiliency and Urban Form in Raleigh, NC
Dr. Gene Conti, JD, The Conti Group, LLC	Former Secretary of NC Department of Transportation	3/23/2015	Lecture: AASHTO and the Future of U.S. Transportation
Brian Starkey	Landscape Architecture	2010-2015	Lecture on Code Required Landscape Design
Steve and Rachel Smith	Residential Landscape	2014	Served as clients / reviewers
Mark Weathington	Director of JC Raulston Arboretum	2013-2014	Served as client/reviewer
Grant Meacci	Landscape Architecture Urban Design	2010-2014	Lectured on urban trees, streetscape design and served as reviewer
Elizabeth Alley	Urban Design /Planning	2010-2014	Lectured on streetscape design and served as reviewer
Tom Skolnicki	Landscape Architecture	2010-2014	Lectured on Institutional Design and served as reviewer
Dave Josephus	Landscape Architecture	2010- 2014	Served as reviewer
Walter Havener	Landscape Architecture	2011	Served as lecturer on

			Institutional landscapes and as a reviewer
David Swanson	Landscape Architecture	2011	Served as lecturer on Institutional Landscape design and as reviewer
Todd and Scott Myatt	Landscape Construction	2011	Served as lecturers on Landscape construction
Gregg Hatem	Development of Edible Landscapes	2010	Lecture on Restaurant Development and reviewer
Jay Walljasper , Author of the Great Neighborhood Book and Senior Fellow at Project for Public Spaces, NYC.	Neighborhood design advocacy	3-5-15	8 th NLI Growing IN Place Symposium Presenter
David Driskell , MCP, Executive Director, Community Planning and Sustainability, Interim Housing Director, City of Boulder, CO.	Youth participation in community design and city planning	3-5-15	8 th NLI Growing IN Place Symposium Presenter
Erin White , Founder and Principal, Community Food Lab, Raleigh, NC.	Food system design	3-5-15	8 th NLI Growing IN Place Symposium Presenter
Nancy Wells , PhD, Department of Design and Environmental Analysis, College of Human Ecology, Cornell University.	Environmental psychology	3-5-15	8 th NLI Growing IN Place Symposium Presenter
Louise Chawla , PhD, Professor Emerita, Environmental Design Program, University of Colorado, Boulder, CO.	Children's participation in school ground design	3-5-15	8 th NLI Growing IN Place Symposium Presenter
Jason Bocarro , PhD, Assoc Professor, Department of Parks, Recreation and Tourism Management, NCSU.	Joint use of school grounds	3-5-15	8 th NLI Growing IN Place Symposium Presenter
Anna Stein , JD, MPH. Legal Specialist, Chronic Disease and Injury Section, Division of Public Health, NC DHHS.	Joint use of school grounds	3-5-15	8 th NLI Growing IN Place Symposium Discussion panel
Betty Parker , Senior	School location	3-5-15	8 th NLI Growing IN Place

Director, Real Estate Services, WCPSS.			Symposium Discussion panel
Sig Hutchinson , Wake County Commissioner.	Joint use of school grounds	3-5-15	Discussion panel member
Christine Hilt , FASLA, PLA, LEED AP. President CLH Design, P.A., Civil Engineers & Landscape Architects, Cary, NC.	Joint use of school grounds	3-5-15	8 th NLI Growing IN Place Symposium Discussion panel
Grant Meacci , ASLA, Division Manager, Urban Design Center, Department of City Planning, Raleigh	Urban design	1/15 – 4/15 1/14 – 4/14 1/13 – 4/13	LAR579 Visiting lecturer, urban design research briefing
Roberta Fox , Interim Division Manager, Urban Design Center, Department of City Planning, Raleigh	Urban design	4/15	LAR579 research project reviewer
Elizabeth Ally , Urban Designer Planner, Urban Design Center, Department of City Planning, Raleigh.	Urban design	4/15 4/13	LAR579 visiting lecturer, research project reviewer
Nilda Cosco , PhD, Associate Research Professor, NCSU.	Behavioral design	4/15, 4/14, 4/13	LAR579 research project reviewer
Nancy Wells , PhD, Associate Professor of Environmental Psychology, College of Human Development and Design, Cornell University	Environmental psychology	4/15	LAR579 visiting lecturer and research project reviewer
Grayson Maughan , Parks & Recreation Department Design / Development, City of Raleigh.	Park design	4/15	LAR579 research project reviewer
George Hallowell , PhD, Postdoctoral Scholar, College of Design, NCSU.	Urban design	3/15 & 4/15	LAR579 visiting lecturer and research project reviewer
Muntazar Monsur , Postdoctoral Scholars, College of Design, NCSU.	Design research	4/15	LAR579 visiting lecturer, project reviewer
Robby Layton , ASLA, doctoral student,	Landscape architecture	4/15 & 4/14	LAR579 project reviewer

NCSU.			
Trish Hash , Urban Design Center, Department of City Planning, Raleigh.	Urban design	4/14 4/13	LAR579 research project reviewer
Lucy Bradley , PhD, Urban Horticulture Specialist, Cooperative Extension NCSU.	Urban horticulture	3-6-14	7 th NLI Growing IN Place Symposium Presenter
Lois Brink , M.A. Professor of Landscape Architecture, University of Colorado, Denver.	Landscape architecture	3-6-14	7 th NLI Growing IN Place Symposium Presenter
Mary Eysenbach , MCP, Director of Conservatories, Chicago Park District.	Park planning	3-6-14	7 th NLI Growing IN Place Symposium Presenter
Noreen McDonald , PhD, Associate Professor, Director of the Doctoral Program, Department of City & Regional Planning, University of North Carolina, Chapel Hill.	Transportation planning for pedestrians and cyclists	3-6-14	7 th NLI Growing IN Place Symposium Presenter
Molly Simpson , MA, Program Manager, Terwilliger Center for Housing, ULI, Washington, DC.	Multi-family housing	3-6-14	7 th NLI Growing IN Place Symposium Presenter
Lauren Blackburn , AICP, Director, NCDOT Division of Bicycle and Pedestrian Transportation.	Transportation planning	2-11-13	6 th NLI Growing IN Place Symposium Presenter
Gene Bressler , FASLA, MLA, Head, Department of Landscape Architecture, NCSU.	Landscape architecture	2-11-13	6 th NLI Growing IN Place Symposium Presenter
Kathy Bull , Director of Marketing and Development, Children and Nature Network.	Politics or children and nature	2-11-13	6 th NLI Growing IN Place Symposium Presenter
Ed Johnson , RLA, ASLA, Coordinator, Safe Routes to	Transportation planning	2-11-13	6 th NLI Growing IN Place Symposium Presenter

School, NCDOT.			
Laura Lawson , PhD, Professor and Chair, Department of Landscape Architecture, Rutgers, SUNJ.	Landscape Architecture	2-11-13	6 th NLI Growing IN Place Symposium Presenter
Grant Meacci , ASLA, Division Manager, Urban Design Center, Department of City Planning, Raleigh.	Urban design	2-11-13	6 th NLI Growing IN Place Symposium Presenter
Vikas Mehta , PhD, is an Associate Professor at the School of Architecture and Community Design at the University of South Florida.	Urban design. Child-friendly street design	2-11-13	6 th NLI Growing IN Place Symposium Presenter
Liz O'Brien , PhD, is a social scientist and joined Forest Research in 2000. Forest Research is the research agency of the Forestry Commission in Britain	Managing child- and family-friendly woodlands.	2-11-13	6 th NLI Growing IN Place Symposium Presenter
Mitchell Silver , AICP, Chief Planning & Development Officer and Planning Director, City of Raleigh.	Urban planning	2-11-13	6 th NLI Growing IN Place Symposium Presenter
Emily Meineke	Entomology/ Integrated Pest Management, PhD Candidate NCSU	6/25/2015	Lecturer
Scott Girard , PLA	Landscape Architecture, Living Asset Management	7/7/2015	Lecturer
Ben Monette , PLA	Landscape Architecture	7/28/2015	Critic
Dr. Steve Frank	Entomology/ Integrated Pest Management	7/28/2015	Critic
Julieta Sherk	Landscape Architecture, Horticulture	7/28/2015	Critic
Fernando Magallanes	Landscape Architecture	7/28/2015	Critic
Helena Mitsova , PhD	Marine, Earth, & Atmospheric Sciences	Summer 2104	Guest Lecturer (NCSU Coastal Modeling and Simulations)
Anette Wilkus , FASLA, PLA*	Landscape Architecture	Spring 2015	Guest Lecturer, in-studio critic and round-table

			discussant (SiteWorks)
Daniel Winterbottom, FASLA, PLA*	Landscape Architecture	Spring 2015	Guest Lecturer and in-studio critic (University of Washington (Croatia Design/Build Studio)
Jeff Carney, AIA, AICP*	Planning, Architecture, Coastal Resilience	Fall 2014	Guest Lecturer and in-studio critic (LSU Coastal Sustainability Studio)
Chuck Flink, FASLA, PLA	Landscape Architecture	Fall 2014	Visiting Critic (Greenways, Inc.)
George Stanziale, PLA, ASLA	Landscape Architecture	Fall 2015	Visiting Critic (Stewart)
Walt Havener, PLA	Landscape Architecture	Spring 2015	Field Trip Guide (Surface 678)
Melissa McHale, PhD	Urban Ecology	Fall 2014, Fall 2015	Guest Lecturer (NCSU College of Natural Resources)
Sara Queen, Assc. AIA	Architecture and Advanced Mapping	Fall 2014, Fall 2015	Guest Lecturer (NCSU School of Architecture)
Rudi Seracino, PhD, PE	Structural Engineering	Fall 2014	Visiting Critic (Coastal Engineering)
Margery Overton, PhD, PE	Civil Engineering	Summer 2014	Guest Lecturer (Coastal Engineering)
Elizabeth Sciaudone, PhD	Civil Engineering	Summer 2014	Guest Lecturer (Coastal Engineering)
Gavin Smith, PhD, AICP	Planning and Hazard Mitigation	Summer 2014	Guest Lecturer (Coastal Hazard Mitigation)
Robert McClendon, MLA	Landscape Architecture and Coastal Sustainability	Summer 2014, Fall 2014, Fall 2015	Visiting Critic (UNC Coastal Studies Institute)
Nancy White, PhD, MLA	Coastal and Marine Sciences, Landscape Architecture and Coastal Sustainability	Summer 2014, Fall 2014	Visiting Critic (UNC Coastal Studies Institute)
Jesse Turner, PLA, MLA	Landscape Architecture	Spring 2014, Fall 2014, Spring 2015	Guest Lecturer and Visiting Critic
David Tilotta, PhD	Materials Science	Summer 2014	Guest Lecturer (NCSU Forest Biomaterials)
Mark Hough, FASLA	Landscape Architecture	Fall 2014	Field Trip Guide (Duke University)
Nilda Cosco, PhD	Children's Outdoor Learning Environments, Landscape Research	Fall 2014, Fall 2015	Guest Lecturer and workshop facilitator (Natural Learning Initiative)
Don Kranbuehl, AIA, PE	Architecture	Fall 2014	Visiting Critic (Coastal Architecture)
Matt Griffith, AIA	Architecture	Fall 2014	Visiting Critic (Coastal

			Architecture)
Laura Blackstone	Emergency Management	Fall 2015	Visiting Critic (FEMA)
Lauren Hermley	Coastal Planning and Governance	Fall 2015	Visiting Critic (Town of Beaufort, NC)
Matt Burgermaster, AIA	Architecture	Fall 2015	Visiting Critic (New Jersey Institute of Technology)
Denise Hoffman-Brandt	Landscape Architecture, Landscape Resiliency	Fall 2015	Visiting Critic (City College of NY)
Michael Stevenson, AIA	Architecture	Fall 2015	Visiting Critic (Coastal Architecture)
Chris Hilt, FASLA	Landscape Architecture	Summer 2014, Fall 2014	Visiting Critic (Coastal Site Work)
Barbara Doll, PhD, PE	Stormwater Engineering, Stream Restoration and Geomorphology	Fall 2014, Fall 2015	Guest Lecturer and Visiting Critic (NCSU Biological & Agricultural Engineering and NC Sea Grant)
Sandy Sanderson	Emergency Management	Summer 2014, Fall 2014	Visiting Critic (Dare County, NC Emergency Manager)
Name	Field/Specialty	Date(s)	Contribution
Elizabeth Sharpe	Wake County Public School System: Senior Facility Planner	8/19/15-12/9/15	Lecturer: School grounds and In-studio Critic
Brian Glendenning	Wake County Public School System: Senior Administrator for Healthful Living	8/19/15-12/9/15	Lecturer: School grounds and In-studio Critic
Anna Maria Taylor	Wake County Public School System: Senior Facility Architect	9/23/15	Juror
Ari Cohen	Leesville Road Elementary School: Principal	9/23/15	Juror
Kara LaBella	Leesville Road Elementary School: 4th Grade Teacher	9/23/15	Juror
Kathy Reid	Leesville Road Elementary School: Librarian	9/23/15	Juror
Alice Reece	Chris Hilt Landscape Architects: Project Manager	8/19/15-12/9/15	In-studio Critic and Juror
Danny Hassell	National Guard: Architect	10/14/15 11/18/15 12/9/15	Mentor and Juror
Yvonne Maher	JDavis: Landscape Architect	10/14/15 11/18/15 12/9/15	Mentor and Juror

Jesse Turner	LIFT[ED] Landscapes: Landscape Architect	10/14/15 11/18/18 12/9/15	Mentor and Juror
Juanita Shearer-Swink	Triangle Transit Authority: Landscape Architect	10/14/15	Mentor
Rodney Swink	Office of Rodney Swink: Landscape Architect	10/14/15 11/18/15 12/9/15	Mentor and Juror
Graham Smith	DHM: Landscape Architect	10/14/15 11/18/15 12/9/15	Mentor and Juror
Brian Starkey	OBS: Landscape Architect	10/14/15 11/18/15 12/9/15	Mentor and Juror
Chuck Flink	ALTA Greenways: Landscape Architect	10/14/15 11/18/15 12/9/15	Mentor and Juror
Dan Howe	City of Raleigh: Senior Planner (retired)	10/14/15 11/18/15 12/9/15	Mentor and Juror
Emily McCoy	Andropogon: Landscape Architect	11/18/15	Juror
Ben Monette	Andropogon: Landscape Architect	11/18/15	Juror
Emily Erickson	Department of Crop Sciences at NCSU	9/23/15 10/14/15 12/9/15	Juror
Jong Seon Lee	PhD in Design: NCSU College of Design	10/14/15	Juror
Michele McKinley	Advocates for Health in Action: Project Coordinator	12/9/15	Juror
Jeanette Selvaggi	Landscape Designer Instructional Beds at Cary Elementary	12/9/15	Juror
Rachel Pohlmanf	Poe Center for Health and Education: Nutrition Program Manager	12/9/15	Juror
Jon Blasco	OBS Landscape Architects	12/9/15	Juror
Jianxin Hu	College of Design: Assistant Professor in Architecture	12/9/15	Juror
Rodney Swink, FASLA	Landscape Architecture	Fall 2015	Guest reviewer
Robby Layton, FASLA	Landscape Architecture	Fall 2015	Guest reviewer
Randy Hester	Landscape Architecture	Fall 2015	Lecturer
Anita Brown-Graham	Public Policy	Fall 2015	Lecturer
Carlton Eley	Planning/Equitable Development	Fall 2015	Lecturer

Danielle Spurlock, PhD	Planning/ Environmental Justice	Fall 2015	Lecturer
Grayson Maughan	Landscape Architecture/Park Planning	Spring 2015	Guest reviewer
Stephen Bentley	Landscape Architecture/Park Planning	Spring 2015	Guest reviewer
Derek Blaylock	Landscape Architecture/Visualization	Spring 2015	Guest reviewer
Jordan Petersen	Landscape Architecture/Visualization	Spring 2015	Lecturer
Nette Compton	Park Planning	Spring 2015	Guest Reviewer
Jeff Israel	Landscape Architecture	Fall 2014	Guest reviewer
Luke Wallenbeck	Landscape Architecture	Fall 2014	Guest reviewer
Walt Havenier	Landscape Architecture	Fall 2014	Guest reviewer
Carter Crawford	Landscape Architecture	Fall 2014	Guest reviewer
Jonathan Parsons	Design	Spring 2014	Guest reviewer
Christine Hilt, ASLA	Landscape Architecture	Spring 2014	Guest reviewer
Graham Smith	Design	Spring 2014	Guest reviewer
Mark Hough	Campus planning/criticism	Fall 2013	Guest reviewer
Annette Kim	Critical Geography, MIT	Fall 2013	Lecturer
Tim Wallace, PhD	Cultural Anthropology	Fall 2013	Lecturer
Elizabeth Alley	Urban Planning	Fall 2013	Guest reviewer
Grant Meacchi	Urban Design	Fall 2013	Guest reviewer
George Hallowell, PhD	Architecture/Urban Design	Fall 2013	Guest reviewer

5. Individual Teacher's Record

Gene Bressler, Professor and Department Head

EDUCATION:

Harvard University	2 years	MLA, 1970
SUNY College of Forestry	4 years	BLA, 1968

TEACHING EXPERIENCE:

North Carolina State University	10 years
LA Design Fundamentals Studio	
Introduction to Design Studio	
University of Colorado at Denver	9 Years
LA Studios 3, 4, 5, 6, 7	
LA Internship	
Independent Study	
LA Field Studies	
University of Oregon	15 years

Site Analysis
 Site Planning and Design
 Land Planning and Design
 Computer Applications

PRACTICE EXPERIENCE:

Design Studios West	3 years	Principal
Landscape Strategies, Inc.	7 years	Principal
Dynamic Graphics, Inc.	11 years	Director of Business Development
Diethelm and Bressler	4 years	Principal
Bonneville Power Administration	2 years	Landscape Architect
EDAW	1 year	Landscape Architect

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

- Member, NC Board of Landscape Architects (NCBLA), 2010-2014
- Chancellor's Strategic Planning Task Force: Comprehensiveness and Interdisciplinarity, 2012-13
- Delivered the College of Design Commencement Address, "Game Changers in Motion," 2011
- Member, Blue Ridge Road District Corridor Planning Board, 2012-present
- Member, NCSU Campus Review Panel, 2011 - present
- Member, NCSU College of Design Administrative Council, 2006 – present
- Director, *Colorado Tomorrow Conferences*, 2004, 2005.
- Chair, Information Technologies Committee, College of Architecture and Planning, 1999 – 2006, member of committee since 2002. Principal author of College IT Strategic Plan;
- Referee, *Landscape Journal*, 2002;
- Founding member of the Steering Committee of the Colorado Community Design Partnership. This organization, which consists of design professionals, builders, developers, attorneys, bankers, educators, students, and lay public, is concerned with the issues associated with urban growth, particularly residential design and development. In this position Bressler serves as representative for the University of Colorado, College of Architecture and Planning in areas that concern academic programs. Developed the business plan for educational programs to be developed and offered this year by the collaborative efforts of the partnership and College. Director, Challenging Suburbia Symposia 1 and 2, 2002, 2003, produced in cooperation with the Colorado Community Design Network;
- Member, Skyline Park Revitalization Council. Appointed by Denver Mayor Wellington Webb. Director, *Skyline Park Symposium: A Park in Transition*, May 2002;
- "The Eco-Tourism, Tourism, to Urban Growth Continuum." Invited Speaker in the pilot course, *Integración de la Gestión Ambiental en el Desarrollo Turístico* offered by the Interamericana de Formación–Gestión Ambiental y Ecoturismo, University of Costa Rica;
- Named Fellow, in the *University of Colorado Emerging Leaders Program* by President Betsey Hoffman, May 2001. Attended and participated in program functions held in Beaver Creek, UCD, and CU Health Sciences during summer and fall semester 2001;
- At the request of University President Hoffman and UCD Chancellor Lesh-Laurie, Bressler made a formal presentation to the *University of Colorado Board of Regents*, March 2002, describing the service learning activities and achievements and the imperatives motivating the work of the landscape architecture faculty, specifically Lois Brink (DPS Learning Landscapes), Alan Berger (Landscape Reclamation), and himself (Challenging Suburbia);
- "Village Greens Park Development Feasibility Study," Greenwood Village, Colorado. Principal Landscape Architect. Environmental analysis and development of alternative potential plans for 100-acre park. Extensive interaction with City staff, Parks, Trails, and Recreation Commission, active citizen groups and City Council to formulate and evaluate future development proposals; and
- "Copper Mountain Resort West End Master Plan Study," Copper, Colorado. Principal Landscape Architect. Environmental analysis and master plan for 100 acre base area. Work includes designation of environmentally sound building envelopes, recreation facilities, and trail systems predicated upon landscape suitability analyses, economics and design criteria.

