

Landscape Architecture Program

North Carolina Agricultural and Technical State University



2017 Self-Evaluation Report

submitted to the
Landscape Architecture Accreditation Board

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 at least 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 degree program at the emerging or Initial Accreditation status 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 a first-professional degree program at both the bachelor's and master's levels at the emerging or Initial Accreditation status has at least six FTE instructional faculty, five of whom hold professional degrees in landscape architecture, at least two of whom are full-time.
 - c. An academic unit that offers a single first-professional degree program at the continuing full Accreditation status has an FTE of at least five instructional faculty. At least four of these faculty members hold a professional degree in landscape architecture and at least three of them are full-time.
 - d. An academic unit that offers first-professional degree programs at both the bachelor's and master's levels with continuing full Accreditation status has an FTE of at least seven instructional faculty, at least five of whom hold professional degrees in landscape architecture and 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. The program provides a comprehensive public information disclosure about the program's status and performance within a single click link from the program's internet website homepage.
8. 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 North Carolina A&T State University Landscape Architecture program meets the minimum conditions to apply for LAAB accreditation.

T. Carter Crawford

Program Administrator Name

Program Coordinator

Title

Program Administrator Signature

Date

INTRODUCTION

1. History of the Program

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

- 1891 North Carolina Agricultural and Technical State University (NC A&T SU) was established as the Agriculture and Mechanical College for the “Colored Race” by an act of General Assembly of North Carolina ratified March 9, 1891. The act read in part:

That the leading objective of the institution shall be to teach practical agriculture and the mechanic arts and such branches of learning as related thereto, not excluding academical and classical instruction.

The College began operation during the school year 1890-91, before the passage of the state law that created it. This curious circumstance arose out of the fact that the Morrill Act passed by Congress in 1890 earmarked the proportionate funds to be allocated in biracial school systems to the two races. The A. and M. College for the white race was established by the state legislature in 1889 and was ready to receive its share of funds provided by the Morrill Act in the fall of 1890. Before it could receive these funds, however, it was necessary to make provisions for colored students. Accordingly, the Board of Trustees of the A. and M. College in Raleigh was empowered to make temporary arrangements for these students. A plan was developed with Shaw University in Raleigh where the College operated as an annex to Shaw University during the years 1890-1893.

The law of 1891 also provided that the College would be located in such city or town in the state as would make the Board of Trustees a suitable proposition that would serve as an inducement for said location. A group of interested citizens in the City of Greensboro donated fourteen acres of land for a site and \$11,000 to aid in the construction of the buildings. This amount was supplemented by an appropriation of \$2,500 from the General Assembly. The first building was completed in 1893 and the College opened in Greensboro during the fall of that year.

- 1915 The name of the institution was changed to The Agricultural and Technical College of North Carolina by an act of the State Legislature.
- 1939 The General Assembly authorized the institution to grant the Master of Science Degree in Education and certain other fields in 1939. The first Master’s Degree was awarded in 1941. The School of Nursing was established by an Act of the legislature in 1953, and the first class graduated in 1957.

- 1957 The General Assembly repealed previous acts describing the purpose of the College in 1957 and redefined its purpose as follows:

The primary purpose of the College shall be to teach the Agricultural and Technical Arts and Sciences and such branches of learning as related thereto: the training of teachers, supervisors, and administrators for the public schools of the State, including the preparation of such teachers, supervisors and administrators for the Master's Degree. Such other programs of a professional or occupational nature may be offered as shall be approved by the North Carolina Board of Higher Education, consistent with the appropriation made therefore.

- 1965 Dr. Charles A. Fountain (Professor of Horticulture at North Carolina A&T State University) saw the need for effective design, planning and management of the environment and pursued the Master of Landscape Architecture Degree at the University of California at Berkeley to facilitate a program in Landscape Architecture at an Historically Black College or University (HBCU).

- 1967 The General Assembly of North Carolina voted to elevate the College to the status of a Regional University effective July 1, 1967.

- 1969 A Congressional act that significantly affected the field of Landscape Architecture was "The National Environmental Policy Act of 1969." Because of this act, federal agencies were required to assess the environmental impact of new projects.

- 1971 On October 30, 1971, the General Assembly ratified an act to Consolidate the Institutions of Higher Learning in North Carolina. Under the provisions of this Act, North Carolina Agricultural and Technical State University became a constituent institution of the University of North Carolina effective July 1, 1972.

- 1973 The American Society of Landscape Architects (ASLA) published "Landscape Architecture: A Profession Designed for Minorities," which stated that "the lack of 'minority' professional landscape architects has in effect left a large underrepresented population disenfranchised in decisions concerning land and open space planning."

A "Natural Resource Management and Environmental Planning" workshop was held at North Carolina A&T State University.

The Landscape Architecture Program at North Carolina A&T State University was endorsed by the ASLA.

The North Carolina A&T State University School of Agriculture submitted a proposal for an ASLA-endorsed program to the General Administration of the University of North Carolina.

- 1976 The Landscape Architecture Program was approved by the General Administration.

- 1977 A final report, "People and Plans: A Workshop in Environmental Issues," was published by Dr. Charles A. Fountain.

- 1978 The program held a workshop with the theme, "The Role of Minorities in the Profession of Landscape Architecture."

- 1980 George L. Watkins was the program's first graduate.
- 1981 LAND (Landscape Architecture News Digest) published an article about North Carolina A&T State University's first graduating class. The class included Cheryl Carter, Robert V. Clay, William Richmond, Walter Hood, L. Eric Jordan, Rogers Stanley, Michael Goener, and Gregory Moore.
- 1986 John Robinson joined the faculty.
- 1987 Dr. Marihelen Kamp-Glass, Professor of Horticulture, joined the Department of Plant Science and contributed to the landscape architecture program.
- 1989 Dr. Charles Fountain retired from the University and Perry Howard, FASLA, joined the faculty and became director of the program.
- 1990 The North Carolina Board of Landscape Architects visited the school, department, and program to show support for the program's accreditation efforts.
- 1991 A Memorandum of Understanding (MOU) was signed with the National Park Service (NPS) for a member of its staff to be placed on North Carolina A&T's campus as an adjunct professor.

A visit by the ASLA Executive Committee was held to show their support of the program.

A meeting of about twenty-five African American landscape architects was held to show support for the program and to discuss issues concerning African American landscape architects.

John Robinson, Associate Professor of Landscape Architecture, was tenured and became a full professor.

- 1992 Dr. Marihelen Kamp-Glass, Associate Professor of Horticulture, was tenured and became a full professor.

Dennis Nagao joined the faculty as an Adjunct Professor from the National Park Service, in accordance with the Memorandum of Understanding (MOU) signed a year earlier.

- 1993 The Program received its three-year initial accreditation from the Landscape Architecture Accreditation Board (LAAB).

The Program hosted a meeting of black landscape architects.

Assistant Professor Sue Anne Ware was hired in a tenure track position.

The Department of Plant Science and Technology was renamed the Department of Natural Resources and Environmental Design.

- 1994 The Program hosted its first African American Landscape Symposium to celebrate its initial accreditation.

The Program participated in a joint charette with North Carolina A&T State University and North Carolina State University for the town of Halifax, North Carolina.

Dennis Nagao completed two years of teaching and returned to the National Park Service/Denver Service Center.

1995 The Program hosted the Second African American Landscape Symposium.

The Program hosted a meeting of black landscape architects.

The Program invited the Triad Section of NCASLA to senior presentations.

Perry Howard became a Fellow of the ASLA.

Perry Howard was granted tenure.

1996 The Program was granted its first full accreditation.

1997 Professor Ware presented several papers and abstracts dealing with minority/women's issues in landscape architecture.

Professors Howard and Robinson conducted a study in the Cataloochee area of the Great Smoky Mountains National Park to prepare a Cultural Landscape Report.

Professor Glass wrote several papers dealing with her ongoing horticultural research.

Two adjunct faculty, Sherold Hollingsworth and Edward Johnson, were hired to teach planting design and CADD, respectively. Mr. Johnson remained one semester.

An \$8,000 budget was assigned to the program.

\$23,000 of a Capacity Building Grant was allocated to the program for faculty computers and training.

1998 With the help of Professor Ken Brooks (Kansas State University), Professor Howard developed a strategy for integrating digital media into the curriculum.

A second history course was added to the curriculum dealing with the twentieth century.

Professor Howard gave a paper for the M.L. King celebration at Kansas State University.

1998 Professor Ware resigned her teaching position.

Professor Callahan was hired to replace Professor Ware. Professor Callahan had strengths in AutoCAD applications and strengthened that part of the curriculum.

Professors Howard and Robinson completed the Cultural Landscape Report for Catalochee, Great Smoky Mountains National Park.

Professors Callahan and Robinson started a Cultural Landscape Report for Guilford Courthouse National Military Park.

The Program participated on a design charette with NC State University landscape architecture students for the redesign of the grounds around Polk County Courthouse.

Professor Glass received the Outstanding Teacher of the Year Award for the Department, the School and the University. She also received the Board of Governor's Excellence in Teaching Award.

The Program obtained its own fifteen-passenger van for field trips.

The Landscape Architecture Program Advisory Board met for the first time.

1999 The Program submitted a request to raise its entrance standards so that entering students will have a minimum 940 SAT score and a minimum 2.5/4.0 GPA from high school. (The request was approved in Spring, 2001.)

Promotion and tenure criteria from "The Work of Arts Faculty in Higher Education" were proposed to be incorporated into the University's standards.

2000 The University completed its 10 year SACS review for accreditation.

Professor Glass was selected for the 1999 International Who's Who of Science and Professional Women.

Professor Howard was listed as one of the 100 Distinguished Alumni in the 100 Year History of Harvard's Landscape Architecture Department.

Professor Howard was named Vice Chair of the North Carolina Board of Landscape Architects.

Professor Robinson was reappointed to a three-year term to the Guilford County Environmental Quality Advisory Board.

Professor Robinson was re-elected to the post of Section Leader for the Third Section of NCASLA.

Professor Callahan became a member of Greensboro Beautiful, Inc.

Professor Callahan developed a master plan for the Piedmont Land Conservancy.

The program participated in a design charette with N.C. State University landscape architecture students at Murphy, NC.

Sherold Hollingsworth resigned from her adjunct teaching position.

The Landscape Architecture Advisory Board served as jurors for the graduating seniors final project.

2001 Thirty new computers, three color printers and five scanners were installed in the computer lab and studios.

A landscape architecture construction materials course was added to the curriculum.

2002 Professor Callahan resigned his teaching position and three adjunct professors were hired: Mark Robinson, ASLA; Randal Romie, ASLA; and Sherold Hollingsworth.

Professor Howard was reappointed program coordinator; Dr. Glass resumed her full-time teaching and research duties.

Professor Sherold Hollingsworth became a tenure track, assistant professor, following a search interview process.

2003 The senior class was selected as one of four finalist classes in the 2003 Imagi-Nations Design Competition and was invited to Disneyland in Anaheim, CA to present their work.

Perry Howard, FASLA, RLA was elected Secretary to the Council of Fellows for the American Society of Landscape Architects (2003-2005).

Perry Howard, FASLA, RLA was named School of Agriculture and Environmental Sciences Teacher of the Year.

2004 Sherold Hollingsworth resigned her teaching position.

Professor Douglas A. Williams became a tenure track, assistant professor.

Perry Howard, FASLA was elected as President-Elect of NCASLA, was elected Secretary to the Council of Fellows, ASLA and was the Teacher of the Year for the School of Agriculture and Environmental Sciences.

2005 Design Workshop, Inc., Denver, CO approved a minority internship in the name of Dr. Charles A. Fountain, the founder of this program.

An 1890 Capacity Building Teaching grant proposal entitled "Enhancing Recruitment, Retention and Graduation Rates in a Nationally Accredited Landscape Architecture Program" by Perry Howard, FASLA, RLA was approved.

The Landscape Architecture Program hosted several meetings with North Carolina Chapter of ASLA.

A 'low producing' program review and recommendation was written and submitted to the University Administration.

The teaching studios, lecture room and computer labs of the north end of Carver Hall were renovated, with a gallery/jury room added. In addition, new computers, printers, scanners, and plotters were installed with wireless internet connection.

A proposed new curriculum was submitted to the University Senate Fall, 2005 for approval.

The Fall Community Group Studio (LDAR 570 class) produced plans for four community projects in North Carolina.

Faculty and senior students attended the American Society of Landscape Architects Meeting in Ft. Lauderdale, Florida.

The Landscape Architecture Advisory Board met in the fall.

The Landscape Architecture Accreditation Board Visiting Team visited North Carolina A&T State University on November 13-16, 2005.

Perry Howard, FASLA, RLA became President-Elect of the NC Chapter of the American Society of Landscape Architects.