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

- “Oh Give Me Land, Lots of Land,” co-author, chapter, *Healing the West*, by Professor Patricia Limerick, 2007;
- “Suburbia has a Home in Colorado!,” Rocky Mountain Exposure, Newsletter of the Colorado Chapter of ASLA, July 2003; and
- “Right in Our Own Back Yards,” formal presentation covering research and service learning activities within the Department of Landscape Architecture, to State of Colorado Legislature, February 2002.

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

As Head of the Department, Professor Bressler has focused on enhancing the quality of Landscape Architecture education, faculty development in the areas of teaching and research/creative works, and positioning the Department as an effective player in internal College operations and in external professional and civic issues. His personal activities towards advancing knowledge and capability of the profession center on the qualitative aspects of community planning and design in design studio contexts and in the larger research realms. While devoting considerable resources exploring various typological ways and means of evolving community form through site planning and design inquiries, his primary focus centers on the understanding environmental and cultural conditions/relationships of the region that ought to influence the planning and design of communities. He plans to begin applying and developing GIS related technologies as design tools as interactive informants, and to enable development of simulation and predictive modeling capabilities to access “what if” outcomes. Specific areas of investigation will focus on relationships of capturing storm and irrigation runoff, local and systemic grading, and secondary plant succession.

Gene co-teaches the MLA Introduction studio with Art Rice and the Landscape Imperative with Chuck Flink. He also supervises the Internship program and serves on a number of final project committees and university and college committees.

Robin Moore, Professor, Director of the Natural Learning Initiative

EDUCATION:

Massachusetts Institute of Technology	2 years	MCRP, 1966
University College, Bartlett School of Architecture, London University	5 years	Diploma in Arch, 1962

TEACHING EXPERIENCE:

North Carolina State University	27 years
User Needs in Design	
Community Design	
Urban Ecological Design	
Social Assessment of Public Environments	
Design of Urban Parks and Recreation Spaces	
Environmental Education	
Multimedia Applications	
Stanford University	2 years
Community Participation in Environmental Design	
Media Development for Community Organizations	
University of California, Berkeley	7 years
Landscape Planning and Design	
Community Participation Techniques	
Research Methods	
Environmental Education	
Environmental Needs of Young People	

PRACTICE EXPERIENCE:

Moore Iacofano Goltsman (MIG, Inc.)	29 years Founding/Consulting Principal
PLAE, Incorporated	29 years Director of Research

Inquiring Systems, Inc.	2 years	Director of Community Development
People-Environment Group	3 years	Director of Research
Land Use Consultants	3 years	Project Manager
Boston Redevelopment Authority	1 year	Project Intern Urban Landscape
Llewelyn-Davies, Weeks & Partners	2 years	Research Hospital Design Team
Moore Cosco Associates (MCA), LLC	2 years	Consultants

PROFESSIONAL & ACADEMIC ACTIVITIES.

- Affiliate Member, American Society of Landscape Architects (ASLA) – Co-Chair, Design of Children’s Outdoor Environments Professional Practice Network (PPN), launched 2009.
- Member, National Association for the Education of Young Children (NAEYC)
- Member, Chair, Board of Directors, Environmental Design Research Association, 1986-87;
- Associate Editor, *American Journal of Health Promotion*;
- Member, Educational Advisory Board, American Horticultural Society, 1997 to present;
- Cofounder, Member, Editorial Advisory Board, Children Youth Environments;
- Member, North American Montessori Teachers Association;
- Member, Editor, *PlayRights*, International Association for the Child's Right to Play, 1976-1999; and
- President, International Association for the Child's Right to Play, 1990-96.

Professional & Academic Activities.

Director and co-founder (2000), the Natural Learning Initiative (NLI), NC State University.

Honorary Member, ASLA, 2012-

Co-Chair, Design of Children’s Outdoor Environments PPN (2009-2010)

Board Member, North Carolina Coalition for Children and Nature (NC-CAN)

Board Member, North Carolina Outdoor Play Alliance.

Member, Advocates for Health in Action, AHA (Wake County, NC).

Publications.

*Mitchell, C., Moore, R., Cosco, N. (2015). *Growing and Cooking Fruits and Vegetables at Childcare Centers*. LF-007-01. Raleigh: North Carolina Cooperative Extension Service. <http://content.ces.ncsu.edu/childcare-center-production-gardens-1-growing-and-cooking-fruits-and-vegetables-at-childcare-cente/>

*Moore, R., Cosco, N., Konradi, S., Archer, M. (2015). *Creating Childcare Center Production Gardens*. LF-007-02. Raleigh: North Carolina Cooperative Extension Service. <http://content.ces.ncsu.edu/childcare-center-production-gardens-2-creating-childcare-center-production-gardens>

Cosco, N. and Moore, R. (2014). (Eds.). *The Outdoor Learning Environment Toolkit*. Natural Learning Initiative, North Carolina State University.

Moore, R. (2014). *Nature Play and Learning Places: Creating and Managing Places Where Children Engage With Nature*. Version 1.5. Natural Learning Initiative and National Wildlife Federation. National Forest Service. Available at: <http://natureplayandlearningplaces.org>

Moore, R. 2014. Design for Urban Play as an Anarchist Parable: Trans-Atlantic Reflections. In Burke, C. and Jones. K. (Eds). *Education, Childhood & Anarchism: Talking Colin Ward*. London: Routledge.

*Boldemann, C.; Sördeström, M; Mårtensson, F; Moore, R; Cosco, N; Bieber, B; Pagels, P; Raustorp, A; Wester, U. The Health-Promoting Potential of Preschool Outdoor Environments: Linking Research to Policy in Lindsay, G and Morhayim, L (Eds) *Revisiting “Social Factors”: Advancing Research Into People and Place*. Newcastle upon Tyne, UK: Cambridge Scholars Publishing. 2015

*Moore, R. and Cosco, N. Growing Up Green: Naturalization as Health Promotion Strategy in Early Childhood Outdoor Learning Environments. *Children, Youth & Environments Journal*. October 2014.

*Cosco, N. and Moore, R. Childcare Outdoor Renovation as a Built Environment Health Promotion Strategy: Evaluating the Preventing Obesity by Design Intervention. *American Journal of Health Promotion*. January/February 2014, Vol. 28, No. 3 Supplement.

*Smith, William R. and Moore, R., Cosco, N., Wesoloski, J. Danninger, T., Ward, Dianne S., Trost, Stewart G., and Ries, N. (2014). Increasing Physical Activity in Childcare Outdoor Learning Environments: The Effect of Setting

- Adjacency Relative to Other Built Environment and Social Factors. *Environment and Behavior*. 25 September.
- Cosco, N. and Moore, R. Behaviour Mapping for Designing Healthy Outdoor Environments for Children and Families: Conceptual Framework, Procedures, and Applications. (2010). In Ward Thompson, C. and Bell, S., *Innovative Approaches to Research Excellence in Landscape and Health*. London: Taylor & Francis.
- *Cosco, N., Moore R., Islam Z. (2010). Behavior Mapping: A Method for Linking Preschool Physical Activity and Outdoor Design. *Med Sci Sports Exerc*. 42(3):pp 513-519. doi: 10.1249/MSS.0b013e3181cea27a.
- Moore, R. and Cooper Marcus, C. (2008). Design for Healthy Childhoods and a Healthy Planet. In S. Kellert, J. Heerwagen & M. Mador (Eds.), *Biophilic Design: Theory, Science and Practice*. NY: Wiley.
- Moore, R. and Cosco, N. (2007). Post Occupancy Evaluation of Kids Together Park: Universal Design for Healthy Communities in Ward-Thompson, C. and Travlou, P. (eds) *Open Space: People Space*. London: Routledge.
- *Islam, Z., Moore, R., Cosco, N. (2014). Child-Friendly, Active, Healthy Neighborhoods: Physical Characteristics and Children's Time Outdoors. *Environment and Behavior*. Online version, October 17, 2014.
- *Baran P., Smith W., Moore R., Floyd M., Bocarro J., Cosco N., and Danninger T. (2013). Park Use Among Youth and Adults: Examination of Individual, Social, and Urban Form Factors. *Environment and Behavior*. DOI: 10.1177/0013916512470134.
- *Bocarro, J. N., Floyd, M. F., Moore, R., Baran, P., Danninger, T., Smith, W. & Cosco, N. (2009). "Adaptation of the System For Observing Physical Activity and Recreation in Communities (SOPARC) to Assess Age Groupings of Children." *Jnl Physical Activity & Health*, 6:6, 699-707.
- Contributions:** Principal contributions are conducted through the [Natural Learning Initiative](http://www.naturalearning.org) (NLI), founded with Dr. Nilda Cosco, January 1, 2000. Four principal aims include: conduct scientific research; offer design assistance services to communities and practicing professionals; organize professional development (PD) and training events (Annual NLI Design Institute – 13 held, Annual NLI Growing IN Place Symposium – 9 held, and dozens of additional PD events through funded projects and programs); disseminate information to the trans-disciplinary community of interest (through publication, the NLI website and PD events). Research is focused on investigating associations between built environment design and measurable human development outcomes of urban children and families. Behavioral design for physical activity, children's gardening, and healthy eating is a strong research focus. Review www.naturalearning.org for more information.

Arthur Rice, Professor and Interim Dean

EDUCATION:

Harvard Graduate School of Design	2 years	MLA with Distinction, 1978
University of Oregon	5 years	BLA 1973

TEACHING EXPERIENCE:

North Carolina State University	25 years
Design	
Site Planning	
Design Education	
Graphics	
Digital Media	
University of Washington	10 years
Design Studio	
Landscape Theory	
Digital Applications	
Russian and East Europe Studies	
Graphics	
Site engineering	
Moscow Engineering and Building Inst.	½ year
Design theory	
Harvard University	1 year
Design studio	
Tufts University	

Urban Design	1 year	
PRACTICE EXPERIENCE:		
EDAW	1 year	Design
BSC	1 year	Site Design
Clark McGlennon Associates	1 year	Market Analysis
PROFESSIONAL & ACADEMIC ACTIVITIES:		
<ul style="list-style-type: none"> • Associate Dean for Academic Affairs, College of Design, 2015 – present • Chair, LAAB Review Committee MLA Accreditation, Cornell University, 2014; • Associate Dean for Graduate and International Studies, College of Design. 2010-2015 • Advisory member, University of Oklahoma Department of Landscape Architecture Strategic Planning Taskforce, 2015; • Chair, LAAB Review Committee BSLA Accreditation, Arizona State University, 2013; • Associate Dean for Graduate Studies Research and Extension, College of Design, 2005-2010 • Chair, LAAB Review Committee MLA Accreditation, SUNY Syracuse, 2012; • Chair, LAAB Review Committee MLA Accreditation, University of Oklahoma, 2011; • Chair, LAAB Review Committee MLA Accreditation, Penn State University, 2010; • Chair CELA Fellows 2009 –present • Member of the NCSU Korean Campus Visioning Team, 2008 – present; • Member of the NCSU Global Perspectives Certificate Advisory Board 2008 – present; • Director of the College of Design PhD in Design Program 2008 to present; • Elected CELA Fellow 2008; • Chair, LAAB Review Committee BLA Accreditation, University of Kentucky, 2007 • Acting Director, NC State College of Design Prague Institute, 2004 –2005; • Affinity Faculty College of Design Research and Engagement, 2002-present; • Affinity Faculty College of Design Ph.D. Program, 2001 –present; • Elected Chair, NC State Council on International Programs, 2008-present; • Outside Guest Reviewer Rutgers University Master of Landscape Arch. Program; • Member, College of Architecture and Landscape Architecture Review Committee, University of Arizona, 2006; • Chair, LAAB Review Committee MLA Accreditation, University of Minnesota, 2006; • Chair, LAAB Review Committee MLA Accreditation, College of Environmental Design, California State Polytechnic University, 2005; • Lead the effort to establish the NC State, College of Design Prague Institute, 2003-2005; • Chair, LAAB Review Committee BLA Accreditation, College of Agriculture and Life Sciences, Mississippi State, 2003. 		
PUBLICATIONS:		
<ul style="list-style-type: none"> • Co Author, “Challenge of the Beginning,” <u>International Journal of Art and Design Education</u>, 2015 		

Kofi Boone, ASLA, Associate Professor

EDUCATION:

University of Michigan	3 years	BSNR, 1992
University of Michigan	4 years	MLA, 1995

TEACHING EXPERIENCE:

North Carolina State University, Associate Professor	4 years
North Carolina State University, Assistant Professor	7 years
North Carolina State University, Adjunct Professor	2 years

PRACTICE EXPERIENCE:

SmithGroup JJR	7 years
Site Designer	
Carol R. Johnson & Associates	1 year
Intern	

PROFESSIONAL REGISTRATION:

- American Society of Landscape Architects (ASLA)
- Council of Educators in Landscape Architecture (CELA)
- Environmental Design Research Association (EDRA)

PROFESSIONAL & ACADEMIC ACTIVITIES:

- Presenter, “Social Equity and Public Space”, Seattle Design Commission, 2015
- Academic Liaison, American Society of Landscape Architects Environment Justice Professional Practice Network, 2015 to present
- Member, Focus Group, North Carolina Freedom Monument, 2015
- Member, Editorial Advisory Committee, Landscape Architecture Magazine, 2015-2017
- Member, College of Design Reappointment Promotion and Tenure Committee, 2015
- Presenter, “Case studies of community engagement and social justice through the design process”, National Organization of Minority Architects National Conference, New Orleans, 2015
- Presenter, “EJ + the Design Professions: Where are we now? Where do we need to go?”, National Organization of Minority Architects National Conference, New Orleans, 2015
- Mobile session leader, South Park East Raleigh bus tour, North Carolina Chapter of the American Planning Association Conference, 2015
- Consultant, Moore Square Schematic Design, 2015 to present
- Chair, College of Design Faculty Senate, 2015
- Presenter, “Historic Black Towns and Settlements Workshop”, UNC Center for the Study of the American South, 2015
- Presenter, “Towards Social Resilience: Equitable Landscape and Community Design”, New Jersey Chapter of the American Society of Landscape Architects, Atlantic City, 2015
- Advisor, Cross-Currents: Art + Leadership Powering Rural Economies Conference, Rocky Mount, 2015
- Director, Ghana International Design Studio, 2014-present
- Presenter, “On Criticality in Mapping: GeoDesign, GIS, Planning”, Association of American Geographers Annual Meeting, Los Angeles, 2013
- Member, Covington SDAT Team, American Institute of Architects, 2013
- Presenter, “The effects of small group participation in creating livable environments”, Environmental Design Research Association 44, Providence, 2013
- Presenter, “International Service-Learning as Revolutionary Pedagogy: Design Projects of Community and Consciousness”, Environmental Design Research Association 43, Seattle, 2012
- Presenter, “Map-Making and Visualization for Critical Research”, Association of American Geographers Annual Meeting, New York, 2012
- Member, College of Design Faculty Senate, 2012-present
- Member, College of Design Awards Committee, 2012-present
- Member, Birmingham R/UDAT team, American Institute of Architects, 2011
- Member, Public Art and Design Board, City of Raleigh, 2009 to present
- Member, Cultural Master Plan Board, City of Durham, 2008 to present
- Member, Graduate Faculty, 2004-present
- Co-Director, Art + Design Ghana Studio, 2005-present
- Faculty Advisor, African American Design Student Association, 2006-present
- Member, College of Design Courses and Curriculum Committee, 2007 to present
- Member, College of Design K-12 Taskforce, 2004
- Member, College of Design Awards Committee, 2004 to present
- Member, College of Design Conference Committee, 2005 to present
- Panelist, “Art and Design: Project Objectives that Redefine Art(ist)”, with Susan Harrison (GSA, and Jack Mackie (Artist), moderated by Janet Kagan, 21st International Sculpture Conference, October 2-4, 2008

- “Repair”, public lecture to the College of Design Community, April 2009
- Member, Africa Advisory Group
- Panelist, College of Design Conference “Designing a Sustainable Region”, 2007
- Faculty Coordinator, LAR Department Charrette, Holden Beach, NC 2005
- Curator, Landscape Architecture Alumni, Faculty and Student Show, 2005
- Curator, “Ameee! Ghana Study Abroad 2005 Student Exhibition”, 2005
- Consultant, Public Art Master Plan for Parrish Street, Durham, NC, 2006-present
- Member, American Institute of Architects Sustainable Design Assessment Team (AIA SDAT), Oklahoma City, 2005
- Member, American Institute of Architects Urban Design Assistance Team (AIA UDAT), Randallstown, 2003
- Member, ASLA North Carolina Chapter Professional Awards Jury, 2002-2004
- Curator, ASLA North Carolina Chapter Professional Gallery Show, 2003 and 2005d
- Member, NCSASLA HALS Committee, 2006-present
- Member, Working Group, Institute for Emerging Issues, 2008; and
- Member, Advisory Committee, School Design Institute, American Architecture Foundation, 2007

PUBLICATIONS:

- Boone, Kofi “Transferred, Translated, Transformed: Design tools for student engagement in Ghana, West Africa”, *PUBLIC: A Journal of Imagining America* (under review)
- Lerner, Jonathan, “The Chavis Conversion”, *Landscape Architecture Magazine*, July 2015
- Boone, Kofi, Chapter 5: Digital Diagramming, and Chapter 21: Repairing Greyfield Sites, Amoroso, Nadia ed. *Representing Landscapes: Digital*, Routledge, NY, 2015
- Boone, Kofi “Disembodied voices, embodied places: Mobile technology, enabling discourse, and interpreting place”, *Landscape Architecture and Urban Planning* Special Issue: Critical Visualization 142C, 2015
- Bose, Mallika Paul Horrigan et al. (eds.) “Recalling and remembering community—Cellphone Diaries” *Community Matters: Service Learning in Engaged Design and Planning*, Routledge, 2014
- C. Kline, L. Johnson, K. Boone “Visitor awareness of local issues at emerging destinations: experiences gleaned from a study abroad course in Ghana”, *Tourism Review International*, Vol. 17, pp-211-222
- Boone, Kofi “Cellphone Diaries: Mobile Technology and Self-Authored Digital Videos in Asset Mapping”, *PRISM: Journal of Regional Engagement*, Fall 2012
- Boone, Kofi, Carol Kline, Laura Johnson, Lee-Anne Milburn and Kathleen Rieder, “Development of Visitor Identity through Study Abroad in Ghana”, *Tourism Geographies: An International Journal of Tourism, Space, Place and Environment*, May 2012
- Foster, Kelleann, *Becoming a Landscape Architect: A Guide to Careers in Design*, John Wiley and Sons, Inc., 2010
- “The Resilience of Ruinous Futures: Race, Urbanism, and Ecology in the post-Jim Crow South”, *Uncommon Ground: Everyday Aesthetics and the Intensionality of the Public Realm*, *Intensions*, Issue 2.0, Spring 2009

CONTRIBUTIONS: Professor Boone’s research addresses the overlap between environmental justice and the practice of landscape architecture. Boone developed a conceptual framework for infusing environmental justice principles in a range of areas of landscape architecture. Sustainable design, planning, and decision-making tools have been the focus of my work. Boone developed comprehensive community design studios that incorporate design studios, but also a range of layered strategies. Boone is a regular inter-disciplinary collaborator, and frequent partner with extension agents to provide communities with best practices in community design. Boone has developed seven new courses addressing my research agenda; Site Analysis and Planning, Design Strategies for Community Building, Landscape Architecture Theory and Criticism, Environmental and Social Equity and Design, Landscapes of Eco-Tourism, Ghana Study Abroad Landscape Architecture Studio, and Advanced LAR Communications: Digital Video Case Studies in Landscape Architecture.

Andrew A. Fox, PLA, ASLA, Associate Professor and University Faculty Scholar

EDUCATION:

Louisiana State University	3 years	MLA, 2001
University of Michigan	4 years	BGS, 1995

TEACHING EXPERIENCE:

North Carolina State University	6 years
Coastal Dynamics Studio (w/ARC)	
Coastal Dynamics Seminar (w/ARC)	
Landscape Architecture Design+Build Studio	
Landscape Dynamics	
Landscape Architecture Field Studies	
Healthful Landscape Systems	
Embarking on Design: Design Foundations and Visioning	
Advanced Landscape Architecture Construction Technologies	
Design Development Studio	
Construction Methods & Materials	
Landform, Grading & Site Systems	
Advanced Landscape Architecture Lab	
University of Georgia	2 years
Construction Principals and Materials	
Applied Landscape Construction	
Urban Design	
Signature Studio: Design & Meaning	
Graduate Independent Project	
Design Fundamentals	
South Seattle Community College	1 year
Fundamentals of Applied Design	
Introduction to Landscape Graphics	
Louisiana State University	1 year
Design Fundamentals	
PRACTICE EXPERIENCE:	
Lift Environmental Design, PLLC	1 year
Principal	
The Natural Learning Initiative (NLI)	2 years
Research Associate	
Windrose Landscape Architecture	1 year
Project Landscape Architect	
Cascade Design Collaborative, Inc.	5 years
Senior Associate	
Louisiana State University Hilltop Arboretum	1 year
Graduate Assistant	
Detroit Parks & Recreation, Land. Arch. Division	1 summer
Design Intern	
Lone Pine Land Design, LLC	2 years
Owner/Operator	
Garden Art	1 year
Field Superintendent	
Paul Clute & Assoc. Golf Course Construction	1 summer
Construction Crewman	

PROFESSIONAL REGISTRATION:

Landscape Architect, State of North Carolina, No. 1620 (active)

Landscape Architect, State of Washington, No. 1007 (active)

PROFESSIONAL & ACADEMIC ACTIVITIES:

- Lecture Series Coordinator, NC State Department of Landscape Architecture, 2014 – present.
- Park Faculty Scholar, Park Scholarships, NC State, 2014 – present
- Advisory Board Member, NC A&T Landscape Architecture Program: USDA/NIFA capacity building grant, “Metrics of Sustainable Design: Enhancing Faculty Knowledge and Curriculum Delivery in an Accredited

Landscape Architecture Program," 2012 – present

- Faculty of Record, Landscape Architecture Design+Build Studio, 20010 – present
- Faculty Advisor, Alpha Sigma Chapter, Sigma Lambda Alpha Landscape Architecture National Honor Society, 2009 – present
- Faculty Advisor, NC State Student Chapter of the ASLA, 2009 – 2015
- Co-presenter, "Pro-Active Recovery Community Structures (PARCS)." *ACSA Annual Conference*, 2015
- Co-curator, "Coastal Dynamics." Exhibit in association with the Coastal Dynamics Design Lab, College of Design, North Carolina State University, 2015
- Co-presenter, "Adaptive Infrastructures: Developing Multidisciplinary Courses to Design Resilient Coastal Communities." *EDRA Annual Conference*, 2014
- Lecturer, "Construction Instruction." Kentucky Chapter of the ASLA State Conference (hosted by the University of Kentucky Department of Landscape Architecture), 2014
- Co-curator, "Learning through Making." Exhibit in association with the Department of Landscape Architecture and School of Architecture, College of Design, North Carolina State University, 2014
- Conference Paper Referee: Council of Educators in Landscape Architecture Annual Conference. 2013
- Presenter, "Breaking Barriers/Building Value: Engaging Campus Community through Design/Build Service-Learning," as a component of a day-long intensive entitled, "Service Learning: What Works and What Doesn't." *EDRA44*, 2013
- Presenter, "Enhancing the Public Domain with Integrated Stormwater Solutions." North Carolina Sea Grant. 2013
- Presenter, "Post-disaster R+D Networks." NC State College of Design Leaders Council, 2013
- Presenter, "Soup to Nuts: Using Service-Learning to Enhance the Academic Triple Bottom Line." College of Design Brown Bag Lunch Forum. NC State College of Design Scholarship, Research, Extension and Engagement (SREE) Committee, 2013
- Principal organizer, in coordination with the Natural Learning Initiative. *POD³ Community College/Higher Education Summit*. College of Design, NC State University, 2013
- Principal organizer, in coordination with the Natural Learning Initiative. *Outdoor Learning Environment (OLE) Inter-Institutional Design Workshop (with NC A&T State University and Alamance Community College)*. College of Design, NC State University, 2013
- *College of Design Faculty Brown Bag Lunch Series*. Principal organizer in coordination with the College of Design Scholarship, Research, Extension and Engagement (SREE) Committee. College of Design, NC State University, Raleigh, NC. February – April, 2013
- Presenter, "Grounds for Change: Maximizing the Potential of Campus Landscapes through Strategic Partnerships and Community Design." *International Conference on the Constructed Environment*, 2012
- Presenter, "Using Design/Build to Nurture the NC State Campus Environment." *North Carolina Housing Officers (NCHO) Annual Conference*, 2012
- Presenter, "Using Integrated Rainwater Solutions to Enhance the Constructed Environment." *American Rainwater Catchment Systems Association (ARCSA) Annual Conference*, 2012
- Presenter, "Awareness, Understanding and Value: Building Better Campus Experiences through Strategic Partnerships." *CELA Annual Convention*, 2012
- Presenter, "Suburban Street Stormwater Retrofitting: Design and Implementation Strategies in the Southern Piedmont." *CELA Annual Convention*, 2012
- Panelist, "CED-ICPI: Innovative Online Tools for Teaching Place-making, Environmental Approaches, and Technical Expertise in Landscape Architecture." *CELA Annual Convention*, 2012
- Presenter, "Using Service-Learning to Enhance the Academic Experience." Office of Faculty Development: *Integrating Your Research, Teaching and Extension Workshop*. NC State Office of Faculty Development (OFD), 2012
- Lecturer, "Public. Land. Use." 2nd Annual Richard C. Bell Lecture, Department of Landscape Architecture, North Carolina State University, 2012
- Service-learning Panelist. Presentation and panel discussant at the Office of Faculty Development: *2012 New Faculty Orientation*. NC State Office of Faculty Development (OFD), 2012

- Co-presenter, "Strategic Partnerships/Mutual Benefits: Developing Student Design-Build Projects at North Carolina State University." *Association of College & University Housing Officers – International / Association of Higher Education Facilities Officers (ACUHO-I / APPA) Housing Facilities Conference*, 2011
- Co-presenter, "Fertile Waters: Exploring the Educational Potentials of Low Impact Stormwater Systems." *EDRA42Chicago*, 2011
- Co-presenter, "Landscape as Laboratory: Implementing LID Design-Build at NC State." *NCASLA 2011 Spring Conference*, 2011
- Co-presenter, "Constructing Knowledge: Design-Build as a Catalyst for Campus Learning." *Urban Nature*, CELA Annual Convention, 2011
- Lecturer, "Construction as Catalyst: Building Value through Hands-on Participation." Department of Landscape Architecture and School of Environmental and Biological Sciences, Rutgers University, 2011
- Presenter, "Creating Great Places through Low Impact Development (LID)." NC State College of Design Leaders Council, 2011
- Abstract Referee: Council of Educators in Landscape Architecture Annual Conference. **2011**
- Journal Referee: *Landscape and Urban Planning*. 2011
- Presentation, "Low Impact Stormwater Workshop – Syme Hall Rain Garden Design-Build Project." Physical Environment Committee (PEC), North Carolina State University, 2010
- Presentation, "Low Impact Stormwater Workshop – Syme Hall Rain Garden Design-Build Project." Campus Design Review Panel (CDRP), North Carolina State University, 2010
- Lecturer, "Using Strategic Partnerships to Achieve High-Performance Public Landscapes." Urban Design Lunch Forum, City of Raleigh Urban Design Center, 2010
- Lecturer, "Adaptive Landscapes: Context as Catalyst for Integrated Design." College of Design, North Carolina State University, 2010
- Abstract Referee: Environmental Design Research Association Annual Conference – EDRA42Chicago: *Make No Little Plans*. 2010
- Lecturer, "Greening the Civic Landscape: Achieving Sustainable Outcomes in the Public Domain." School of Architecture and Planning, Morgan State University, 2009
- Presenter, "Precipitating Change: Integrating Stormwater into Educational Sites," *North Carolina Outdoor Classroom Symposium*, 2009
- Presenter, "Sustainable Sites: Connecting People, Process and Place to Enhance Public Landscapes," *Georgia Chapter ASLA Annual Meeting*, 2009
- Presenter, "Developing Effective & Efficient School Sites," *Georgia Chapter CEFPI Annual Meeting*, 2009
- Co-Presenter with Douglas Pardue, "Unintended Consequences: Exploring Reciprocal and Reiterative Feedbacks in the Built Environment," *40th Annual Meeting of the Environmental Design Research Association*, 2009
- Principal organizer and presiding official for the *Nature Smart Schools Symposium*, University of Georgia College of Environment & Design, April 2009
- Invited Lecturer, "Greening the Civic Landscape: Achieving Sustainable Outcomes in the Public Domain," School of Architecture and Planning, Morgan State University, 2009
- Discussion Panelist, "Where Do The Children Play?: Assessing the Importance of Community, Greenspace, Outdoor Education, and Outdoor Play," *Athens-Clarke County Green Life Exposition*, 2009
- Presenter, "Using Aspects of Place to Inform Sustainable Site Development," *The University of Georgia College of Environment & Design Landscape Planning Short Course*, 2009
- Technical Reviewer for John Wiley & Sons, Inc: Book proposal titled *Landscape Architectural Detailing: Function, Constructability and Aesthetics* by Ryan, Allen and Rand, 2009
- Abstract Reviewer: Association of Collegiate Schools of Architecture (ACSA) Southeast Fall Conference, Savannah College of Art and Design, 2009
- Proposal exhibited (not constructed) – "The Settlement Garden" as part of the *Société du 400^e anniversaire de Québec Ephemeral Gardens Competition*, Quebec City, 2008
- Curator for the exhibit *Selected Works of Landscape Architecture: School of Environmental Design*, University of Georgia. Bertelsmann Gallery: Athens Academy, Athens, Georgia, February–April, 2008
- Presenter, "Sustainable Landscapes," University of Georgia Seminar in Landscape Architecture, 2009
- Invited Lecturer, "Careers in Landscape Architecture," *Landscape Architecture Month Outreach*

Presentation to the General Assembly of the Upper School, Athens Academy, Athens, Georgia, 2008

- Invited Lecturer, "Landscape Adaptations: Context Sensitive Solutions in the Public Realm," *The University of Georgia School of Environmental Design Lecture Series: Matters of Place*, 2008

PUBLICATIONS:

- Fox, Andrew and Jim Cooper. "Suburban Street Stormwater Retrofitting: An Introduction to Improving Residential Rights-of-Way." *American Society of Landscape Architects (ASLA) Landscape Architecture Technical Information Series (LATIS)*, 2015.
- Fox, Andrew and David Hill. "Adaptive Infrastructures: Developing Multidisciplinary Courses to Design Resilient Coastal Communities." *Proceedings of the CELA Annual Convention (CD-ROM)*, Baltimore: MD, 2014.
- Associate Editor, *The International Journal of the Constructed Environment* 4, no. 4. 2014.
- Goralnik, Mikey, Andrew Fox, David Hill, Melissa Todd and William Sendor. *Coastal ResilieNCe: The role of design in the future of North Carolina's coast* (Report). NC Sea Grant, 2014.
- Fox, Andrew. "Grounds for Change: Maximizing the Potential of Campus Landscapes through Strategic Partnerships and Community Design." *The International Journal of the Constructed Environment* 3, no. 2 (2013): 199-217.
- Fox, Andrew and Jim Cooper. "Suburban Street Stormwater Retrofitting: Design Implications in the Sprawling American Southeast." *50th International Making Cities Livable Conference: Reshaping Suburbia into Complete Healthy Communities*, Portland: Oregon, 2013.
- *Wood Wellness Village Design Guidelines* (Report). NC State Departments of Landscape Architecture, University Housing, and University Recreation (under the direction of Andrew Fox and Jennifer Walker), 2013.
- Natural Learning Initiative. *Preventing Obesity by Design POD³ Community College and University Summary Report*. Blue Cross and Blue Shield of North Carolina Foundation Grant, 2012. Andrew Fox responsible for project management as Research Associate.
- Fox, Andrew. "Case Number 268: Syme Residence Hall Rain Garden." *ASLA/US EPA Green Infrastructure & Stormwater Management Case Studies*, 2011.
- Meacci, Grant, Andrew Fox, Rachel Stark, Jon Blasco and Martha Eberle. *Green Streets: City of Raleigh Pilot Project* (Report). City of Raleigh Urban Design Center, 2011.
- *Landscape as Laboratory: Envisioning a Sustainable Campus for University Residents* (Report). NC State Departments of Landscape Architecture and University Housing (under the direction of Andrew Fox), 2011.
- Fox, Andrew. "From Endings Come Beginnings: Facilitating the Transition from Ending Student to Beginning Practitioner," in the *Proceedings of the 24th International Conference on the Beginning Design Student*. Atlanta: Georgia Institute of Technology, 2008
- Fox, Andrew. "Integrated Designs Enrich Public Landscapes," Guest Editorial in *Stormwater: The Journal for Surface Water Quality Professionals*, June 2008
- Sweet, Eric. *LARE Review Section D Practice Problems: Design and Construction Documentation*, 2nd Ed. Belmont, CA: Professional Publications, Inc. 2007. Andrew Fox authored all the practice problems related to low impact development and sustainable design materials/methods.

CONTRIBUTIONS: Andrew Fox is a professional landscape architect (PLA), Associate Professor of Landscape Architecture, and NC State University Faculty Scholar. He is also the co-creator and co-director of the Coastal Dynamics Design Lab (CDDL), an interdisciplinary research and design initiative housed within the NC State College of Design that addresses critical ecological and community development challenges in coastal regions.

Andrew specializes in the development and management of high-performing public landscapes. His teaching, research, and engagement efforts include the design, development, and study of urban landscapes, naturalized educational environments, low impact development strategies, and construction detailing and implementation. These interests converge in the Landscape Architecture Design+Build Studio, an intensive, hands-on construction experience that Andrew teaches and directs. Since he created the course in 2010, Design+Build projects have received numerous awards and have been published in multiple venues. Andrew currently serves as a *NC State Park Faculty Scholar* and is an elected member of the *NC State Community Engaged Faculty Fellows, Academy of Outstanding Teachers*, and *Academy of Outstanding Faculty Engaged in Extension*. He also presently serves as the

departmental lecture series coordinator and as a co-chair for the 2016 Environmental Design Research Association (EDRA) National Convention, *EDRA47 Innovation::Shifting Ground*.

Andrew's recent research portfolio includes more than \$460,000.00 in funded projects as either principal or co-principal Investigator. In total, Andrew's teaching, research, engagement, and professional practice activities have been recognized with more than 35 honors and awards. During his graduate studies at LSU, he received an *Award for Outstanding Contributions through Teaching*, a *Design Award for Outstanding Academic Achievement*, an *ASLA Merit Award for Excellence in the Study of Landscape Architecture*, and was designated as a *Clearing Scholar* from The Clearing Landscape Institute, the folk school founded by renowned landscape architect Jens Jensen. Prior to arriving at NC State, Andrew served on the faculty of the University of Georgia School of Environmental Design.

Fernando Hernandez Magallanes, PLA, ASLA, Associate Professor

EDUCATION:

Harvard University	3 years	MLA, 1981
Texas A&M University	5 years	BSLA ,1978

TEACHING EXPERIENCE:

North Carolina State University	28 years
First Year Experience (FYE)	
LAR/College of Vet Medicine/ARC Studio	
LAR 505: Final Studio	
Embarking on Design: Foundation LAR Studio	
Landscape Architecture Drawing	
Landscape Architecture History	
Contemporary Landscape Architecture	
Site Design and Construction	
Site planning	
LAR Field Study	
Advanced Landscape Architecture Design Studios	
Advanced Drawing Workshops	
North Carolina State University Prague Institute	3 years
International Studio: LAR and Urban Design	
Prague Summer Studio, Czech Republic	4 years
Landscape Architecture	
Architecture / Urban Design	
Michigan State University	1 year
Urban and Regional Planning	
University of Cantabria, Santander, Spain	4 years
Summer LAR and Architecture Design Studio	
University of Texas at San Antonio	2 years
Architecture	
San Antonio College	2 years
Landscape Architecture	

PRACTICE EXPERIENCE:

Fernando Magallanes, PLA	30 years
Thousand Trails, Inc. Resort Developers	1 year
POD, Inc. Landscape Architects & Planners	1 year
Carol R. Johnson and Associates	2 ½ years
SWA Group, Inc. (Houston and Dallas, TX)	3 summers

PROFESSIONAL REGISTRATION:

Landscape Architect, State of North Carolina, No. 704 (active); and
Landscape Architect, State of Texas, No. 1028 (in-active).