2006 The Program received reaccreditation for 6 years on March 15, 2006.

Perry Howard, FASLA, RLA became President of the NC Chapter of the American Society of Landscape Architects.

The Landscape Architecture Program hosted several meetings with NC Chapter of American Society of Landscape Architects.

A proposed new curriculum (submitted Fall 2005) was implemented.

Professor Douglas A. Williams received a three-year leave of absence (without pay) to pursue a Ph.D. in landscape architecture at the University of Illinois.

Five adjunct professors were hired at various times during his absence: Cheryl Jordan; Paul Kron, ASLA, AICP; Wendy Miller, ASLA; Dennis Mullane, ASLA; and Randal Romie, ASLA.

The Program in Landscape Architecture held a symposium that examined "Culture, Trend and Vision in Landscape Architecture" to celebrate the 30-year anniversary of the Landscape Architecture Program at North Carolina A&T State University.

The Fall Community Group Studio (LDAR 570 class) produced and presented plans for Trinity, North Carolina.

Perry Howard, FASLA, RLA was a member of a team to study Idlewild, Michigan, one of the first African American Resorts.

Perry Howard, FASLA, RLA attended a "Children & Nature" Conference sponsored by the Secretary of the Interior.

Perry Howard, FASLA, RLA attended the Council of Educators in Landscape Architecture Conference in Vancouver, British Columbia.

Susan Hines, editor/writer for Landscape Architecture Magazine visited the Program at North Carolina A&T State University to complete research for several published articles.

The faculty and senior class attended the American Society of Landscape Architects Meeting in Minneapolis, Minnesota.

Perry Howard, FASLA, RLA made his first trip to China as a keynote speaker at a conference at Peking University in Beijing.

- 2007 The Fall Community Group Studio (LDAR 570 class) produced and presented plans for the Town of Haw River, North Carolina.

Yalanda Salone received the North Carolina Chapter of ASLA/NC A&T State University Scholarship.

The faculty and senior class attended the American Society of Landscape Architects Meeting in San Francisco, California.

Perry Howard, FASLA, RLA made his second trip to China as Jury Chair for a Landscape Architecture competition.

Perry Howard, FASLA, RLA attended a "Climate Change" Conference in London, England.

Perry Howard, FASLA, RLA became President-Elect of the American Society of Landscape Architects.

- 2008 Perry Howard, FASLA, RLA became President of the American Society of Landscape Architects.

The Fall Community Group Studio (LDAR 570 class) produced and presented plans for the town of Lexington, North Carolina.

Matthew Mitchell received the North Carolina Chapter of ASLA/NC A&T State University Scholarship.

Perry Howard, FASLA, RLA gave a talk at the first International Federation of Landscape Architects (IFLA) Middle East/Africa Conference in Dubai, UAE.

Diane Menzies, IFLA President, gave a talk at NC A&T State University's Landscape Architecture Program.

Perry Howard, FASLA, RLA presented the Inaugural Lecture at NC State University's School of Design for the Landscape Architecture Program.

- 2009 Following a three-year leave of absence and still working on his Ph.D., Douglas Williams' contract was terminated and the program was granted permission to conduct a search for his replacement.

The Fall Community Group Studio (LDAR 570 class) produced and presented plans for the Zoo Parkway Village in Asheboro, North Carolina.

Perry Howard, FASLA, RLA was voted a member to the Landscape Architecture CEO Roundtable.

Perry Howard, FASLA, RLA was a member of the “Student National Award Jury.”

Perry Howard, FASLA, RLA participated in Design Jury for Moore Square, Raleigh, NC.

2010 Anna Reaves, ASLA, RLA became a tenure track assistant professor in the Fall of 2010.

Chris Harrison, alumnus and current graduate student at North Carolina State University was hired part-time to help teach computer graphics at all student levels.

The Program visited all the high schools in Guilford County, NC to promote landscape architecture.

The Fall Community Group Studio (LDAR 570 class) produced and presented plans for South Greensboro (Warnersville), North Carolina.

The Program’s Advisory Board met in the fall.

The NC Chapter of American Planning Association sponsored a workshop at NC A&T State University called “Relationship Between Landscape Architecture and Planning.”

Evan Cartwright and Avery Telligman both received North Carolina Chapter of ASLA/NC A&T State University Scholarships.

Avery Telligman was named the first NC A&T State University Olmsted Scholar for the Landscape Architecture Foundation.

The LDAR 370 class developed plans for the Davidson Community College Sustainability Center.

The junior class developed a master plan for the Phil Carroll Nature Preserve, Greenville, North Carolina (LDAR 471 class).

2011 Evan Cartwright was named the 2011 NC A&T State University Olmsted Scholar for the Landscape Architecture Foundation.

Senior Avery Telligman’s final capstone project was “General Greene Elementary School Sustainable Campus Plan” for LDAR 571 Advanced Landscape Architectural Design II. The plan was part of an NC A&T EPA grant that provided up to \$6,000 for built improvements at the school.

Walter Hood led a three-day charrette and lecture “Commemorative Landscapes: Wrapping the Urban Surface”, collaboration between the NC A&T Landscape Architecture Program and the Berkley Landscape Architecture Department.

2012 The senior collaboration studio (LDAR 570 class) completed a master plan and design studies for the East Winston Community in Winston Salem, NC, which was being considered for site revitalization.

The LDAR 550 Planting Design Studio generated a landscape design plan for a group home that serves individuals with severe mental and physical disabilities; one of the designs was selected to guide the home's future landscape improvements.

The LDAR program participated in pilot Quality Enhancement Plan training, which involved training of faculty and assessment of course student learning outcomes.

The Program received successful reaccreditation.

Anna Reaves received a three-year, \$150,000 Capacity Building Grant (John Robinson and Perry Howard served as Co-Principal Investigators), "Metrics of Sustainable Design: Enhancing Faculty Knowledge and Curriculum Delivery in an Accredited Landscape Architecture Program," sponsored by the United States Department of Agriculture (USDA)/National Institute of Food and Agriculture (NIFA).

John Dufort, Ben Roush, Roderica Worrell, and Erin Daniels presented student Works from NC A&T State University at the North Carolina Chapter American Society of Landscape Architects Fall Conference.

Ben Roush received the North Carolina Chapter American Society of Landscape Architects Honor Award for his senior project entitled "South Elm Street Redevelopment."

- 2013 The senior collaboration studio (LDAR 570 class) completed a master plan and design studies for Southside Wilmington, NC, for the City of Wilmington Planning Department

Everett Fly, FASLA participated in the lecture series.