PROFESSIONAL & ACADEMIC ACTIVITIES:

- Participant. ASLA 2015 Professional & Student Awards Presentation. ASLA meeting, Chicago, IL. 2015

- Participant. Architecture Design Build Studio. College of Veterinary Medicine Carnivore Utility Building. With Dr. Michael Stoskopf, Dr. Suzanne Stoskopf, Randy Lanou, Ellen Cassily, and Eric Mehlman. 2015
- Juror. ASLA 2015 Professional & Student Awards. Student Awards Jury Member. Washington, DC. 2015
- Juror. 10th Annual Graduate Student Research Symposium. North Carolina State University. 2015
- Presenter. Fernando Magallanes. (2015) "Developing Neuroscientific and Psychological approaches teaching drawing and design." EDRA46 Los Angeles. 2015
- Abstract accepted. Fernando Magallanes (2015) "Teaching Drawing and Design process: Inciting Neuroscience and Psychological research." Incite Change: Change Insight. CELA 2015. Kansas State University. 2015
- Presenter. Fernando Magallanes. (2015) "History and Design: Thoughts and Ruminations on Informing the Practice in the 21st Century." NCASLA, Sunset Beach, NC. 2015
- Newspaper interview. "JC Raulston Arboretum ranked top in nation." The Technician. NCSU, Raleigh, NC. December 9, 2015
- Participant. Texas Landmen and AA Society of Petroleum Engineers. Conference. San Antonio. TX. 2015
- Participant. TH!NK WORKSHOP: Critical Reading Strategies and Writing to Think. Anne Auten, English Department, NCSU. 2015
- Participant. "Bass Connections: Brain & Society, and the Nasher Museum." Duke Institute for Brain Sciences. Nasher Museum of Art. Duke University. 2015
- Juror. Harvard University, Graduate School of Design. Cambridge, MA. Visiting critic for the first year MLA program. 2014
- Participant. Art2Wear - FYE rehearsals, organizer, and fashion day program. 2014
- Participant. ASLA Committee on Education. Department Head's Meeting. ASLA Meeting, Boston. NCSU LAR Representative. 2014
- Host. ASLA Meeting, Boston. NCSU Alumni Meeting. 2014
- Submission. Abstract entitled "Defining studio mentoring for Freshman Design students."
- Conference on Developmental Networks: Mentoring & Coaching at Work, sponsored by the University of New Mexico, Albuquerque, NM. 2014
- Participant & Organizer. *Why I draw and How*. Advanced Drawing Forum. Spring 2013
- Participant. Art2Wear - FYE rehearsals, organizer, and fashion day program. 2013
- Organizer. LAR Dept. Exhibition. "Collected works." 2013
- Presenter. Department of Landscape Architecture Drawing Workshop. 2013
- Abstract reviewer. CELA 2013. CELA 2013. University of Texas. 2013
- Poster. F. Magallanes. "Zoological Teaching Animal Unit: Collaborative Study in Designing for Holistic Animal Environments and Teaching Veterinarians" Conference Abstracts (Proceedings). Annual Conference of the Council of Educators in Landscape Architecture. 2013
- Submission. LANDSCAPES of UNCERTAINTY, "Making Drawings of Uncertainty." Submitted to GROUND UP, the inaugural issue of the student publication of the LAEP Department University of California at Berkeley. 2012
- Submission. "Drawings." Windhover, NC State University Literary and Visual Magazine. Spring 2012
- Publication. "Making Drawings." NCSU College of Design Publication. V 35. 2012
- Participant. Art2Wear - FYE rehearsals, organizer, and fashion day program. 2012
- Coordinator. LAR Dept. Exhibition. "Collected works". 2012
- Featured speaker. Department of Landscape Architecture Drawing Workshop. 2012
- Participant. China Delegation meeting. Shanghai University Consortium exchange possibilities. 2012.
- Organizer & tour guide. Charlotte 2 day field trip. Department Field trip. 2011
- Participant & Organizer. *Why I draw and How*. Advanced Drawing Forum. Spring 2011
- Presentation. "Documentation of North Carolina Landscape Architecture work 1980-2010". 2nd Annual Leaders Council Lecture presentation. Fall 2011
- Presenter & Organizer. *Why I draw and How*. Advanced Drawing Forum. Spring 2010.
- Presenter. "Breakfast with the Chancellor." Chancellor Woodson, Dean Malecha, administrative council. Conversations on strategies, academics, and future growth of COD. 2010.
- Panelist. NC Arts Council. African American Music Trail, Kinston, NC. 2010

- Poster. (accepted not presented) F. Magallanes. "Reforming a Multi-disciplinary foundation studio: Documenting exercises, methods, artifacts, and thoughts on its development." National Conference on the Beginning Design Student, Fall 2010.

UNIVERSITY SERVICE

- Member. Graduate Courses and Curriculum Committee. 2009 - 2016
- Member. COD Prague Institute Advisory Board. 2013 – 2016
- DGP. Landscape Architecture Director of Graduate Program. 2009 - 2014
- COD Graduate Open house. 2009 - 2011
- Chair . College of Design Faculty Senate. Dec, 2009-2011
- Member. Promotion and Tenure Committee. 2009- 2011
- Member. Awards Committee. 2009-2011
- Dean's special COD task force groups. Task Force member. (Survey, course-review, combine, re-configure, cancel, recombine) 2010.
- Member. Faculty Senate. LAR Representative. College of Design. Feb. 2009- May 2010

OUTREACH AND EXTENSION SERVICES

- 'Wolf Prowl' Design build studio. College of Veterinary Medicine. NCSU. Summer 2015
- "Siting a Red Wolf habitat and enclosure study." College of Veterinary Medicine. NCSU. Fall 2014
- "Planning sites for Zoological species: College of Veterinary Medicine Master Plan." NCSU. Spring 2013
- Designer. Durham Water Treatment Development Master Plan and Design. W/Black and Veatch, PE. Durham, NC. 2011
- Designer. All-America City Park project design. Kinston, NC. Fall 2011
- Panelist. NC Arts Council. African American Music Trail, Kinston, NC. 2010

ADMINISTRATION

- Director of Graduate Program. Administer MLA application process, advising, registration and graduation issues, and MLA orals 2005-2014

PUBLICATIONS:

- Magallanes, F., Stoskopf, M. K., & Royal, K. D. (2015). *Building Collaborative Learning Opportunities between Future Veterinary and Design Professionals*. Journal of Education and Training Studies, Vol. 3(No. 5), 43–51.
- F. Magallanes. "Making Drawings." NCSU College of Design Publication. V 35. 2012.

CONTRIBUTIONS: Professor Magallanes is the foundation professor for introductory courses in the MLA curriculum and for the College of Design's First Year Experience. He mentors and transitions incoming MLA students and freshman undergraduate students in four design disciplines (Industrial Design, Graphic Design, Architecture, and Art & Design) into the traditional formal language of Design as well as the evolving thinking about Design. He pursues rigorous academic teaching by leading his students to achieve excellence in their development and practice of innovative design skills. Recently, his design teaching is being nurtured with research from neuroscience and psychology.

Professor Magallanes wants to advance the teaching, learning, and the practice of the design process. He has begun to study three areas of importance around the design process. He advances the learning of the design process (especially through hand drawing, observation skills, and materials exploration) for innovative thinking application; he teaches the use of history and theoretical inquiry for inspiration and precedent; and he seeks to find professional collaborative design models to be used alongside various disciplines such as Artists, Architects, Veterinary Medical practitioners, and science researchers.

Magallanes is actively involved in teaching a design inquiry based process that is sensitive to culture and place, and the evolving values developing in the Design fields and Landscape Architecture. He incorporates critical thinking and observation, documentation, and interpretive reflection for situating the problems and issues found in landscape settings. He teaches introductory design studios, and drawing, and Landscape Architecture History classes.

Celen Pasalar, Assistant Professor, Assistant Dean of Research and Extension

EDUCATION:

North Carolina State University	4 years	PhD in Design,
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Master of City Planning in Urban Design	2004	
Bachelor of Architecture	2 years	MCP, 1999
	4 years	BArch, 1997
TEACHING EXPERIENCE:		
North Carolina State University	8 years	
Urban Design		
Community Design/Planning		
Research and Strategic Thinking		
PhD Research		
PRACTICE EXPERIENCE:		
MNG, Gunal Co. Inc. (Ankara, Turkey)	½ year	
Construction Details Intern		
MNG, Targem Co. Inc. (Ankara, Turkey)	¾ year	
Design Intern		
PROFESSIONAL REGISTRATION:		
• Architecture (The Union of the Cyprus Turkish Engineers and Architects, Cyprus)		
PROFESSIONAL & ACADEMIC ACTIVITIES:		
• Co-chair, EDRA47 International Conference 2016, Environmental Design Research Association, 2015-present		
• Reviewer, Urban Design and Planning Journal, 2014-present		
• Member, Research Directors Working Group, Architectural Research Centers Consortium, 2014-present		
• Member, Scientific Committee for the International Congress “Environment and Design 2014”, Bahcesehir University, Istanbul, Turkey, 2014		
• Advisory Board member, Hope Project Non-Profit, 2010-2011		
• Mentor and Member, Architecture, Construction, and Engineering (ACE) Mentor Program for NC, 2010-2012		
• Abstract Referee, Environmental Design Research Association Annual Conferences, 2008-present		
• Exhibition, <i>Reimag[in]ing Durham Station</i> . 2011. Exhibit assembled in association with the Freelon Group Architects, Durham Station Transportation Center, Durham, NC.		
• Exhibit, <i>Community-Based Design: Downtown Design Studio</i> , (2010). Exhibit assembled for the 11 th Annual National Outreach Scholarship Conference (was organized as a pre-conference tour under <i>Exploring Engaged Universities – Public and Private</i>). Raleigh, NC.		
PUBLICATIONS:		
Abstracts:		
• Pasalar, C., Hallowell, G., Elabd, A. (2015). Urban Resilience: Measuring Place Identity in Sustainable Communities. In <i>Future of Architectural Research</i> , Architectural Research Centers Consortium 2015 Annual Conference, Chicago, IL. *		
• Pasalar, C., Hallowell, G., Elabd, A. (2014). Measuring Urban Resilience: People-Place Relationships in Sustainable Communities. <i>Open Cities: The New-Post Industrial World Order</i> , 2014 ACSA International Conference *		
• Sanoff, H., Pasalar, C., Boone, K., Gaudio, B. (2013). The Effects of Small Group Participation in Creating Livable Environments. In <i>Healthy + Healing Places, EDRA44 Annual Conference Proceedings</i> . Providence, Rhode Island. *		
• Pasalar, C. (2010). Framing the Issues: Placing Health in Housing. In <i>Urban Dynamics and Housing Change, European Network for Housing Research (ENHR) Conference Proceedings</i> , Istanbul, Turkey. *		
• Pasalar, C. and Boone, K. (2010). Triggers for Ecological Thinking: Alternative Pathways to Environmental Awareness in Community Design Process. <i>Landscape Legacy: Landscape Architecture between Art and Science</i> . Council of Educators in Landscape Architecture (CELA) Annual Convention, Maastricht, Netherlands. *		
• Boone, K. and Pasalar, C. (2010). Racialized Topography as Generative Design Tool: Community Design in Situations with Inequitable Land Patterns. <i>Landscape Legacy: Landscape Architecture between Art and Science</i> . Council of Educators in Landscape Architecture (CELA) Annual Convention, Maastricht, Netherlands. *		

Research/Project Reports:

- Pasalar, C., Rice, A., and Brookins, K. (2015). *Uncovering Southwest Raleigh: A Collaboration Between the City, University, and the Community*. College of Design, North Carolina State University and City of Raleigh.
- Rider, T. and Pasalar, C. (2014). *A Vision Plan for the Town of Benson's Lee Street Complex: Working toward an Engaged and Active Community through Design*. College of Design, North Carolina State University and Town of Benson.
- Pasalar, C. and Boone, K. (2012). *South-Park Heritage Walk Project: Educate, Preserve, Memorialize*. College of Design, North Carolina State University and City of Raleigh.
- Pasalar, C. and Boone, K. (2011). *Re-Visioning the W.E.B. DuBois Campus: Recommendations for Developing a Community-Oriented Sustainable Campus*. College of Design, North Carolina State University and W.E.B. DuBois National Alumni Association.
- Pasalar, C., Green, R., and Tomlinson, J. (2011). *Growing Gates: Planning and Design Strategies*. College of Design, North Carolina State University.
- Pasalar, C. (2010). *Affordable Housing by Design: Hillside Avenue Revitalization Project, Henderson, NC*. College of Design, North Carolina State University and NC Community Development Initiative Capital, Inc.

Technical Report:

- Pasalar, C., Davis, M., and Allen, T. (2012). *Design Inquiry*. College of Design, North Carolina State University.

CONTRIBUTIONS: Dr. Pasalar's research focuses on investigations of the qualities of the urban environment in relation to rapidly transforming socio-cultural characteristics of the communities. My diverse educational background enables me to focus on sustainable architectural and urban design situations addressing socio-cultural and behavioral issues relevant to different types of spatial environments (e.g. transportation centers), innovative learning environments (e.g. K-12 schools), neighborhoods, and community-based participatory research methods and processes that provide underrepresented community constituents with means to engage in planning and design activities. I developed and led community based projects in partnership with NC Cooperative Extension, various non-profit groups, and disadvantaged communities across the state aimed at achieving sustainable and economically strong communities. Community participation has been the focus addressing social equity and environmental justice issues. Educating stakeholders about these issues and their engagement in the development of design/planning strategies can help increase the health and well-being of community members by affording them greater access to green spaces, healthy food sources, and other public health benefits. The strategic partnerships nurtured through these processes continue to enrich the legacy and influence of the Department of Landscape Architecture, the College of Design, and NC State within the local and national communities. As a result, my work has received \$540,106 via external grants and other internal funding (total \$3,290,332 pursued – more than \$3,500,000 either pending or not awarded). My research continues to examine the urban qualities and emerging patterns of spatial development of growing cities and the driving forces behind the associated processes. It identifies the challenges associated with urban engagement models, urban diversity and identity, and proposes and tests alternative scenarios for meeting these issues. Thus, I most recently co-directed the interdisciplinary research and engagement project, *Uncovering Southwest Raleigh*. This effort received \$149,000 from City of Raleigh and NC State University provided \$40,000 over two years. Building on the initial findings and lessons learned from this study, my ongoing research addresses the balance that the design of urban environments and landscapes have impacting economic development and social equity in communities. This effort has enabled me to write papers that are currently being developed in partnership with key collaborators. It also continues to inspire and contribute to the ongoing dissertation work of my PhD students/candidates who are currently working under my mentorship.

Carla Delcambre, PLA, Teaching Assistant Professor

EDUCATION:

University of Pennsylvania	2 years	MLA, 2001
University of North Carolina at Charlotte	3 years	BA in
	ARC, 1989	
University of New Mexico, Albuquerque	2 years	Studies in
		Arc, 1984-1986

TEACHING EXPERIENCE:

North Carolina State University	10 years
Teaching Assistant Professor	
Advanced Studio in Brownfield Redevelopment	
Digital Drawing	
Urban Design Studio	
Site Development	
Greenville Technical College	1 semester
Sketching and Design Courses	

PRACTICE EXPERIENCE:

Reynolds and Jewell, PA	1 ½ years
Project Designer	
OLIN Partnership LTD	2 years
Senior Landscape Designer	
Design Workshop	1 years
Project Manager	
Total Works of Art, Inc.	1 year
Intern	
Marlene Salon	5 years
Landscape Architect	
Greenville Technical College	4 months
Instructor	

PROFESSIONAL REGISTRATION:

- North Carolina Registered Landscape Architect: #1667
- CLARB registration exam participant: have passed Sections A, B, C, and D.

PROFESSIONAL & ACADEMIC ACTIVITIES:

- Studio Crawl Exhibition: May 2008, Downtown Urban Design Studio, Raleigh, North Carolina.

PUBLICATIONS:

- *Hybrid Representation*: Book Chapter: raleigh [] space (Currently under review), 2015
- Raleigh Public Record: *Uncovering Downtown's Forgotten Creek: Pigeon House Branch*, 2014
- *Regenerative Infrastructures*: Book Chapter: Land Art Generator Initiative, 2013

CONTRIBUTIONS:

Moderator at the Brownfield Conference, Boston, Massachusetts, Landscape Architects: The Hidden Players in the Redevelopment Process, 2006. Carla teaches courses in Digital Media, Grading and Drainage, Construction Documentation, first year and second year design.

Julieta Trevino Sherk, Associate Professor, Horticultural Sciences**EDUCATION:**

NC State University, MLA 1993	3 years
Meredith College, BS, 1985	4 years

TEACHING EXPERIENCE:

North Carolina State University,	
Associate Professor	6 years
Teaching Assistant Professor	6 years
Veracruzana University summer session	
Assistant Professor	2011

PRACTICE EXPERIENCE:

JTSLA, LLC, Raleigh, NC	9 years
Principal Landscape Architect	
OBS Landscape Architects, Raleigh, NC	3 years
Project Landscape Architect	
Little & Little Landscape Architects, Raleigh, NC	6 years

Project Landscape Architect	
City of Raleigh Planning Department, Raleigh, NC	1 year
Planning Technician	
Julietta T. Sherk Landscape Design, Raleigh, NC	1 year
Landscape Designer	
Stoodart & Tabora Landscape Architects, Caracas Venezuela	½ year
Landscape Architect Intern	

PROFESSIONAL REGISTRATION:

- North Carolina Board of Landscape Architects Registration – License 1294

PROFESSIONAL & ACADEMIC ACTIVITIES:

Membership in professional organizations

- American Society of Landscape Architects (ASLA), 1999 – present
- NC Chapter, American Society of Landscape Architect (NCASLA), 1999 – present
- American Society for Horticultural Science (ASHS), 2010, 2014
- Environmental Design Research Association (EDRA), 2012, 2013, 2015
- City of Raleigh Appearance Commission, 2009 – present, *member*, 2013 – present, *Chair* 2014/2015

Scholarly and professional honors

- 2014. Engaged Faculty Fellow, NCSU
- 2014. North Carolina American Society of Landscape Architects Merit Award
- 2013. City of Raleigh's Sir Walter Raleigh Community Appearance Award for Site Enhancement
- 1995. Community Appearance Commission of Winston Salem and Forsyth County, The Joseph Winston Award, St. Paul's Episcopal Church, Children's Recreation Area and Outdoor Chapel

Professional Service on Campus

Department of Horticultural Science

- Landscape and Grounds Committee, 2015 – 2016, *Chair*
- Outreach Committee, 2011 – 2012 created Horticultural Science Department Magazine, *Co-chair*, 2014, *Member*
- Awards Committee, 2012, *Member*
- Enhancing Learning and Empathy: Social Action in a Community Design Study Abroad Program, 2012, *Departmental Seminar Speaker*
- Scholarship Committee, 2010 – 2011, *Member*
- Landscape and Grounds Committee, 2010 – 2011, *Member*
- Social Committee, 2009 – 2010, *Member*

North Carolina State University

- The Council on the Status of Women, 2012– present, *Committee Member*
- NCSU Campus Design Review Panel, 2010– present, *Delegate*
- NCSU Open Space, Campus Edges & Way finding Task Force, 2012, *Member*
- NCSU Heritage Tree Program Committee, 2012 – 2013, *Member*
- NCSU Physical Master Plan Taskforce, 2012, *Member*
- NCSU Coaches' Corner Artist Selection Committee, 2012, *Member*
- NCSU Spring Hill Area Development Study, 2013, *Panel Member*
- Encore Program, Edible Plants in People Spaces, May, 2010, and 2013, *Lecturer*
- Interdisciplinary Hines Student Urban Design Competition, 2009 – 2013, *Team Mentor*
- Office of Faculty Development Community Service Abroad: Planning for Success in Study Abroad, 2011, *Panel Member*
- POD3 OLE Education Modules Task Force, 2013 – present, *Member*
- Landscape Architecture Studio Presentations, 2009 – present, *Invited Reviewer*

Professional Service off Campus

- City of Raleigh Appearance Commission, 2009 – present, *Member*, 2013 – present *Chair* 2014/2015
- AIA Activate 14, Design + Build Competition Jury, 2014, *Member*
- City of Raleigh Environmental Awards Panel, 2010, *Member*
- Council of Educators in Landscape Architecture (EDRA), 2011 Conference, *Abstract reviewer*

- Solar Greenhouse, UNC Campus Community Garden, 2013 – present, *Consultant/Collaborator*
- Wilder Arboretum design development, Knightdale, NC, 2013 – present, *Consultant*
- Saint Francis United Methodist Church, Cary, NC, 2013, *Consultant*
- Wiley Elementary School Raingarden and Stormwater Management Project, 2009 – 2010, *Consultant*

PUBLICATIONS:

Journal Articles – Refereed and Peer Reviewed:

- Huang, X. and J. T. Sherk. 2014. Evaluation and comparison of sustainability performance, visual preference, and area use in residential landscapes, *HortTechnology* 24(3):318–324
- Tilley–Asher C., J. T. Sherk, L. K. Bradley, J.M. Lelekacs, 2014. Design matters in community gardens, *J. of Extension*. 52(1):1TOT9 <http://www.joe.org/joe/2014february/tt9.php>
- Sherk, J.T. 2013. A service learning approach to community engagement in a study abroad design course in Córdoba, Mexico. *NACTA Journal* 57: 8–14 (special global edition)
- Sherk, J. T. 2010. The Parque Del Este: a modernist landscape in Latin America. In: *Landscape Legacy: Landscape Architecture and Planning Between Art and Science*, Maastricht Netherlands. Council of Educators of Landscape Architecture pp.146–148
<http://www.isomul.com/CELA2010/contentsbook2010.pdf>

Peer Reviewed Cooperative Extension and Outreach Publications:

- Richter, K., L.K. Bradley, J.T. Sherk, and M. Kistler. 2011. Container garden planting calendar for edibles in the N.C. Piedmont. AG–748. North Carolina Cooperative Extension, Raleigh, NC. 9 p.
 - http://cals.ncsu.edu/hort_sci/extension/documents/ContainerGardening_final.pdf
- Bradley, L.K., C. Gunter, J.T. Sherk, and E.A. Driscoll. 2011. A planting calendar for annual vegetables, fruits & herbs in the garden in the N.C. Piedmont. 6 p.
 - http://cals.ncsu.edu/hort_sci/extension/documents/AG-756.pdf
- Richter, K., L.K. Bradley, J.T. Sherk, and M. Kistler. 2011. Creating a container garden for edibles in the N.C. Piedmont. 8 p.
 - http://cals.ncsu.edu/hort_sci/extension/documents/AG-753_ContainerGardeningforEdibles_Online.pdf
- Moore, R. N. Cosco, J.T. Sherk, B. Bieber, S. Varela, N. Gurina, H. Vickery, J. Murphy. 2009. Creating & Retrofitting Plat Environments, Best Practices Guidelines: Designing Play Environments that Integrate Manufactured Play Equipment with Living Landscape, The Natural Learning Initiative, College of Design, NC State University, Raleigh, NC. 47 p. <http://www.naturalelearning.org/creating-retrofitting-play-environments-best-practice-guidelines>

Abstracts Presented

- Sherk, J. T. 2013. Art in the Community Design Process: A case Study, 2013 Proc. Environmental Design Research Assoc. 44:p.242.
- Piner, L. Bradley, J.T. Sherk, W. Hooker. 2013. Rooting Permaculture in Community Gardens: A systems based Approach to Engaged Design, Environmental Design Research Assoc. 44:p.356.
- Sanoff H., J. Hou, J. Sherk, P. Aeschbacher, K. Boone, 2011. International Service–Learning as Revolutionary Pedagogy: Design Projects of Community and Consciousness 2011 Proc. Environmental Design Research Assoc. 43:p. 255.
- Sherk, J.T., 2011. Evaluating Pedagogical Approaches to Learning Planting Design, May 2011. Proc. of the Council of Educators of Landscape Architecture. p. 232.
 - <http://www.thecela.org/pdfs/urban–nature2011.pdf>
- Sherk, J.T. 2010. The Parque Del Este: A modernist Landscape in Latin America Landscape Legacy: Landscape Architecture and Planning Between Art and Science, Maastricht Netherlands. May 2010. Proc. of the Council of Educators of Landscape Architecture. p. 157.
<http://www.isomul.com/CELA2010/contentsbook2010.pdf>
- Goralnick, M. and J. T Sherk. 2014. Association of for Community Design Impact of Design Process on Expediting Community's Recovery from the Devastation of Natural Disasters. Association for Community Design Conference.
- Sherk, J.T., L. Ivy, E. Meyer, 2014 Floral Plant Give Away AS a Recruiting tool: An Evaluation of the Impact on Student Perception of Horticulture, NACTA, 2014.

Posters Published

- Piner, L. Bradley, J.T. Sherk, W. Hooker. 2014. Rooting Permaculture in Community Gardens: A systems based Approach to Engaged Design, EDRA 2012.
- Sherk, J.T., L. Ivy, E. Meyer, 2014 Floral Plant Give Away as a Recruiting tool: An Evaluation of the Impact on Student Perception of Horticulture, NACTA, 2014.

Invited Presentations

- Being Open to Transformation Through Social Action: A Community Design, Study Abroad, Bilingual Program. EDRA 2011 (presented at symposium International Service–Learning as Revolutionary Pedagogy: Design Projects of Community and Consciousness with Henry Sanoff, Jeffrey Hou, Peter Aeschbacher, and Kofi Boone), 2012, *Invited Presenter*
- An Interdisciplinary Study Abroad Program. Veracruz University, Cordoba, Mexico, June 23, 2011, *Invited Lecturer*
- Community Engaged Design and Student learning. Regional Forum for Interdisciplinary Studies, Veracruz University Cordoba, Mexico, June 2, 2011, *Invited Lecturer*
- A Modernist Landscape in Caracas Venezuela: The Park of the East.10th Encounter of Iberoamerican Women Engineers, Architects, Landscape Architects, Surveyors, and the 5° Congress of the Association of Mexican Women Architects, and Urban Planners October 3–8, 2010. Veracruz México. 2010, *Featured Speaker*

CONTRIBUTIONS: Ms Sherk is a registered landscape architect and teach a variety of landscape design courses to undergraduate and graduate students, and chair and serve on committees of graduate students. During this time, I have developed 5 landscape design courses, 2 landscape architecture courses, revised 2 landscape design courses and am in the process of developing an additional course in community engaged landscape design. In my teaching, I coordinate landscape projects with real–world impact for my students and the University. These projects result in intentional creations that enrich the human experience and the environment alike. They involve the social/cultural, physical, engineering, and environmental aspects of place and result in artful designs that simultaneously solve problems and offer delight. As such, my work in landscape architectural teaching is at the intersection between technology, art and science.

Nilda Cosco, PhD, Research Associate Professor

EDUCATION:

ECA, Heriot-Watt University, Edinburgh, UK	4 years	Ph.D., L. Architecture, 2006
Universidad del Salvador, Buenos Aires, Argentina	4 years	BS. 1975

TEACHING EXPERIENCE:

North Carolina State University Introduction to Environment and Behavior for Designers	3 years
Belgrano University, Argentina Leisure and Recreation Planning	1 year

PRACTICE EXPERIENCE:

The Natural Learning Initiative (NLI) Director of Programs	15 years
Center for Universal Design, NCSU College of Design Coordinator, Inclusive Design Initiative and Director	1 year
MIG, Inc Educational Specialist	2 years
Growing Up in Cities, Buenos Aires, Argentina Co-director	9 years
National Lekotek Center of Argentina Director	9 years

PROFESSIONAL REGISTRATION:

Environmental Design Research Association EDRA. Member 2002-present.

American Society of Landscape Architects ASLA. Member. 2006-present.

National Association for the Education of Young Children NAEYC. Member 2012-present.

PROFESSIONAL & ACADEMIC ACTIVITIES:

- Member, College of Design Award Committee, 2005; and
- Member, College of Design Urban Design Conference, Organizing Committee, 2005-2008

PUBLICATIONS:

- Moore, R. and Cosco, N. Growing Up Green: Naturalization as Health Promotion Strategy in Early Childhood Outdoor Learning Environments. *Children, Youth & Environments Journal*. October 2014.
- Smith W., Moore R., Cosco N., Jennifer Wesoloski J., Danninger T., Ward, D., Trost S., and Ries N. Increasing Physical Activity in Childcare Outdoor Learning Environments: The Effect of Setting Adjacency Relative to Other Built Environment and Social Factors. *Environment and Behavior Online First*, September 25, 2014. doi:10.1177/0013916514551048
- Cosco, N. and Moore, R. Childcare Outdoor Renovation as a Built Environment Health Promotion Strategy: Evaluating the Preventing Obesity by Design Intervention. *American Journal of Health Promotion*. January/February 2014, Vol. 28, No. 3 Supplement.
- Perver K. Baran, William R. Smith, Robin C. Moore, Myron F. Floyd, Jason N. Bocarro, Nilda G. Cosco, and Thomas M. Danninger. Park Use Among Youth and Adults: Examination of Individual, Social, and Urban Form Factors *Environment and Behavior*. 7 January 2013.
- *Nature Play at Home: A guide for boosting your Children's Healthy Development and Creativity*. Contributor. Natural Learning Initiative publication. 2012.
- Refshauge A., Stigsdotter U., Cosco N. Adults' motivation for bringing their children to park playgrounds. *Urban Forestry & Urban Greening*. Available online 11 July 2012. <http://dx.doi.org/10.1016/j.ufug.2012.06.002>
- Bocarro, J. N., Floyd, M. F., Moore, R., Baran, P., Danninger, T., Smith, W. & Cosco, N. 2009. "Adaptation of the System For Observing Physical Activity and Recreation in Communities (SOPARC) to Assess Age Groupings of Children." *Journal of Physical Activity and Health*, 6:6, 699-707.
- Raustorp, A. Boldemann, C., Cosco, N., Söderstrom, M Mårtensson F. (2011). Accelerometer Measured Level of Physical Activity Indoors and Outdoors During Preschool time n Sweden and the United States. *J. Physical Activity and Health*.
- Cosco, N. and Moore, R. *Behaviour Mapping for Designing Healthy Outdoor Environments for Children and Families: Conceptual Framework, Procedures, and Applications*. In Ward Thompson, C. and Bell, S., *Innovative Approaches to Research Excellence in Landscape and Health*. London: Taylor & Francis. 2010
- Cosco, N., Moore R., Islam Z. Behavior Mapping: A Method for Linking Preschool Physical Activity and Outdoor Design. *Med Sci Sports Exerc*. March 2010; 42(3): pp 513-519. doi: 10.1249/MSS.0b013e3181cea27a.

CONTRIBUTIONS: Professor Cosco's field of research and professional interest, the relationship between the outdoors and child development, lies at the intersection of landscape design and child development. As such, she participates in design programming of outdoor environments for children with an without disabilities. Cosco is involved in research on the impact of outdoor environments on health outcomes such as obesity, sedentary lifestyles, attention functioning, and well-being.

Anita Brown-Graham, Director of NCSU Emerging Issues Institute, Professor of Landscape Architecture (Retreat Rights)

EDUCATION:

University of North Carolina at Chapel Hill	3 years	Juris Doctor
Louisiana State University	4 years	B.A.

TEACHING EXPERIENCE:

University of North Carolina at Chapel Hill Schools of Government and Law	20 years
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PRACTICE EXPERIENCE:

Institute for Emerging Issues, North Carolina State University	8 years
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Director	
North Carolina Governor and Secretary of Commerce	6 months
Senior Policy Advisor	
Diepenbrock, Wulff, Plant & Hannegan	2 years
Associate	
United States District Court, Eastern District of California	1 ½ years
Law Clerk to the Honorable William B. Shubb	

PROFESSIONAL REGISTRATION:

North Carolina State Bar, 1994-present

PROFESSIONAL & ACADEMIC ACTIVITIES:

- Branscomb, Board Member, 2013-present
- Center for International Understanding, Board Member, 2011-present
- East Durham Children's Initiative, Board Member 2013-present
- Kenan Fellows Program, Board Member, 2007-present
- Self Help Venture Fund, Board of Directors, 2004-2014
- UNC School of Government Foundation, 2013-present
- Made in Durham, Board of Directors, 2014-present
- WUNC – North Carolina Public Radio, Board Member, 2008-2013
- North Carolina Justice Center, Board of Directors
- Z. Smith Reynolds Foundation, Board of Trustees, 2002-present
- North Carolina Rural Economic Development Center, Board of Directors, 2002-2014
- North Carolina Rural Economic Development Center, Executive Committee, 2003-present
- North Carolina Rural Economic Development Center, Civic and Social Infrastructure Program, Chair, 2003-2014
- MDC, Inc. Board of Directors, 2007-present
- Regional Technology Strategies, Board of Directors, 2007-2013
- Council on Foundations, Annual Conference Planning Committee, Leadership subcommittee, 2002-2006
- Center on Work, Poverty and Opportunity, Advisory Committee, 2005-2013
- UNC CH Law Alumni Association Board of Directors, 1995-2003

PUBLICATIONS:

- Affordable Housing for North Carolina Local Governments. 2006. 64 pp.
- A Practical Guide to the Liability of North Carolina Cities and Counties. 1998. 178 pp.
- Creating Effective Community Economic Development Partnerships. 1995. 39 pp.

Book Chapters

- "Top Down Meets Bottom Up: Local Job Creation in Rural America," The Road to the American Dream: Lifting Working Families Out of Poverty, eds. Senator John Edwards, Marion Crain and Arnie Kallenberg, New Press (forthcoming) 13 pp.
- "Community Development and Affordable Housing," Managing Local Government Services, ed. Carl Stenberg, chpt. 8 (Washington, D.C.: ICMA, 2006). (co-authored with Jonathan Morgan (65% contribution)) (forthcoming) 17pp.
- "Community and Economic Development," North Carolina Legislation 2006, ed. Martha Harris, 2004, (co-authored with Martha Harris (50% contribution)) (forthcoming) 7 pp.
- "Community Development and Affordable Housing," North Carolina Local Government, ed. David Lawrence, 2006. 8 pp.
- "Civil Liability for Local Governments and Their Public Servants," North Carolina Local Government, ed. David Lawrence 2006, 8 pp.
- "Community and Economic Development," North Carolina Legislation 2005, ed. Martha Harris, 2004, 5pp.
- "Community Development and Housing," North Carolina Legislation 2004, ed. William A. Campbell, 2004, 5pp.
- "Supreme Court Update," Municipal Yearbook 2004, (Washington, D.C.: ICMA, 2004) 6 pp. (co-authored with Robert L. Farb, Robert P. Joyce, Laurie Mesibov (35% contribution)).

- "Community Development and Housing," North Carolina Legislation 2003, ed. William A. Campbell, 2003, 6 pp.
- "Community Development and Housing," North Carolina Legislation 2002, ed. John L. Saxon, 2002, 4 pp.
- "Community Development and Housing," North Carolina Legislation 2001, ed. John L. Saxon, 2001, 5 pp.
- "Community Development and Housing," North Carolina Legislation 2000, ed. John L. Saxon, 2000, 5 pp.
- "Community Development and Housing," North Carolina Legislation 1999, ed. David W. Owens, 1999, 5 pp.
- "Community Development, Housing, and Economic Development," County Government in North Carolina, eds. A. Fleming Bell, II and David M. Lawrence. Fourth edition, 1999, 24 pp. (co-authored with David M. Lawrence (60% contribution)).
- "Civil Liability of County Governments and Their Public Servants," County Government in North Carolina, eds. A. Fleming Bell, II and David Lawrence. Fourth edition, 1999, 26 pp.
- "Housing Conditions and Needs in Eastern North Carolina." The State of Housing in Eastern North Carolina: Final Report of the Eastern North Carolina Housing Summit. (The Community Economic Development Office of Pamlico Sound Legal Services: Washington: NC, 1998) 4 pp.
- "Community Development and Housing," North Carolina Legislation 1998, ed. John L. Saxon, 1998, 4 pp.
- "Economic Development and Housing," North Carolina Legislation 1997, ed. John L. Saxon, 1997, 6 pp. (co-authored with Richard D. Ducker (50% contribution)).
- "Land Use Regulation, Planning, Code Enforcement, and Transportation," North Carolina Legislation 1997, ed. John L. Saxon, 1997, 21 pp. (co-authored with Richard D. Ducker and David W. Owens (30 % contribution)).

Monographs

- A Guide to Inclusionary Zoning in North Carolina and Beyond, editor and co-author, 2004, 77 pp (co-authored with Hunter Schofield (85% contribution)).
- Building Accountability in Government-Nonprofit Relationship, section on public partnerships with faith-based organizations (Washington, D.C.: ICMA, 2003) 10 pp. (co-authored with Frayda S. Bluestein, Margaret F. Henderson, and Gordon P. Whitaker (10% contribution)).

Journal Articles

- "Public Leadership of Asheville's Downtown Revitalization", Popular Government, Vol. 71, Number 3, Spring/Summer 2006, 11 pp (co-authored with Leslie Anderson and Jen Lobenhofer 60% contribution)).
- "2005 Community and Economic Development Legislation," Community and Economic Development Bulletin, 2005, 5 pp.
- "2004 Community and Economic Development Legislation," Community and Economic Development Bulletin, 2005, 6 pp. (co-authored with Jonathan Q. Morgan (75% contribution)).
- "Using Community Vision and Capacity to Direct Economic Change," Popular Government, Vol. 69, Number 3, Spring/Summer 2004, 8 pp. (co-authored with Susan L. Austin (70% contribution)).
- "Accountability Challenges in Government Funding of Faith-Based Organizations," Local Government Law Bulletin, Vol. 105, 2004, 8 pp.
- "2003 Community and Economic Development Legislation," Community and Economic Development Bulletin, 2004, 6 pp.
- "Local Governments and the Public Duty Doctrine After Wood v. Guilford County," 81 North Carolina Law Review 2291 (2003), 39 pp.
- "The Missing Link; Using Social Capital to Alleviate Poverty," Popular Government, Vol. 68, No. 3, Spring/Summer 2003, 10 pp.
- "When You Can't Sue the State," Popular Government, Vol. 65, No. 4, Spring/Summer 2003, 12 pp.
- "Housing Discrimination against Hispanics in Private Rental Markets," Popular Government, Vol. 65, No. 1, Fall 1999, 7 pp.
- "Questions I'm Frequently Asked: Do Local Lawmakers Have Legislative Immunity?," Popular Government, Vol. 64, No. 2, Winter 1999, 7 pp.
- "Resolving the Uncertainty: Meyer v. Wall," Local Government Law Bulletin, No. 88, July 1988, 5 pp. (co-authored with Paul Meyer (60% contribution)).
- "No House that You Own, No Place to Call Home, Just Space of Your Own: Race and Housing in America," Journal of Minority Issues and Economic Development, Vol. 1, No. 1, Summer 1998, 7 pp.