Senior Erin Daniels was awarded an Undergraduate Research Scholars Scholarship. She gave an oral presentation at the Council of Educators in Landscape Architecture Annual Conference.

As his senior capstone project, David Wilfong assisted the City of Salisbury in the development of conceptual design schemes for a farmer's market, park, and outdoor learning environment for the Salisbury Farmer's Market.

A grant, Berkley Pathways to the Profession, was secured by the Landscape Architecture Faculty at the University of California Berkley jointly with NC A&T Landscape Architecture Program. Five senior and juniors attended a summer program at Berkley aimed at bringing more minorities into the profession and graduate school.

The Landscape Architecture Program significantly altered the curriculum based on a series of faculty meetings related to student needs and learning objectives. Changes included renaming/restructuring nineteen existing landscape architecture courses and the addition of four new courses focused on design, sustainability, and professional practice.

The Landscape Architecture Advisory Board met.

Significant upgrades were made to the Landscape Architecture Program's overall technology offerings.

Anna Reaves was awarded the 2013 Junior Faculty Teaching Excellence Award by N.C. A&T State University.

Anna Reaves was appointed a member of the North Carolina Chapter American Society of Landscape Architects Executive Board.

A 2+2 Agreement was developed with Wake Tech Community College Landscape Architecture Technology Program.

A 2+2 Agreement was developed with Alamance Community College Horticulture Program.

- 2014 The senior collaboration studio (LDAR 447 class) completed a master plan and design studies for the Town of Eatonville, Florida, the oldest African American city/community in the United States.
Perry Howard retired as Program Coordinator.

Anna Reaves was named Interim Program Coordinator.

The Program's Advisory Board met in the fall.

Raheem Outlaw, Nikolas Henry, Tyree Linen, Aaron Chalmers, Cameron Constantine, rising juniors and seniors, participated in the UC Berkeley "Pathways to the Profession" in California.

Three new courses were introduced into the curriculum as a result of the curriculum mapping process: LDAR 198 the Imaginary Space Studio; LDAR 199 The Space Creation Studio and LDAR 520 Design Theory.

LDAR 360 Construction Materials students designed, harvested, and then built a bamboo sculpture. The studio project was led by visiting professor emeritus Will Hooker from NC State University.

- 2015 The senior collaboration studio (LDAR 447 class) completed a master plan and design studies for Greensboro's Warner Community for the City of Greensboro, the Greensboro Housing Authority, and the Greensboro Redevelopment Commission.

A Poster Presentation was developed for the AgrAbility Project (with John Paul Owens, Anna Reaves, Nikolas Henry, and Rafael Leake). AgrAbility is a USDA-sponsored program that serves farm families touched by disability. Students created master plans to accommodate the disability.

- 2016 Dr. T. Carter Crawford, RLA was hired as a tenure track assistant professor in the Spring (January) of 2016. Dr. Crawford was appointed Program Coordinator.

Anna Reaves resigned from the program.

The senior collaboration studio (LDAR 447 class) completed a master plan and design studies project for the historic 150-acre Oakdale Mill site in Jamestown, NC.

A Poster Presentation was developed for the AgrAbility Project (with John Paul Owens, William Harrison, Nikolas Henry, Anthony Lee, and Melena Hart).

David Duperault was selected as an Undergraduate Research Scholars Scholarship. He gave an oral presentation at the Council of Educators in Landscape Architecture Annual Conference.

David Duperault was named Olmsted Scholar by the Landscape Architecture Foundation.

2017 The LDAR 348 class developed a master plan for the NC A&T State University campus.

A Poster Presentation was developed for the AgrAbility Project (with John Paul Owens, William Harrison, Kenny Reid, Courtney Hurley, Dante Brewer and Puja Oza).

Professor John Robinson retired.

2. Organizational Structure of the Program

Provide a very brief description of the relationship of the degree program being reviewed to the organizational structure in which it is placed. Is the academic unit exclusively landscape architecture or does it also serve other disciplines (name them and show their relationship)? Is the degree program under review the only landscape architecture degree program or are there both undergraduate and graduate landscape architecture programs? (Organizational structure discussion will go into detail in Standard 2 Part A.)

The Landscape Architecture Program is situated in the Department of Natural Resources and Environmental Design, a unit of the College of Agriculture and Environmental Sciences. Other disciplines in the Department are: Agricultural and Environmental Systems (with concentrations in Sustainable Land Management, Urban and Community Horticulture, and Environmental Studies) and Biological Engineering.

The degree program under review is the only Landscape Architecture Program at the University.

3. Response to Previous LAAB Review.

Describe the progress that has been made on the Recommendations 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 Considerations for Improvement and provide an update.

Recommendations Affecting Accreditation

1. Articulate a clear and distinct program mission.

The program's updated and revised mission statement has been completed. Please see <http://www.ncat.edu/caes/departments/nars/landarch/mission.html>. As part of the program's self-review, and considering recent and anticipated changes in leadership and faculty, the mission statement will continue to be reviewed and refined.

2. Actively engage in sustained long range planning in response to and in anticipation of changes in the institution and the landscape architecture profession.

The program coordinator is in the process of reviewing the extensive work already done by the faculty and advisory committee concerning skills and awareness necessary in the current practice of landscape architecture. This work has been done such that it is coordinated with the university's internal assessment system. Therefore, the goals of the program are aligned with the overall educational goals of the university (communication skills, critical thinking skills, disciplinary expertise, and research and creative engagement). We are working toward creating a master list of skills and abilities that our students should possess along with a plan for how each course we teach introduces, reinforces, or requires each of the skills. We have continued the practice of assessing our success using the framework provided by the University's Office of Strategic Planning and Institutional Effectiveness (OSPIE), including its record-keeping and analytic tools. We are committed to using OSPIE's system because it has the flexibility to allow us to set goals particular to our discipline and it gives us ways to honestly report on the effectiveness of our courses, to set goals for improvement, and to assess success.

3. The program needs to be located in code compliant facilities.

The second floor of Carver Hall (where the Landscape Architecture Program is located) is not ADA compliant. However, Carver 122 is available as an instructional space to provide handicapped accessibility to any student that requires it. The University's Facilities office has studied the possibility of adding an elevator to Carver Hall; construction-cost estimates are prohibitively high considering the overall condition of Carver Hall. The Facilities office has requested funding of approximately \$18 million from the General Assembly for the renovation of Carver Hall in several budget cycles and has not been successful. The University's capital improvement plan calls for the replacement of Carver Hall, and this project is at the top of the priority list. The Facilities department is currently studying ways of finding accessible space on campus for the Landscape Architecture Program.