- “Board of the County Commissioners of Bryan County, Oklahoma v. Brown, Virtual Reality in Single Incident Municipal Liability Cases?,” The Urban Lawyer, Vol. 29, No. 4, Fall 1997, 7 pp. (co-authored with Michael Williams (70% contribution)).
- “Adopting the “Unadoptable”: One Agency’s Success Story,” Popular Government, Vol. 63, No. 1, Fall 1997, 6 pp.
- “Thinking Globally, Acting Locally: Community-based Development Organizations and Local Governments Team Up To Transform Troubled Neighborhoods,” Popular Government, Vol. 61, No. 3, Winter/Spring 1996, 17 pp.
- “Supervisory Liability Under Section 1983,” (with Ryan Roberson), Public Personnel Law Bulletin, No. 7, May 1996, 8 pp. (co-authored with Ryan Roberson (50% contribution)).
- “A New First Amendment Defense for Racially Discriminatory Actions By the Government?,” The Urban Lawyer, Fall 1996, 7 pp.
- “Immunity from Personal Liability under State Law for Public Officials and Employees: An Update,” Local Government Law Bulletin, No. 67, 1995, 8 pp. (co-authored with Jeffery Koeze (60% contribution)).
- “State and Local Liability for Social Services, Public Health, and Other Shared Responsibilities,” Local Government Law Bulletin, No. 68, 1995, 7 pp. (co-authored with Jeffery Koeze (50% contribution)).
- “Fair Housing-Its More than Just the Law,” The Carolina Times, February 1995, 4 pp.

Book Reviews

- “Community, Culture and Economic Development: The Roots of Local Action” by Meredith Ramsay. Book Review in Popular Government, Fall/Winter 1996, 2 pp.

Reports

- Community Development Academy: Report and Evaluation. Submitted to the North Carolina Department of Commerce, 2006, 5 pp. (32 pp. of appendices) (co-authored with Jennifer Lobenhofer (80% contribution)).
- Community Development Academy: Report and Evaluation. Submitted to the North Carolina Department of Commerce, 2005, 6 pp. (31 pp. of appendices).
- Community Development Academy: Report and Evaluation. Submitted to the North Carolina Department of Commerce, 2004, 6 pp. (54 pp. of appendices).
- Community Development Academy: Report and Evaluation. Submitted to the North Carolina Department of Commerce, 2003. 10 pp. (137 pp. of appendices). (co-authored with Emily Williamson (65% contribution)).
- Building the Capacity of Rural North Carolina for Social and Economic Change. Report to the North Carolina Rural Economic Development Center, June 2002, 45 pp. (co-authored with Wendi Ellsworth (80% contribution)).
- Burke County: An Overview. Report to the Burke County Partners for Economic Growth, June 2002, 5 pp.
- Finding a New Path to Economic Development. Report to the Burke County Partners for Economic Growth, June 2002 36 pp. (co-authored with Leslie Anderson and Wendi Ellsworth (70% contribution)).
- An Economic Development Competitiveness Analysis of Swain, Madison, Cherokee and Yancey Counties. Report to the communities and the Golden Leaf Foundation, June 2002, 90 pp. (co-authored with James H. Johnson (50% contribution)).
- An Economic Development Competitiveness Analysis of Bertie, Halifax, Northampton, and Hertford. Report to the communities and the Golden Leaf Foundation, June 2002, 123 pp. (co-authored with James H. Johnson (35% contribution)).
- North Carolina Small Cities Community Development Block Grants, Final Report of the 1997 Advisory Study Group, September 1997, 37 pp.

Other Publication Activity

- Guest Editor, “Perspectives on Poverty,” Popular Government, Vol. 68, No.3, Spring/Summer 2003, 56 pp.

CONTRIBUTIONS: Professor Brown-Graham is the Director of the NC State Emerging Issues Institute. She has retreat rights in the Department of Landscape Architecture where she teaches the course Finding Community Consensus through Deliberation

Rodney Swink, FASLA, PLA, Professor of the Practice

EDUCATION:

North Carolina State University	3 years	MLA, 1977
North Carolina State University	4 years	BA, 1973

TEACHING EXPERIENCE:

North Carolina State University, Adjunct Professor	18 years
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PRACTICE EXPERIENCE:

NC Division of Forest Resources	8 years
Urban Forestry, Small State Forest Design	
NC Department of Commerce	24 years
Directed NC Main Street	
Office of Rodney Swink	6 years
Consultant to local governments	
Place Economics	1 year
Consultant to local governments	

PROFESSIONAL REGISTRATION:

- North Carolina Landscape Architect #346

PROFESSIONAL & ACADEMIC ACTIVITIES:

- Landscape Architecture Accreditation Board (LAAB); ASLA Constitution and Bylaws Committee; Chairman
- Preservation NC; Chair Elect
- JC Raulston Arboretum; Raleigh Planning Commission; Marion Stedman Covington Foundation Board

CONTRIBUTIONS: Primarily through serving on the LAAB and being involved in the accreditation standards process.

Emily McCoy, PLA, ASLA, Assistant Professor of the Practice

EDUCATION:

Florida State University	1 year	
Appalachian State University	3 years	BS Ecology, 2002
North Carolina State University	3 years	MLA, 2008

TEACHING EXPERIENCE: (College level)

Temple University MLA program	2 years
Public Lands Design Studio	
Temple University MLA program	2 Years
Research Design Methods	
North Carolina State University	1 year
Introduction to Landscape Performance + Metrics	
North Carolina State University	1 Semester
Teaching Assistant – Digital Design Media in Landscape Architecture	
Lab Instructor – Ornamental Plants and Identification	

PRACTICE EXPERIENCE: (Brief listing)

Andropogon Associates	7 years
Associate and Director of Integrative Research/Land Planning, Schematic Design, Design Development, Construction Documentation, Construction Administration, Research, Marketing	
POD Design	7 years
Landscape Designer/Schematic Design, Design Development, Construction Documentation	
HSMM/AECOM	2 years
Landscape Design Intern/Land Planning, Marketing	

PROFESSIONAL & ACADEMIC ACTIVITIES:

- Member, American Society of Landscape Architects, 2008 to present

- Member, North Carolina State University Landscape Architectural Alumni Advisory Board, 2014 to present
- Member, Landscape Architecture Foundation Education Committee, 2014 to present
- Member, University of Delaware Curriculum Advisor
- Member, International Society of Arboriculture
- Member, American Water Resources Association
- Member, Urban Land Institute
- Member, NC Green Building Council

PUBLICATIONS:

- McCoy, E.R. (2015) Wet lab. *Green Building + Design*, 5 (30), 99-101.
- Adropogon Associates. (2010). *St. Elizabeths West Campus – landscape preservation, integration and management plan*. Washington, DC: General Services Administration. Wright, J.D., Perrin, C.A., Hunt, W.F., McCoy, E.R. (2008).
- Implementation of low impact development retrofits in a low income neighborhood in Wilmington, NC. *ASCE Conference Proceeding Paper*, Seattle, WA. McCoy, E.R. (2008).
- *Choreographing Urban Design with Communities*. Collective Intelligence, Collaborative Design. NCSU College of Design. Raleigh, NC.

PRESENTATIONS:

- Moving from Net-Zero to Wet-Positive: a biocentric approach to sustainable water management – 2015 ASLA Conference, Chicago, IL
- Landscape Performance: Determining What and How to Measure – 2015 ASLA Conference, Chicago, IL
- Compost Application for Improved Stormwater Management and Landscaping – Triangle USGBC and NC Composting Council Joint Presentation, Raleigh, NC
- Woody plants for Managing Stormwater Green Infrastructure – 2015 Cultivate/American Hort, Columbus, OH
- Woody plants for Managing Stormwater Green Infrastructure – 2015 NC Green Industry Council Water Symposium
- Performance-based Landscapes: A Look into the Design and Monitoring Data of Shoemaker Green at the University of Pennsylvania – 2015 PA DE ASLA, Philadelphia, PA
- Creating places for people and stormwater with the spaces between: a look at Shoemaker Green, a SITES pilot project – 2015 Urban Design Conference, Raleigh, NC
- Craft, Research, and Practice: performance-based design in landscape architecture – 2015 Lewis Ginter Winter Symposium, Richmond, VA
- Performance-based Landscapes: Shoemaker Green – 2014 Ecological Landscape Association, Springfield, MA
- Can interstitial, remnant spaces in our cities make a difference? A look at the green infrastructure monitoring findings of Shoemaker Green at the University of Pennsylvania – 2014 American Water Resources Association Annual Conference, Tysons Corner, VA
- Help Wanted: a call for transdisciplinary collaboration in the urban environment – 2013 SER World Conference, Madison, WI
- (R)evolution: planning for ecological change and resiliency at a public garden – 2013 ASLA Conference, Boston, MA
- Fire, Water, and Pixels: catalyzing ecological resilience for cultural landscapes – 2013 ASLA Conference, Boston, MA
- Performance Based Landscapes: A Look into the Design of Shoemaker Green at the University of Pennsylvania – 2013 Villanova University Urban Stormwater Partnership Symposium, Villanova, PA
- Landscape Dialects: the language of listening – 2013 NCSU Charles Berger Memorial Lecture, Raleigh, NC
- *Choreographing urban sustainability with communities: How can community building and the improvement of stormwater management systems support on another in low-income, urban neighborhoods?* – 2008 ASCE International Low Impact Development Conference Poster Session, Seattle, WA. (Master's Thesis)
- Implementation of low impact development retrofits in a low-income neighborhood in Wilmington, NC. – 2009 CSREES National Water Conference, St. Louis MO; 2008 ASCE Conference Proceeding Paper, Seattle, WA; 2008 International Association for Public Participation Conference Proceeding Paper, Glasgow.

RESEARCH PROJECTS:

- Ecosystem Service Performance of Shoemaker Green, 2012-present
 - Andropogon Associates and the University of Pennsylvania, Philadelphia, PA
 - Research Director and Grant Writer
 - Created and managed research project with the University's Department of Earth and Environmental Science to monitor the stormwater quality, stormwater quantity, vegetation, soil and social performance of the site.
- Watershed Education for Communities and Officials (WECO), 2008
 - North Carolina State University Cooperative Extension, Raleigh, NC
 - Research Assistant – Burnt Mill Creek Watershed Restoration
 - Authored questionnaire and performed survey of community members to assess the educational effectiveness of watershed restoration efforts made by WECO.
- Natural Learning Initiative, Laboratory for the Design of Healthy and Sustainable Communities, 2008
 - North Carolina State University Cooperative Extension, Raleigh, NC
 - Research Assistant – Investigating Parks for Active Recreation for Kids (I-Park)
 - Performed behavior mapping and interviews of park users in Durham, NC public parks.
- Community Design Initiative, Laboratory for the Design of healthy and Sustainable Communities, 2005-2007
 - North Carolina State University Cooperative Extension, Raleigh, NC
 - Research Assistant – Water Quality Impacts of Alternative Build-out Scenarios for Brunswick County, NC
 - Developed alternative subdivision designs for water quality modeling.
- Community Design Initiative, Laboratory for the Design of healthy and Sustainable Communities, 2006
 - North Carolina State University Cooperative Extension, Raleigh, NC
 - Research Assistant – Community Design Charette in Crossnore, NC
 - Participated in a three-day design charette for the town of Crossnore, NC and compiled post-charette materials into a report.
- Department of Biology Greenhouse, 1999-2002
 - Appalachian State University, Boone, NC
 - Research Assistant and Director of Integrated Pest Management
 - Managed research projects housed in the greenhouse and performed research for integrated pest management practices.

CONTRIBUTIONS: Within her roles as a practitioner and adjunct professor, Ms. McCoy has been able to participate in an elevated discourse within the landscape architecture profession through lectures, research, speaking engagements, and workshops which seek to promote scholarly activities in professional practice. My practice and research projects through Temple University, North Carolina State University and Andropogon Associates include a focus on maximizing landscape performance and advocating for evidence-based design in professional practice. These contributions build upon my experiences as a researcher at Appalachian State University, the NC Cooperative Extension and the Natural Learning Initiative; and as a horticulturist for a commercial perennial grower. As the current Director of Integrative Research at Andropogon Associates, I lead a rigorous review of Andropogon's past and present landscape interventions in order to integrate the best scientific knowledge and the most effective design solutions into future projects. In this role, I develop user-friendly and cost-effective methods for performing post occupancy evaluations of built-work as they relate to environmental, social and economic landscape performance. Beyond methods and metrics, I also focus on how to integrate the findings from such research activities and embed them into the design process. Research projects that we have been able to lead and form partnerships with interested research partners range from comprehensive, multi-year post occupancy evaluations to short pre and post design assessments of built work. Research activities have included evaluating soil, water, vegetation and human behavior on such projects as Shoemaker Green (University of Pennsylvania), Kresge Foundation Complex (Troy, MI), Loantaka Brook Gas Pipeline Biodiversity Study (Chatham, NJ), Feasibility of Native Species and Natural Communities on Green Roofs- SUNY ESF Gateway Building Green Roof (Syracuse, NY), Drexel Perelman Quad Behavior Mapping (Drexel University), Soil Amendment and Test-Plot Studies for Various Seed Mixes (Moon Township, PA) and an Evaluation of Ecosystem Services at Duke University.

In addition to professional practice, I have also taught graduate-level studios and seminars at Temple University and North Carolina State University. Most recent courses include Research Methods and Introduction to Landscape Performance and Metrics. These courses focus on teaching students to explore the interplay between professional practice and scholarly research by emphasizing basic skills in design thinking and experimental design, but also exposing them to:

- The concepts of landscape performance; including environmental, economic/ life cycle costs, management, social, and aesthetic considerations;
- The tools and methods to assess landscape performance;
- How to conduct a landscape assessment; and
- How to integrate these concepts in the design process, from concept design to landscape management.

Daniel A. Howe, FASLA, AICP, Assistant Professor of the Practice

EDUCATION:

North Carolina State University	3 years	MLA, 1985
University of Virginia	3 years	BCP, 1977
Rensselaer Polytechnic Institute	1 year	1974

TEACHING EXPERIENCE:

North Carolina State University	
City Planning and Landscape Architecture	5 years (part-time)
Environment and Design	2 years (part-time)
Wake Technical Community College	
Planning and the Environment	2 years (part-time)

PRACTICE EXPERIENCE:

City of Raleigh	10 years
Assistant City Manager (retired)	
City of Raleigh	2 years
Strategic Projects Manager	
City of Raleigh Planning Dept.	2 years
Senior Planner	
City of Raleigh	10 years
Development Projects Mgr.	
City of Raleigh Planning Dept.	5 years
Urban Designer	
Gulf Oil Real Estate Dev'p. Co.	3 years
Land Planner	

PROFESSIONAL & ACADEMIC ACTIVITIES:

- College of Fellows – American Society of Landscape Architects
- Certified Planner – American Institute of Certified Planners
- Board of Directors – Appalachian Trail Conservancy, Harpers Ferry WV
- Board of Directors (President) – Hillsborough Street Community Services Corp.
- Board of Directors (Secretary) – COR Museum, Raleigh, NC
- Member – Bicycle / Pedestrian Advisory Commission, City of Raleigh
- Member – DesignLife Board – College of Design, NCSU
- Member – Rocky Mountain Institute Electricity Innovation Lab
- Triangle Regional Principles Project – Affordable Housing Task Force
- Executive Committee, NC Chapter – American Planning Association
- Expert Witness – NCDOT highway takings litigation – NC Superior Court
- Expert Witness – NC League of Municipalities – NC Utilities Commission
- Urban Design Assistance Team, NC Chapter – American Institute of Architects
- Community Assistance Team, NC Chapter – American Society of Landscape Architects
- NC Bar Association CLE instructor

PUBLICATIONS:

- Lessons Learned from Citywide Solid State Lighting Pilot Projects. EC&M Magazine, Vol. 112 / No. 3, March 2013
- Energy Conservation's Disruptive Impact on Utility Business Models. Alliance to Save Energy - Southeast Regional Conference, Atlanta GA
- Raleigh Solid-State Lighting Program – 5-year review. LEDs 2012, San Diego CA
- Setting the Stage – Raleigh's Downtown Renaissance. NCASLA Annual Meeting, Winston-Salem, NC
- When is Infill Smart? Smart Growth Principles Tested. "Carolina Planning" Vol. 28 No. 1, Department of City and Regional Planning, University of North Carolina
- Smart, or Not So Smart: Large Scale Mixed Use Infill Fails the IQ Test in Raleigh, NC. "Planners' Casebook", American Planning Association
- Multi-Phase Developments: Creative Re-Zoning (or Conditional Use Petitions) and the Importance of Planning. "Raw Land to Landscaping, Challenges Facing Today's Real Estate Developers", NC Bar Association
- Interconnected Street Systems. Proceedings of the 2001 National Planning Conference, New Orleans, LA. American Planning Association
- North Carolina Citizen Planner Training Program (editor). NC Chapter, American Planning Association
- North Carolina Landscape Architecture Journal (editor). NC Chapter, American Society of Landscape Architects
- Planners are from Mars, Landscape Architects are from Venus. LABASH, 2000 Raleigh NC
- A Community Plan For University Village. University Neighborhood Planning Council 1985

CONTRIBUTIONS: History and Theory of the Interface of Landscape Architecture and City Planning

Mr. Howe is trained as both a planner and landscape architect, and brings to his required course an understanding of the common history of the two professions, as well as the importance of public practice and the public process to the profession of landscape architecture. His background in municipal administration informs the course with the practicalities of the legal underpinning of land use planning and design and the tools of planning used on the local level to affect physical character of cities. The course provides a forum for understanding not only the genesis of the need for landscape architects in the past century and a half and how that need changed across the cultural history of the world since, but also opens up the opportunity to discuss the future of the profession in the context of today's culture and current issues at play across the globe in our world now. The course leads students to attempt to find the relevance of the profession in a world characterized by religious violence, ubiquitous communication technology and global warming, just as Frederick Law Olmsted did in a world characterized by the Industrial Revolution and the change of this country from a raw wilderness and agrarian landscape to a nation of cities. Mr. Howe was also responsible for the City of Raleigh's Sustainability Office during his tenure and brings a strong background in issues of environmental protection and resilience to his discussion of the role of landscape architects in cities.

In addition to the background directly related to the course, Mr. Howe is also an expert in energy conservation particularly in the LED lighting field, and has participated in explorations of the future of the electricity industry as part of the Rocky Mountain Institute's eLab effort.

Derek Blaylock, Assistant Professor of the Practice

EDUCATION:

Montana State University	4 years	BS, 2006
North Carolina State University	3 years	MLA, 2010

TEACHING EXPERIENCE:

North Carolina State University	4 years
Introduction to Digital Media Applications	
Introduction to AutoCAD Drafting	

PRACTICE EXPERIENCE:

LACC Intl	3 months
Design Development, Construction Documents	
NC State University, Office of University Architect	1 year
Design Development, Construction Documents, Construction Administration	
Stewart Inc.	4 years

Design Development, Graphic Production, Construction Documents,
Construction Administration

PROFESSIONAL & ACADEMIC ACTIVITIES:

- Recurring Digital Media Professor, NCSU 2011 – Present
- Member, ASLA 2010 - Present

CONTRIBUTIONS: Professor Blaylock's professional practice experience fosters exploration and creativity within the digital media realm. Blaylock crafts digital exhibits across a broad range of project types, phases, and audiences. His expertise with graphic applications promotes a cross-platform approach to digital media with an emphasis on efficient communication through strategic workflows. Blaylock regularly provides illustrative services for landscape architecture disciplines as well as collaborative support for structural, transportation and architectural consultants. He is the manager of graphic resources and training at Stewart Inc. Blaylock's NCSU courses provide comprehensive insight into digital media and their direct application for enhanced landscape architecture communication.