Suggestions for Improvement

1. Consider re-framing the current mission statement and exploring the alignment of the landscape architecture program to the larger mission of the university given its context as both a land-grant institution and a HBCU.

The mission statement as revised in 2013 addresses the goals of the program in detail. The roles of HBCUs in general and NC A&T specifically are evolving as outlined in the

university's long range plan. The Program's mission will also need to reflect these changes and will be reviewed and revised periodically to ensure that it does so.

2. Consider effective and multiple methods of disseminating information regarding the program both internally (within the university) and externally.

Effective communication with students, prospective students, alumni, the university community, and the public is essential to the health of the Program. Over the past year the Program's social media presence has been more frequent and pertinent. For instance, there have been significant increases in likes and follows on FaceBook. The Program's web presence is controlled to some extent by the University's and the College's public relations offices. The Program will continue to work with those offices to be sure that its use of social media complies with established policies and includes a link to its web site.

3. Given the range of academic and administrative responsibilities during the summer, explore a suitable summer appointment for the program coordinator.

The College has decided that given budgetary constraints, a Summer appointment for the coordinator is not feasible. However, the coordinator has found ways to complete some tasks in the Spring rather than in the Summer and the College is attempting to minimize the necessity for the coordinator to be present on campus during the Summer.

4. Develop a suitable process for seeking and incorporating the program coordinator's input during the annual evaluation of the landscape architecture faculty.

The Program Coordinator now reviews all faculty and provides input to the Department Chair and has done so for several years.

5. Clarify the Program's Mission, goals and objectives; establish a clear relationship to courses and the knowledge, skills, abilities and values expected of students.

(Please see the response to Recommendation 2 above). There has been extensive work done over the past several years by the faculty and the advisory board toward responding to this suggestion. The skill set identified by this process has been generally articulated within the framework of the university's instructional goals. The next step is to refine the specific objectives of each course and of the curriculum in general based on the current faculty's interpretation of the program's mission. As new faculty are hired over the next few years, and as we continue to make use of the record-keeping and reflective tools we have in place, we can establish clear sets of criteria for, and assessment of, success in each course and for the curriculum.

6. Continue to improve the integration of computer applications and other advanced technology into the curriculum.

We have improved our hardware and software over the years, and we have recently requested new hardware and software. We will continue to upgrade our digital capabilities such that our computers throughout our studios and lab can run the software our students need to be able to use. AutoCad, the Adobe Suite, and 3D rendering packages are now being used throughout the curriculum.

7. Fully employ University assessment mechanisms to assess and improve curriculum and courses.

As noted in our responses to Recommendation 2 and Consideration 5 above, we are firmly committed to the use of the university's institutional effectiveness system and are continuing to plan ways to more fully integrate the system into our daily work.

8. Continue to augment students' formal education through field trips and study abroad opportunities.

The field study course, LDAR 380, was not offered in the 2015-2016 academic year because it was being shifted from the Spring to the Fall semester. It was taught in the Fall 2016. The course has shifted the emphasis of travel from the upper east coast to locations within the southeast region and the state. In Fall 2016 students and faculty visited the Atlanta BeltLine and other contemporary landscape architecture projects in Atlanta, visited for a day with the MLA program at NC State, and met with the designer of the new landscape at the North Carolina Museum of Art. We are working with the College of Design at NC State to give our students the opportunity to travel to the Czech Republic for a semester to participate in the design and general education courses taught at the Prague Institute.

9. Students should seek faculty support and re-organize and re-energize the student chapter of the ASLA.

The Student ASLA chapter has become active in recent years. It has solid leadership and its activity level is continuing to increase. The program coordinator is working with the Executive Committee of the NCASLA to help coordinate the activities of the SASLA with those of the state chapter. The November 2016 NCASLA Executive Committee meeting was held on campus and the Committee has offered to help to give the students incentives to join ASLA by subsidizing their membership dues and by including them in more chapter activities.

10. Strengthen the connections between alumni, the institution, and the professional community.

Our Facebook page continues to make it easy for alumni and professionals to see what the program is doing, and we began to use social media in a more robust way beginning in the Fall 2016 semester. We continue to host alumni at Homecoming, for critiques, and at our end-of-year Open Studios reception. Faculty and student visits to professional offices help keep the Program visible within the professional community, primarily at the state and regional levels. The Program Coordinator continues to actively serve on the NCASLA Executive Committee—an excellent way to network with NC professionals. The Program Coordinator also works closely with colleagues at the MLA program at NC State University and with faculty members at other programs across the country to find ways to help our students continue into graduate education.

11. The University should explore a deferred maintenance plan including appropriate comprehensive interior and exterior building updates.

University Facilities leadership has indicated that painting and other upgrades to the program's facilities will be provided. Our program's faculty has submitted a facilities renovation plan to the college through its USDA Facilities Grant Program Manager. The plan calls for the consolidation and connection of the landscape architecture studio spaces so that our students are much freer to interact than they currently are. This plan is working its way through the levels of approval necessary before implementation, and has been approved by the Departmental faculty and College administration. We hope to hear soon

that our plans have been approved by the authorities in Washington; we believe that providing students with a higher potential level of interaction and communication will greatly enhance their learning experience.

12. A schedule of replacements and/or upgrading of outdated hardware and software should be developed and implemented.

As reported in the response to Consideration 6, we have recently requested new hardware and software. For the near future, we will continue to upgrade our digital capabilities such that our computers can run the software our students need to be able to use. We will soon require students to provide their own laptop computers and will continue to provide high-powered machines in the lab.

4. Describe current strengths and opportunities

The Program has a very strong group of adjunct instructors. For instance, during the Spring 2017 semester, while there was only one full-time faculty member, much of the curriculum was delivered by six adjunct professors. These instructors brought diverse backgrounds, experiences, teaching styles, and opinions to the Program. Four of these instructors had been teaching in the Program for over five years, which provided a sense of continuity for the students. Two of the adjuncts were new to the Program and contributed new ideas and perspectives.

The Program's proximity to, and its relationship with, NC State University's College of Design and its MLA Program affords a major opportunity for its students—one that could be far more fully used to their advantage. The two programs are currently working together to find ways to collaborate and build pathways for NC A&T landscape architecture students to graduate education.