Charles Flink, FASLA, PLA, Executive-in-Residence

EDUCATION:

North Carolina State University	3 years	BEDLA, 1982
NW Missouri State University	2 years	

TEACHING EXPERIENCE:

North Carolina State University	2 years
<i>Seminar: The Landscape Imperative</i>	
North Carolina State University	5 years
<i>Adjunct Faculty: LAR Studio, Student Juror, Mentor</i>	

PRACTICE EXPERIENCE:

Alta Planning + Design	5 years
Master Plan, Design, Construction, Project Management	
Greenways Incorporated	30 years
Master Plan, Design, Construction, Project Management	

PROFESSIONAL REGISTRATION:

- Licensed Landscape Architect: North Carolina # 524, Virginia #414

PROFESSIONAL AND ACADEMIC ACTIVITIES:

- Board of Visitors, North Carolina State University (Advisory to Chancellor and Board of Trustees) (2009 to present) (Chair, 2012 to present)
- College of Design Leaders Council, NC State University (2010 to present)
- Co-Chair, NC State University Urban Design Conference (2013 and 2014)
- Board of Trustees, East Coast Greenway Alliance (Chair, National Advisory Board) (Chair Board of Trustees 2004 to 2010) (Trustee 1999 to 2011)
- Fellow, American Society of Landscape Architects (Fellow 2003 to present) (Member Since 1980)
- Member, North Carolina Greenways Conference Organizing Committee (1987 to 1993)
- Member, International Linear Parks Conference Steering Committee (1990 to 1991)
- Director, American Trails (3-term Chair of the Board, 1988 to 1990)
- Director, North Carolina Trails Association (1988 to 1991)
- State Coordinator, North Carolina, 1999 to 2002, East Coast Greenway, America's 3000-mile Urban Greenway from Maine to Florida.
- Volunteer Designer, Grand Canyon Greenway, January 1997 to April 1999, member of volunteer design group that planned 72-mile greenway system for the North and South Rim's of the Grand Canyon National Park.
- Volunteer and Consultant, Chattahoochee Riverway Project, Atlanta, GA, August 1997 through October 1998, member of a volunteer design group that proposed solutions for 23 miles of the Chattahoochee River in Atlanta, GA.
- State Coordinator, North Carolina, 1993 and 1994 National Trails Day, America's nationwide celebration of trails and greenways.

- The National Recreation Trails Fund Act 1991, S-2150/HR-4040. 102nd United States Congress, sponsored by Senator Symms of Idaho. Mr. Flink represented American Trails at the introduction of this legislation into Congress. February 1991
- Appointed Member, The North Carolina Greenways Advisory Panel, established by the North Carolina Governor and the Secretary of the Department of Environment, Health and Natural Resources. January 1991
- Participant, National Trails Coalition Lobby Week, United States Congress, Washington, DC 1989. Made presentations to members of Congress regarding the need for improved trail resources on Federal lands.
- Member, NCAIA Urban Design Assistance Team/NCASLA Community Assistance Team for the Asheville Riverfront Charrette, Asheville, NC April 1989
- Expert testimony, North Carolina General Assembly, State Parks Study Commission, Umstead State Park, NC. Testified to the Committee regarding the need for a Statewide greenways system. May 1988

PUBLICATIONS:

- "Sustainable Greenway Tourism: A Comparison of the East Coast Greenway and the Prague to Vienna Greenway." *Fabos Conference on Landscape and Greenway Planning*, 2010, Budapest, Hungary, July 2010, pp 526-534, July 2010
- "Miami River Greenway" *Landscape Architecture China Magazine*, Volume 3, 2009, pp 20-25
- "Interview on Linear Landscapes" *LA China Magazine*, Volume 4, 2009, pp 70-77
- "Closing the Gaps" *American Trails Magazine*, Volume 37, No. 3, October 2008, pp 14-16
- "Think Like Flink" *Landscape Architecture Magazine*, Volume 98, Number 5, pp 88-97, May 2008 (Shared Wisdom)
- "Bicycle Circulation and Recreational Trails and Shared Use Paths," *Landscape Architecture and Graphic Standards* published by John Wiley & Sons, Inc. 2007, pp 259-265
- "Greenways and Trails," *Planning and Urban Design Standards*, published by John Wiley & Sons, Inc. 2006, pp372-375
- "Greenways as Green Infrastructure for a New Millenium," *Handbook of Water Sensitive Planning and Design* published by Lewis Publishers/CRC Press 2002, pp 395-405
- Flink, Charles A., et. al., *Trails For the Twenty First Century*, Edited by The Rails-to-Trails Conservancy; Published by Island Press, March 2001. Published in China, March 2012.
- "Passion Pays," *Landscape Architecture Magazine*, Volume 89, Number 7, pp 130-131, July 1999 (Featured in article on p. 130)
- "Turning Trash Into Trails - The Story of the Swift Creek Recycled Greenway", *TRENDS 75th Anniversary Edition, Trails, Greenway and Pedestrian Corridors*, Volume 33, Number 2, pp. 29-37, 1996
- Flink, Charles A., and Robert M. Searns, *Greenways. A Guide to Planning, Design and Development*. Edited by The Conservation Fund, Washington, DC; Published by Island Press, September 1993. Published in China, March 2009.
- "Everything Old in New Again As Greenway Puts Recyclables to Use," *American City and County* magazine, Vol. 107, No. 13, December 1992 (Featured in article, pp. 14)
- "Saving Land One Piece at a Time," *Good Housekeeping* magazine, Vol. 214, No. 5, May 1992. (Featured in article, pp 164)
- "Small Firms/New Faces", *Landscape Architecture Magazine* Vol. 81, No 5, pp 56-57, May 1991. (Featured in article, p. 57)
- "Greenways: Paths to the Future", *National Geographic* magazine, Vol. 177, No. 6, pp 76-79, June 1990. (Photo and quote page 83)
- Charles E. Little, *Greenways for America* The Johns Hopkins University Press, September 1990, pp 199-203. (Chapter 11, The Greenway Imperative)
- "Happy Trails for You," North Carolina State University Alumni Magazine, March 1989, (Feature on pp 20 , recognition as Chair of American Trails)
- Flink, Charles A., "Greenways: Recreation Resource versus Land Use Ethic" Selected Paper for Conference Proceedings, Third Biennial International Linear Parks Conference, Asheville, North Carolina September 1989
- Flink, Charles A., and David Swanson, "Open Space Planning: A Case Study of Durham County, North Carolina," *Carolina Planning*, Vol. 15, No. 1, pp. 9-12, Spring 1989

CONTRIBUTIONS: Mr. Flink has co-taught “The Landscape Imperative” with Department Chair, Gene Bressler for the past two years during the spring semester. The Landscape Imperative explores the complex interrelationships of population growth, resource stewardship and land development as questions, challenges and opportunities for landscape architects and designers. The course format consists of lectures, discussion, student presentations, and guest lectures. Students are expected to conduct research, author brief white papers on key subjects, discuss and debate findings, generate digital presentations, make oral presentations and work in a team-oriented environment. Spring semester 2014 Mr. Flink represented the College of Design, Landscape Architecture faculty working with students and faculty at the Prague Institute, during the 2014 Fall semester. Mr. Flink’s duties were to provide critical review of student work, and to assist Prague Institute faculty with course work instruction.

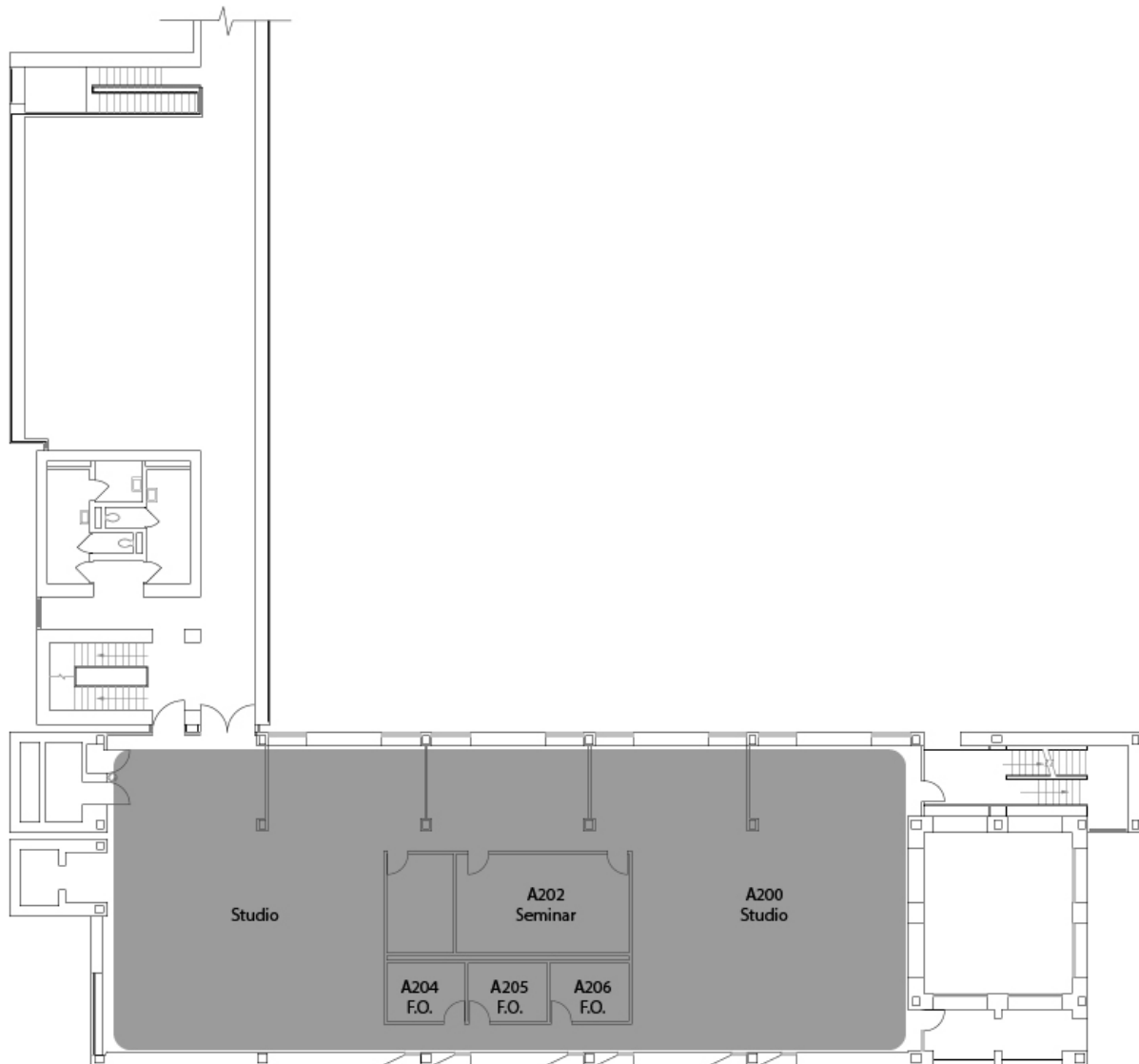
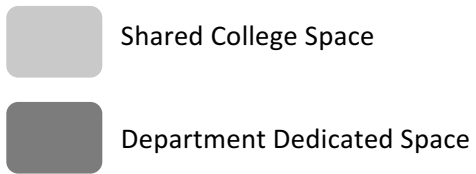
F. FACILITIES INFORMATION

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

Building	Room #	Size (SF)	Max. Capacity Normal Max. Users	Type of Space (studio, office, storage, etc.)	Shared Use (S) Exclusive Use (E)
Brooks	115	353	4	Photography Lab	S
	119A	349	4	Laser Cutter	S
	119B	349	4	Laser Cutter	S
	125	575	20	Review	S
	130	625	6	Computers	S
	202	708	16	Computer Lab	S
	203C	605	18	Com. Lab/Teaching	S
	203D	604	18	Com. Lab/Teaching	S
	209	3,313	50	Library	S
	300	561	32	Classroom	S
	303	266	16	Classroom	S
	311	1,185	40	Review	S
	318	1084	56	Classroom	S
	322	903	30	Review	S
Kam	G10	874	30	Review/Gallery	S
	G20	1,779	178	Classroom	S
	A200	4,448	58/75	Studio	E
	A202	368	20	Classroom/Review	E
	A204	100	1	Office	E
	A205	100	1	Office	E
	A206	100	1	Office	E
Leazar	220	7,067	40	Materials Lab/Shop	S
	310	822	45	Classroom/Review	S
	311	631	20	Review	S
	312	544	20	Classroom/Review	S
	316	482	25	Classroom/Review	S
	320	1,152	30	Review	S



Second Floor Kamphoefner Hall

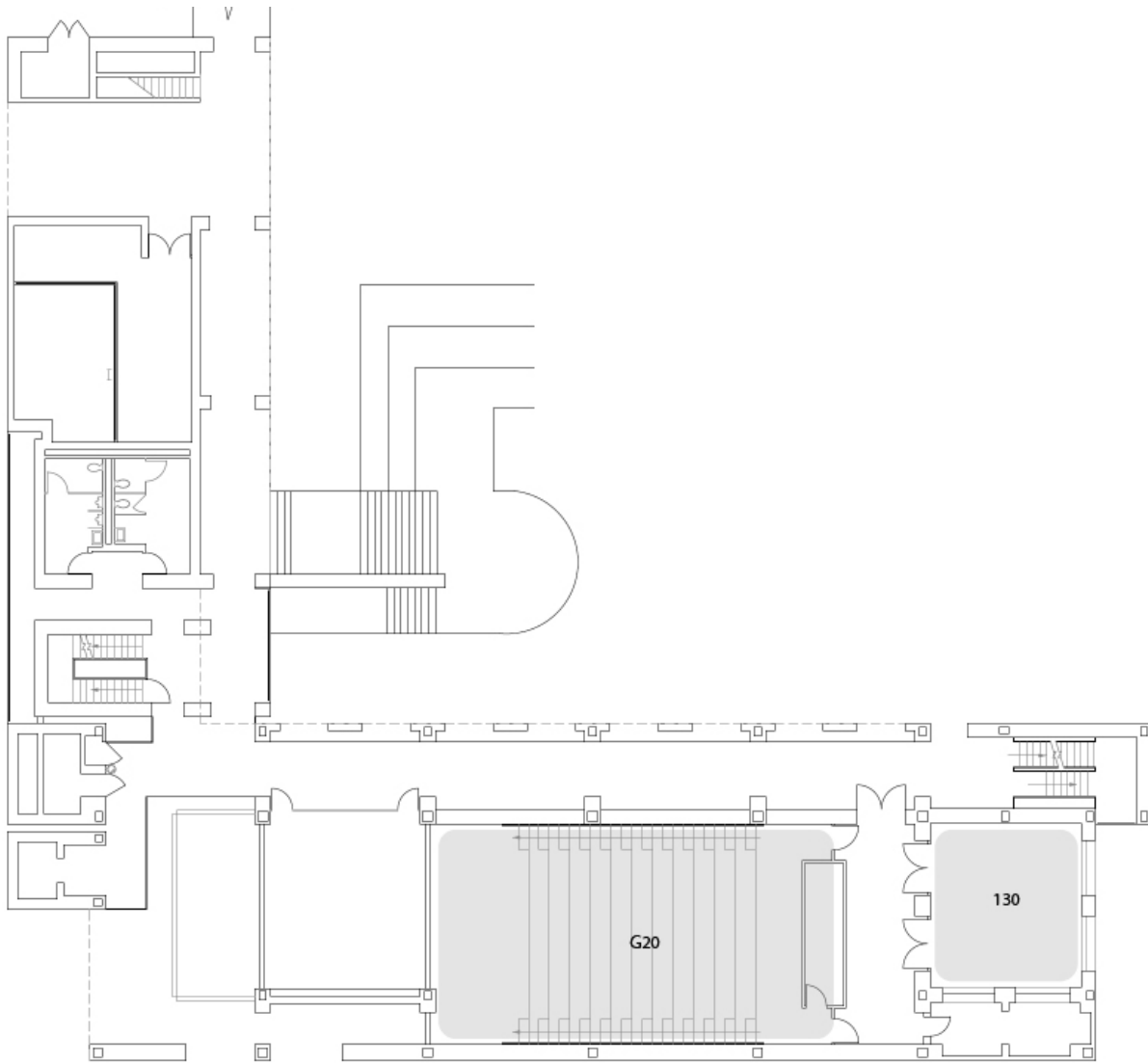
Design studios and faculty offices



Shared College Space

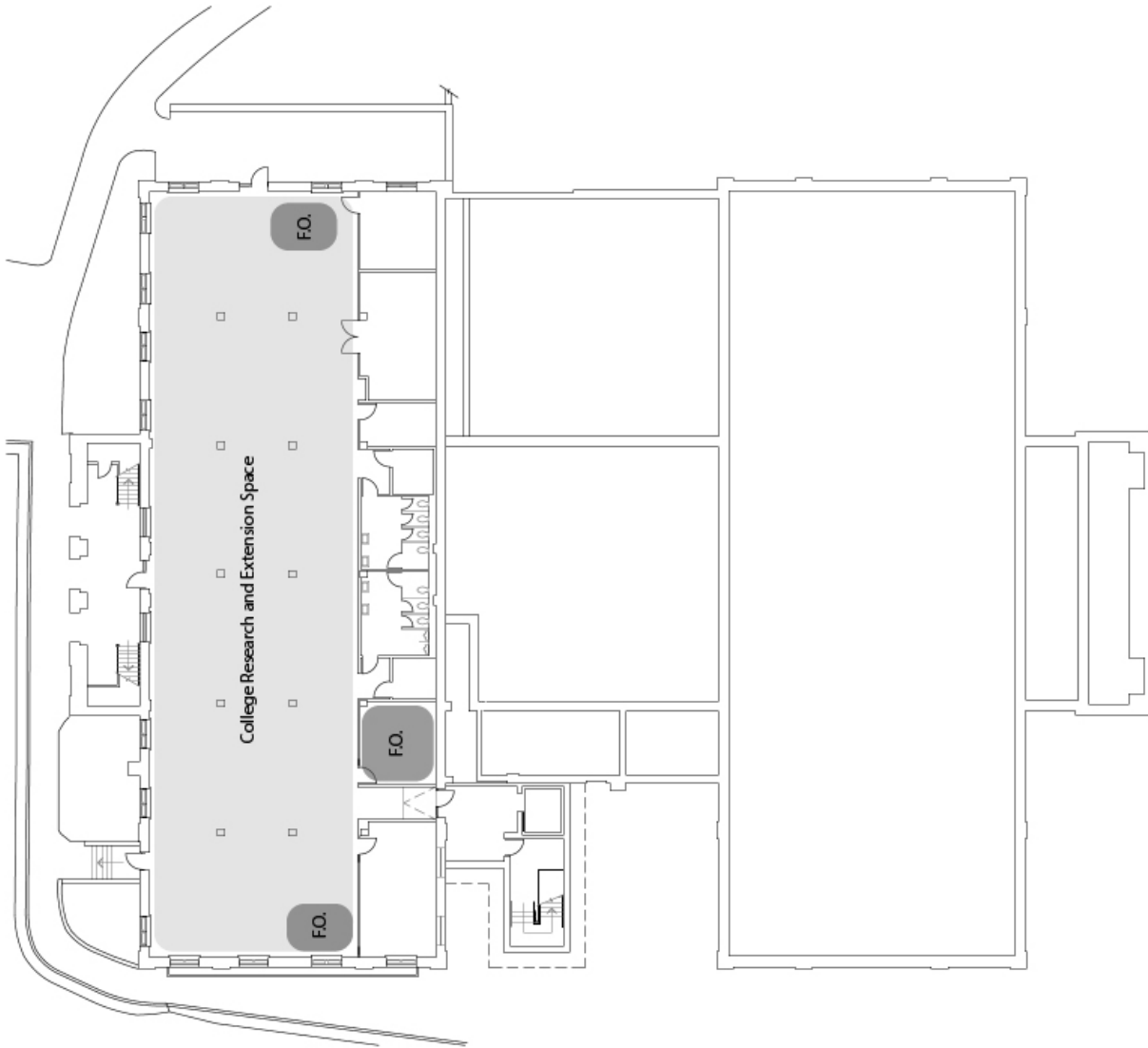
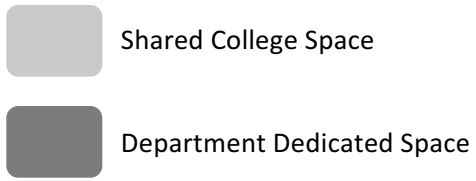