The NC A&T Landscape Architecture Program is also building relationships with the graduate programs at Virginia Tech and the University of Tennessee.

The discontinuation of the BLA Program at NC State appears to have helped us increase enrollment and brought more positive attention from local professionals.

The overall academic potential of our incoming freshman classes has been relatively strong over the past few years, and it appears to be continuing to grow in strength.

The University's strategic plan calls for increasing minimum entrance standards.

We have more African American students than any other undergraduate Landscape Architecture program in the United States, and have graduated more African Americans than any other program. At the same time, our program is racially diverse and is becoming more diverse in terms of gender.

The doctoral/research, land-grant status of the institution provides an inclusive array of academic disciplines and services that are supportive of and complementary to landscape architecture, including art, fashion design, technology, soil science, horticulture, geography, civil engineering and architectural engineering.

The University, College, Department, and Program have energetic and cooperative faculty and staff. Darlene Primas, the Program's administrative professional, who has been in her

position since 1996, is familiar with the University's bureaucratic procedures and is personally acquainted with people in many of the offices across the campus.

The Program maintains a strong emphasis on experiential and service learning. This is achieved by using real sites and clients for studio projects. Many of these sites and projects are provided by local practitioners and alumni.

There is strong support from and excellent rapport with the national, regional and state levels of the American Society of Landscape Architects.

There are good relations with other member programs of The Council of Educators in Landscape Architecture and their respective faculties.

The Program Coordinator has participated as a visiting team member for the re-accreditation of several landscape architecture programs.

There is tremendous opportunity to increase the number of African Americans in the profession of Landscape Architecture, and the ASLA has formally expressed its desire to do so. The presence of an accredited program in one of the Historically Black Colleges and Universities (HBCUs) increases the likelihood that African Americans will enter the profession.

5. Describe current weaknesses and challenges.

The Program's facilities could be improved to better fulfill the Program's needs. Carver Hall was built in the mid-1950s and needs repair. The spaces used as studios are conventional classrooms not intended for design education. Some of the classrooms are non-contiguous and all have individual key codes for entrance; this situation decreases the likelihood that students will interact and learn from one another. In the Spring of 2016, the Program proposed a plan that includes a rearrangement of space and the removal of parts of the walls to create a more open studio environment. The proposal has been approved by the Department faculty and has been submitted by the College for federal funding.

The Program lacks some basic equipment and resources. Students do not have access to a laser cutter, a fabrication shop, a 3D printer, or a significant design library. The Program should continue to work with the College to upgrade its facilities and to make sure there is sufficient support staff. Progress has been made: during the Spring semester of 2017, proposals for large presentation screens for the four studios, the presentation room, and the computer lab were approved by the administration and will soon be in place.

There are positive relationships with other programs within the Department of Natural Resources and Environmental Design and the College of Agriculture and Environmental Sciences, but the Program needs to work to exploit the potential benefits the programs can provide one another. Other colleges at NC A&T offer Architectural and Civil Engineering, Graphic Design, Art, and other disciplines related to Landscape Architecture. The Program should also reach out to these programs. Other nearby universities, especially UNC-Greensboro and NC State University, have large and well-respected programs in art and design. In general, the Program should take a more active role in making sure that relationships with related disciplines both within and beyond the College are strengthened.

While there are examples on the NC A&T campus of dramatic, attractive, and innovative buildings, the University employs neither a Campus Architect nor a Campus Landscape

Architect. The Program could work more closely with the Facilities Department to help students gain the advantage of pursuing their studies and performing their daily activities in a coherent, well-designed physical setting.

The Program's students would benefit greatly by the establishment of a far more explicit and visible design culture. It is the responsibility of the Program to build a generous spirit of creative energy and intellectual curiosity. As part of its long-range strategic plan, the Program should clearly spell out how it will accomplish this goal. A first step will be to devise a coherent way to reach out to other academic units, to the professional community, to the design world at large, and to the public, to positively portray the nature and capabilities of landscape architecture and to create mutually-beneficial relationships.

The Program has been cited several times over the years by the General Administration of the University of North Carolina system as a Low Performing Program. The Program was once again cited in the Spring of 2017. The Program's graduation rates for 2016 and 2017 seem to insure its removal from the list, but increased recruitment efforts and continuing higher levels of enrollment, retention, and graduation are vital.

Some students in our Program have been insufficiently prepared for academic work by their secondary educations. These students are especially challenged because of their lack of basic reading, writing, and math skills, and by the resulting inexperience in working with relationships between concepts. This circumstance leads to special (though not insurmountable) challenges in the teaching of Landscape Architecture, a discipline based on the understanding of interrelationships between systems. As noted above, entrance standards and qualifications of incoming students are rising. Still, one goal of the strategic plan should be to address the issues related to insufficient preparation by finding ways to help students obtain fundamental skills when necessary.

Constraints sometimes engender opportunities. The recognition that some of the students have been insufficiently prepared should not be interpreted as a conclusion that they are incapable of learning or of becoming solid critical and creative thinkers. When students are treated as capable and thoughtful people with valid opinions and interesting ideas, they often respond positively. For this to occur, it is necessary that the faculty be attuned to the needs of the students and the profession, that they understand and share a commitment to their goals, that they are professionally fulfilled, and that they are appreciated and supported by their institution. The Program is working to create these conditions by actively seeking new faculty members who are willing to make the necessary commitments and by working with the Department and College to make sure that the needs of the faculty are recognized and equitably fulfilled.

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

After twenty-five years with the Program, Professor and Program Coordinator Perry Howard retired at the end of the Spring 2014 semester. Assistant Professor Anna Reaves was appointed Interim Program Coordinator.

In January 2016, Dr. T. Carter Crawford was hired as Assistant Professor and Program Coordinator.

After six years with the Program, Assistant Professor Anna Reaves resigned her full-time faculty position at the end of the Spring 2016 semester.

After thirty years with the Program, Professor John Robinson's last semester as an active instructor was Fall 2016. He officially retired at the end of the Spring 2017 semester.

Thus, although several adjuncts who have been associated with the Program for several years continue, the makeup of the full-time faculty has changed completely in the span of two-and-a-half years. The Program hired one faculty member in Spring 2017 and anticipates a search for another in Spring 2018.

7. 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.