Department Dedicated Space



Ground Floor Kamphoefner Hall

Burns Auditorium and Alred Gallery



Basement Leazar Hall

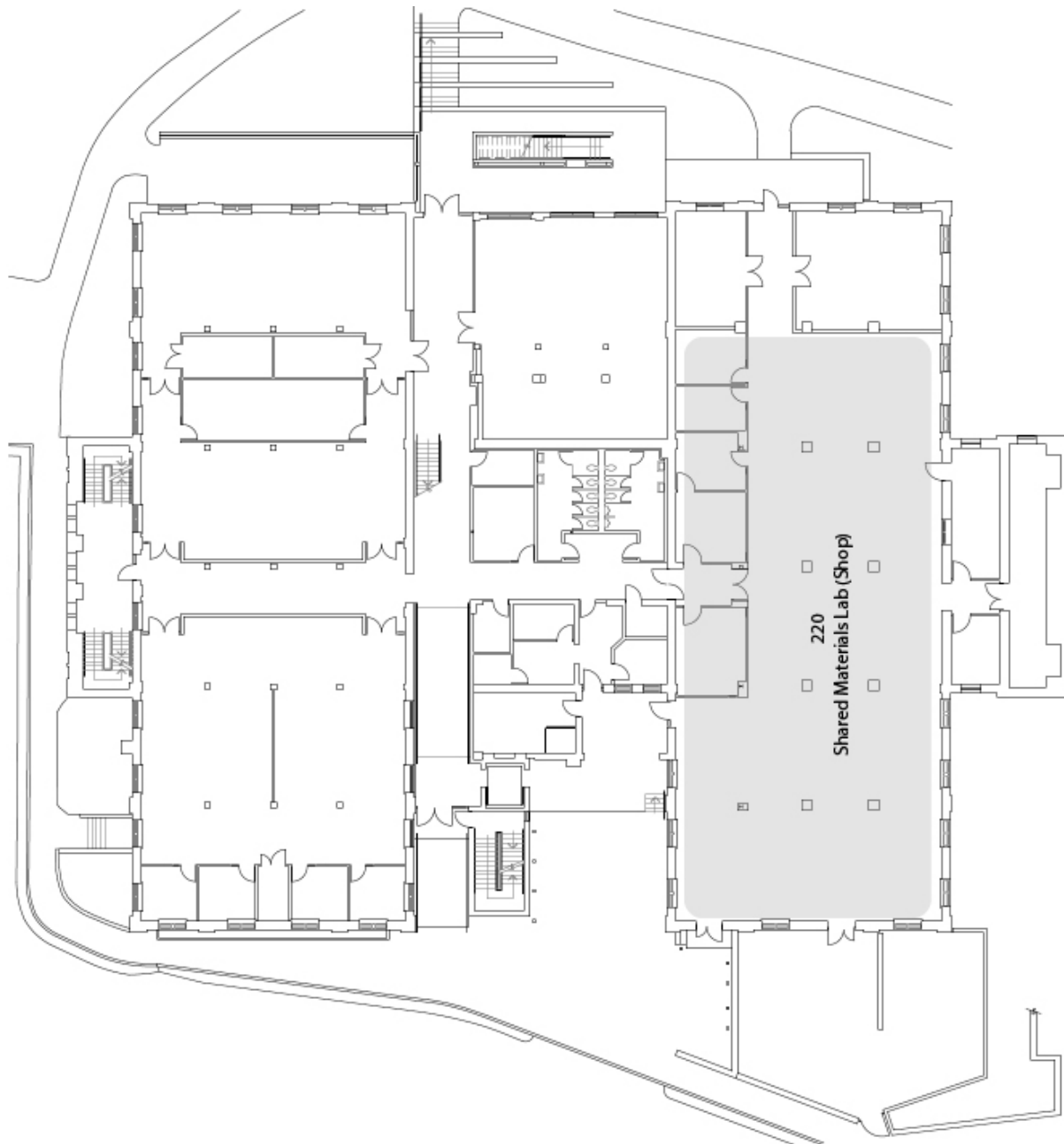
College Research and Extension Area



Shared College Space

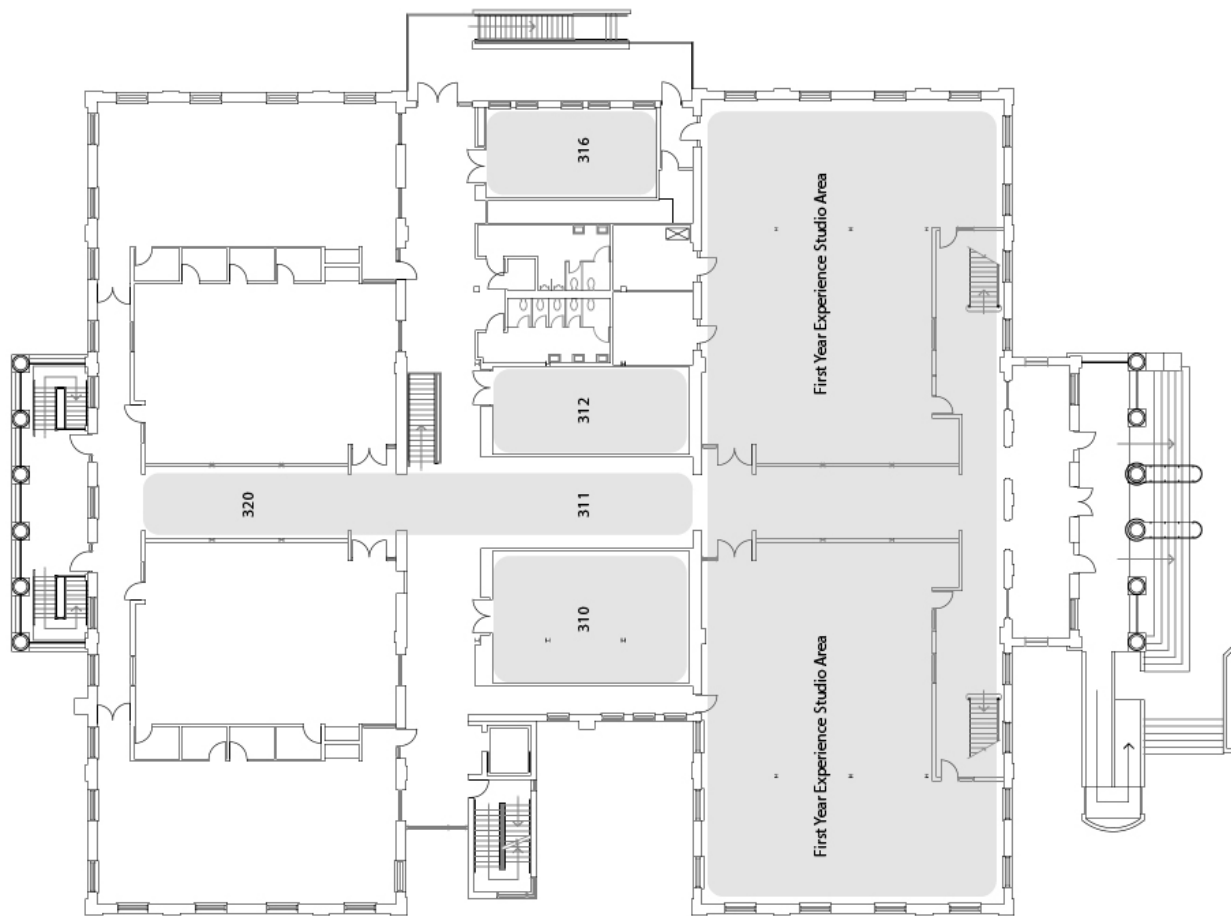
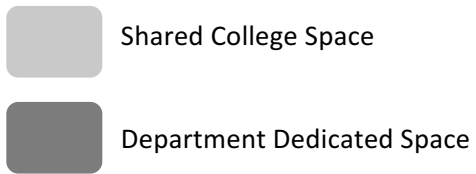


Department Dedicated Space



Leazar Hall

Shared Materials Lab/Shop



Third Floor Leazar Hall

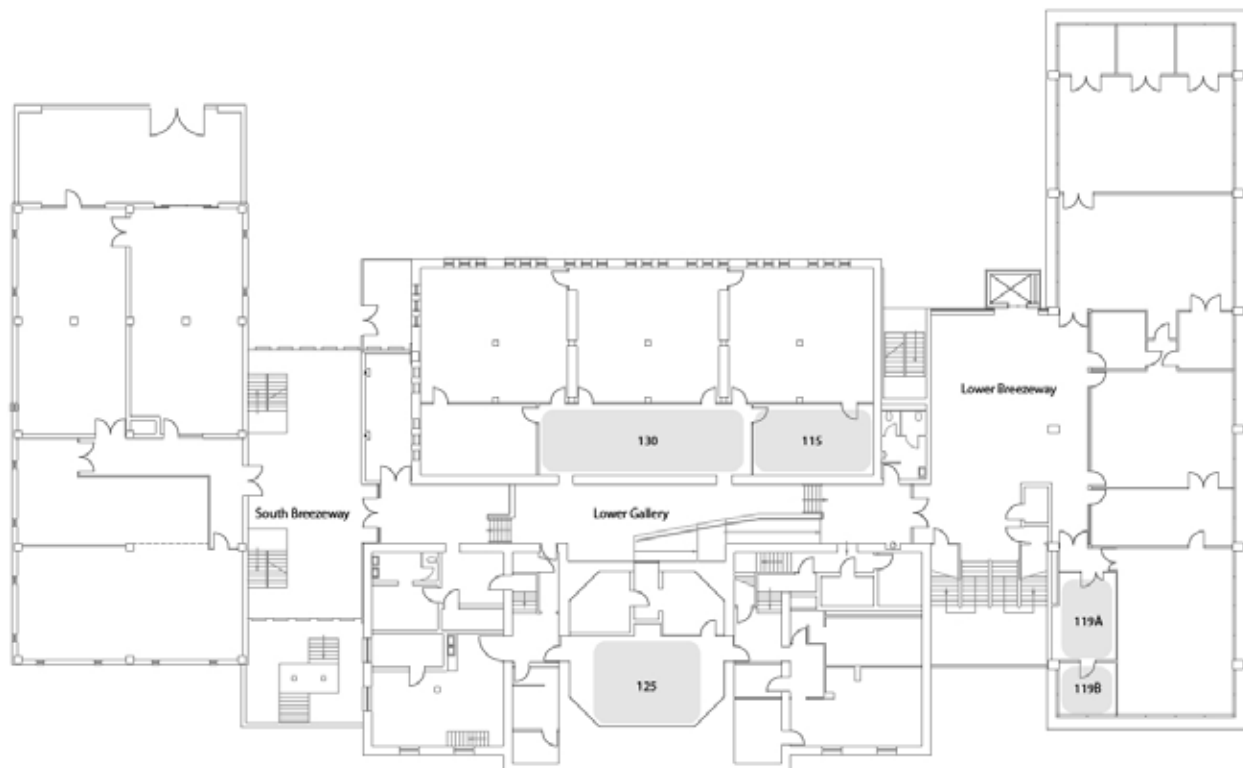
Shared classrooms: 210, 311, 312, 316



Shared College Space



Department Dedicated Space



Basement Brooks Hall

Shared Studios: 130, 115

Shared Classroom: 125

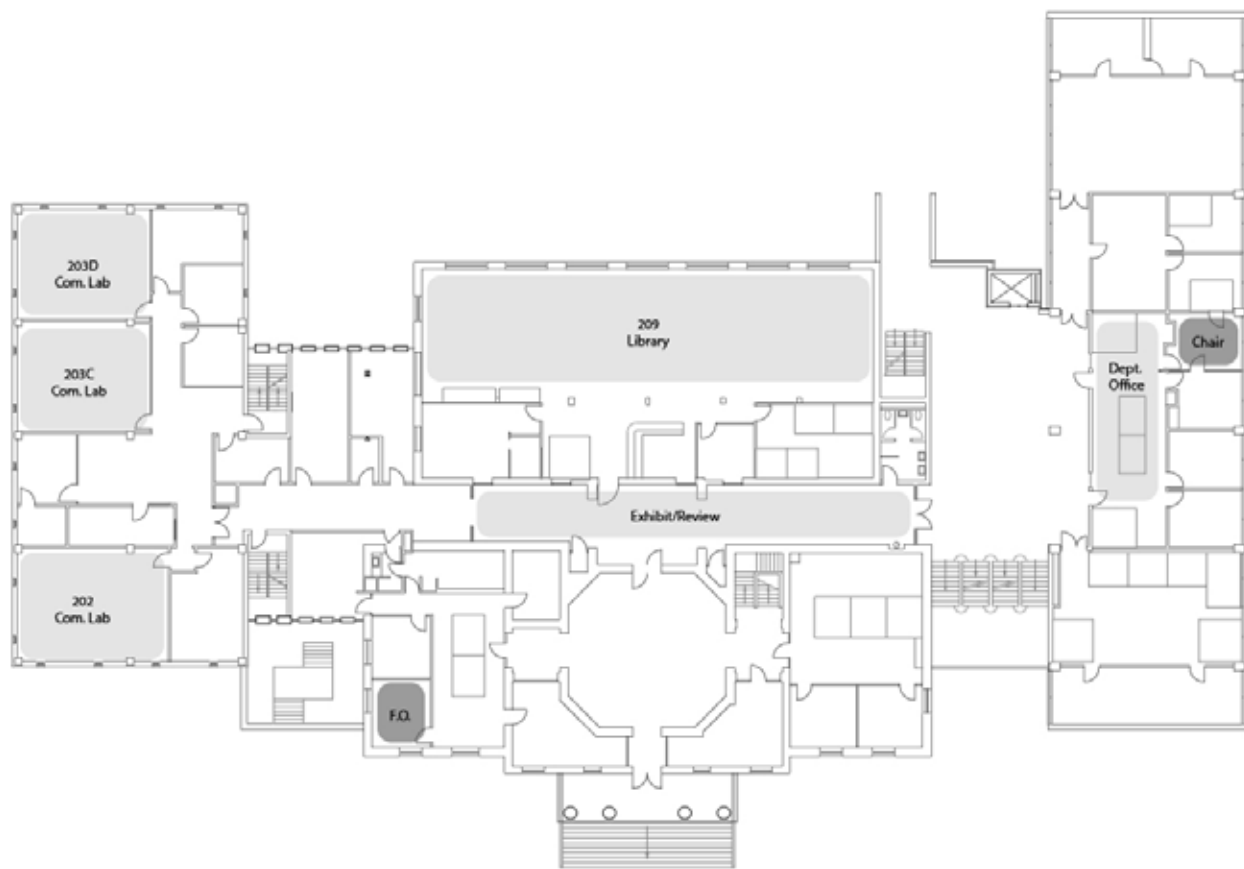
Storage: 119A/B



Shared College Space



Department Dedicated Space



Main Floor Brooks Hall

Library

Computer Labs

Exhibition/Review Area

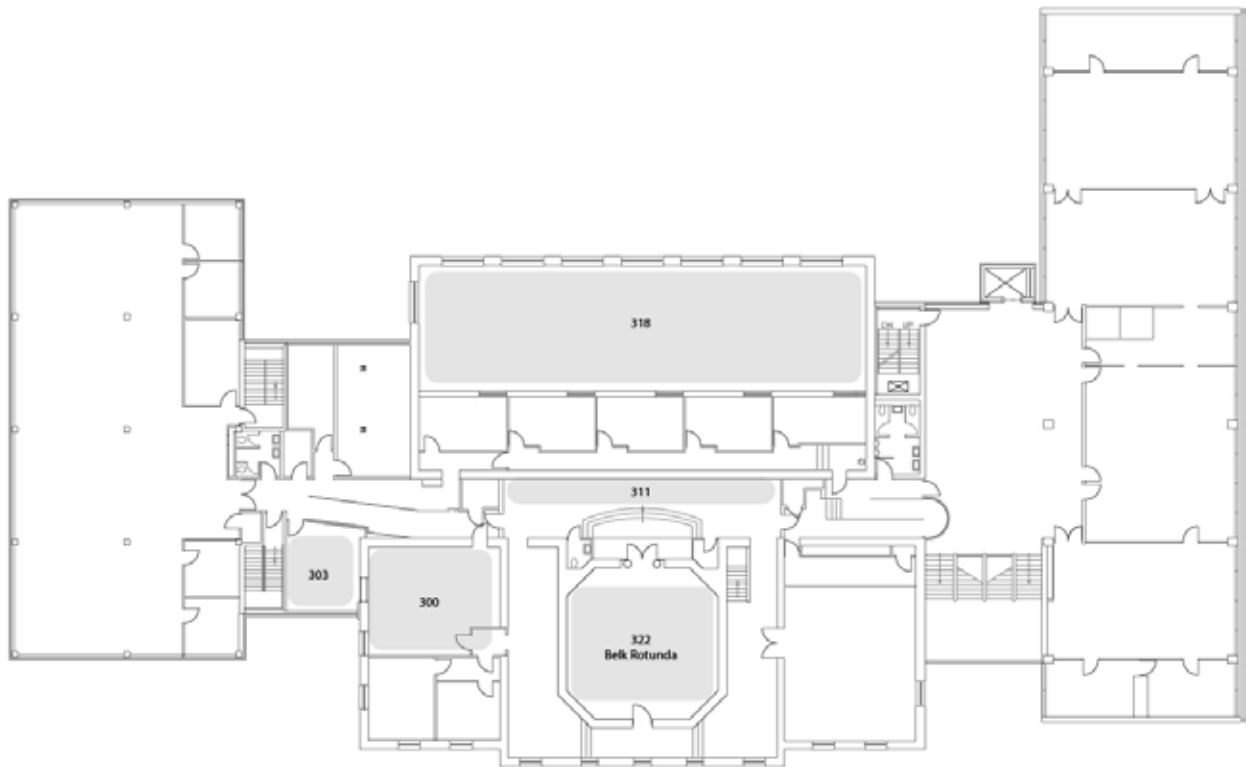
LA Department Office



Shared College Space



Department Dedicated Space



Third Floor Brooks Hall

Rotunda: Shared Review Space