Full-time faculty: T. Carter Crawford, Program Coordinator—primary author

Program staff: Darlene Primas—editing, data assembly

Adjunct faculty: William C. Harrison, Susannah Horton, Paul Kron, Preston Montague, Anna Reaves, Mark Reaves—review of text and data, assembly of student work

Former faculty: Perry Howard, John Robinson—review of text and data

Student reviewers: Amber Boyd, Class of 2017; Steven Montgomery, Class of 2018—review of text and data

Department administrator: Abolghasem Shahbazi, Interim Department Head—review of text and data

College administrators: Interim Dean Shirley Hymon-Parker, Associate Dean Antoine Alston—review of text and data

University administrator: Muktha Jost, Vice Provost—review of text and data

Alumni and local professionals: David Duperrault, William Royston—review of text and data

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.*

Mission

The Landscape Architecture Program at North Carolina A&T State University prepares students from diverse backgrounds to become leaders in the field of landscape architecture. Students are instilled with the theoretical, technical and life skills necessary to address the complex and continually changing ecological and social challenges of design, conservation, and management of landscapes in the 21st century. Educational emphasis is placed on developing creativity and critical thinking skills, high moral character and ethical behavior, exposure to various geographies and cultures, independence of mind, and freedom of spirit (October 2013).

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 purpose and values of the Program are described in the preamble to the Mission statement:

Preamble

The Landscape Architecture Program at North Carolina Agricultural & Technical State University (N.C. A&T) is rooted in the University's unique legacy, which includes its history as the largest publicly funded Historically Black College or University (HBCU) in North Carolina, as well as home to the Greensboro Four, who helped spark the sit-in protests that swept the South during the Civil Rights movement. The Program is also tightly tied to the University's land grant status, and to the Morrill Act of 1890, which, for the first time in the nation's history, made higher education in the agricultural and technical sciences a reachable goal for African Americans. The Program has produced more African American landscape architects than any other accredited degree program in the country. The A&T Landscape Architecture Program thus has been instrumental in expanding diversity within the profession. The program's social and geographical context provides a unique framework for studying landscape architecture, which is carried forward in service-based learning projects that focus on underrepresented populations in the rural, urban, and suburban South.

The vision and mission of the University are:

Vision

North Carolina A&T State University will be recognized as a preeminent land-grant university and the institution of choice for high-achieving students who are inspired by outstanding teaching and learning, civic engagement, transformative research, and creative scholarship to solve societal challenges.

Mission

North Carolina Agricultural and Technical State University is an 1890 land-grant doctoral research university dedicated to learning, discovery, and community engagement. The University provides a wide range of educational opportunities from bachelors to doctoral degrees in both traditional and online environments. With an emphasis on preeminence in STEM and a commitment to excellence in all its educational, research, and outreach programs, North Carolina A&T fosters a climate of economic competitiveness that prepares students for the global society (approved by the UNC Board of Governors, Feb. 21, 2014) (<http://www.ncat.edu/about/history-mission.html> accessed February 9, 2017).

The mission of the Program (including its preamble) relate to the mission of the University in at least two fundamental ways: 1) both missions convey commitments to the heritage of the University as an 1890 land-grant institution; and 2) both recognize that the world has evolved and will continue to do so. Thus, both missions emphasize respect for the authenticity of the institution's character and the practical necessities of preparing students for a world that has never before existed.

B. Educational Goals

- 1. State the academic goals of the program.*
- 2. Describe how the academic goals relate to the program's mission.*
- 3. Describe how the program regularly evaluates its progress in meeting its goals.*

C. Educational Objectives

- 1. List the educational objectives of the program.*
- 2. Describe how educational objectives fulfill the educational and mission goals.*

Note: Responses to topics *1. B., Educational Goals* and *1. C., Educational Objectives*, have been arranged so that goals and objectives can be addressed together. The response to *1.B.3. (evaluation)* follows the discussion of goals and objectives.

B.1. State the academic goals of the program.

C.1. List the educational objectives of the program.

Academic Goals and Educational Objectives

Goal 1

Support a strong undergraduate program focusing on the development of sound thinking skills, personal vision, and high moral character and ethical behavior through exposure to a broad range of landscape architecture activities and technical skills.

Objectives

1a) Foster creativity and critical thinking skills in students focused on developing equitable, beautiful, functional, and sustainable approaches to complex design and planning problems

1b) Expose students to a variety of project types and scales, and offer opportunities to work both individually and as members of teams

1c) Support student participation in coops, internships, conferences, workshops, travel, and design competitions

1d) Ensure that upon graduation students are able to:

- Apply historic, aesthetic and scientific principles to the research, design, planning and management of environments
- Complete a master plan design package — inclusive of inventory, analysis, programming, synthesis and concept diagrams — including detailed design drawings
- Complete a construction drawing package, inclusive of site engineering and site detail drawings
- Write a set of specifications relating to a construction drawing package
- Be computer literate in both aesthetic and engineering applications of the curriculum
- Develop knowledge, skills, and abilities applicable to the subject matter of the professional curriculum in problem definition, information collection, analysis, synthesis, implementation and communication

Goal 2

Recruit, retain and graduate high-caliber students in an effort to increase the diversity of leaders within the field of landscape architecture

Objectives

2a) Send faculty, staff, or students out to attend a minimum of 10 recruitment activities annually

2b) Network with community colleges that have complementary degree programs, and pursue potential "2+2" degree options

2c) Pursue at least one significant source of internal or external funding, annually, for potential support for student scholarships and stipends

2d) Annually review and update text and images on program's website, and meet with department head, dean or IT support staff to ensure information is posted

2e) Prepare graduates for entry-level positions in private or public practice, and prepare and encourage graduates to attain landscape architecture registration

2f) Encourage students to attend graduate school, so as to increase the diversity of leaders and educators within the profession

Goal 3

Foster well-respected faculty within the University, and broader academic setting, who have the support network and skills necessary to succeed in teaching, research, community service, and/or creative activities

Objectives

3a) Actively pursue skilled, well-qualified, and dynamic faculty who contribute to maintaining the program's knowledge base, mission, and goals when position openings occur. Future faculty should either demonstrate an established publication record or distinguished portfolio

3b) Actively recruit skilled, well-qualified, and dynamic adjunct and lecturer faculty who complement strengths of the Program's core faculty members

3c) Ensure that faculty collectively participate in at least two major campus-wide and/or school committees to maintain exposure of the program at a University level

3d) Provide support, resources, and funding for faculty to engage in teaching, research, and service activities

3e) Establish a clear tenure and review process that complements the program's staffing objectives. Effectively communicate this to landscape architecture faculty and upper administration in an effort to support and foster long-term faculty success

Goal 4

Offer high quality facilities, technology, travel, and internship opportunities, as a means to help ensure student success

Objectives

4a) Assess and communicate annually to department head and dean about resource, facility, and technology needs

4b) Ensure safe 24/7 access to studio space

4c) Pursue a minimum of one significant source for internal or external funding a year to help support student travel and technology updates

4d) Ensure that every student who graduates has visited the beach, the mountains, a professional landscape architect's office, the office of a city planner or another municipal employee working in a related field, made a presentation to a "client," and traveled to a diverse range of landscape architecture project sites such as parks, plazas, urban districts, campuses, etc.

4e) Ensure that every student who graduates has had a yearlong internship or co-op position in a relevant professional setting

Goal 5

Make positive contributions to the broader social and ecological context, and develop a respected visible reputation, through community service, research and teaching activities.

Objectives

5a) Engage in public service projects related to landscape architecture. Students should participate in at least three design projects that involve underserved populations

5b) Share community service project outcomes through the University website and other publications, local news publications, and conference presentations

5c) Enhance awareness of and provide solutions to natural resource, environmental and quality of life problems related to land use in North Carolina

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

C.2. Describe how educational objectives fulfill the educational and mission goals.

The Program goals and objectives are related to the Program mission in these ways:

Goal 1: develop sound thinking skills, personal vision, and high moral character

These attributes are essential to the mission of preparing students to become "leaders in the field."

The objectives that support this goal are specifically related to it. They are clearly defined tactics designed to address critical and creative thinking, collaboration, and essential disciplinary skills.

Goal 2: recruit, retain and graduate high-caliber students

Talent and intelligence are necessary to address “complex and continually changing ecological and social challenges.”

The objectives related to this goal address focused means by which students can be educated about the Program and how they can be afforded the best chances for success while in the Program.

Goal 3: foster well-respected faculty within the University

A competent and respected faculty is a vital component of the Program’s ability to instill students with “theoretical, technical and life skills.”

The objectives pertaining to the faculty clearly demonstrate the Program’s understanding of the necessity of assembling a faculty of full-time and adjunct instructors who will provide students with a diversity of opinion and expertise, who will flourish as scholars, and who will find satisfaction with and recognition of their contributions.

Goal 4: offer high quality facilities, technology, travel, and internship opportunities

This goal recognizes the value of exposure to current techniques and the relationship between new and challenging experiences and the development of “creativity and critical thinking skills.”

The activities and experiences listed as objectives related to this goal are specifically geared toward its achievement.

Goal 5: positive contributions to the broader social and ecological context

The Program’s special emphasis, unique character, and singular potential are addressed by this goal.

The objectives concerned with the broader social and ecological context emphasize community service, communications, underserved populations, and natural resources, all of which directly relate to the goal and to the larger mission.

<i>B.3. Describe how the program regularly evaluates its progress in meeting its goals.</i>

The assessment of the Program’s success in meeting its goals is a continual process that takes several forms, including required University Learning Outcomes assessments, LAAB Annual Reports, accreditation reports, and periodic curriculum review.

University learning outcomes assessments

The University requires that the Program assess its learning outcomes in terms of four areas of concern: critical thinking, communications, disciplinary knowledge, and creativity/research. The extent to which each of these areas is addressed, and how, has been reported to the University for the past several years by choosing four courses from the curriculum that seem most appropriate. Courses are assigned goals in terms of student success rates. For instance, a goal may be for 90% of students to perform at a level of at least 80% in a course based on grades.

It is the intent of the Program to expand the University’s system to include every course the Program offers, instituting a more comprehensive and detailed look at courses while still operating within the framework of the four main areas of concern. An advisory board

was assembled in 2013 and 2014 to develop a curriculum map specifically addressing the disciplinary knowledge covered by each of our courses. The curriculum map and required disciplinary specifics are being revised by the Program Coordinator. The plan is to phase in a well-documented assessment regimen over the next two years as new full-time faculty are brought in, and to integrate the capabilities of BlackBoard (the online course management system) into the system to better complement the assessment software.

LAAB annual reports

The reports filed with LAAB each year are valuable reminders of the long-range issues that face the Program as perceived by outside observers.

Self Evaluation Report required for accreditation

This Self Evaluation Report is an extremely useful tool for the Program. It helps us focus on the most important strategic issues facing it, and helps bring attention of the University to those issues.

Annual Open Studios presentations

The Open Studios presentations, which occur at the end of each Spring semester in May, help the Program assess the progress of each class. These events also allow us to invite members of Department, College, and University faculty administration to visit our facilities and perhaps become more aware of the work done by landscape architects. We have also been pleased to have significant numbers of local professionals and alumni at these events.

Curriculum review based on student advising

One of the most valuable ways of evaluating the program is listening to the students. One of the most revealing aspects of the process is feedback we receive regarding the perceived usefulness of courses. This feedback helps give us a better picture of our program and it helps us know which major electives (taught by other programs) are appropriate for our students.

D. Long Range Planning Process

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

The curriculum mapping project and subsequent plans for implementation of a program-wide assessment regimen mentioned in B.3. above constitutes the bulk of the long-range planning performed by the Program over the past few years. These efforts have required significant investments of time and energy and have brought us to a point where we can begin to implement practical and useful measures of our Program's academic effectiveness.

The Program began a period of transition in Spring 2014. A new Coordinator was hired in 2016 and another new faculty member will begin in Fall 2017. It is anticipated that in the Fall of 2018, a third full-time faculty member will be in place.

The creation of a shared vision of the long-term future of the Program is perhaps the most important task that the Coordinator and faculty have before them. It will be important that the framework has clear and achievable benchmarks and that faculty members are aware of the needs and goals of the Program. Also, the framework should allow for flexibility and include ways to capitalize on the special talents and goals of new faculty.

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

Though the plan is not complete, it is explicitly built on the foundation established by the University mission and the Program mission and objectives. At the core of its implementation scheme is a comprehensive system of continuous documentation, review, and evaluation of our success in achieving our Institutional and Programmatic goals.

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

The long-range plan is currently being constructed and will continue to be revised as new faculty arrive and the process continues.

4. *Describe how the program has responded to recommendations and considerations for improvement from the previous accreditation review. Report on efforts to rectify identified weaknesses.*

Recommendations Affecting Accreditation

1. **Articulate a clear and distinct program mission.**

The Program updated its mission statement in 2013 and included a thorough list of goals and objectives.

2. **Actively engage in sustained long range planning in response to and in anticipation of changes in the institution and the landscape architecture profession.**

The program began the long-range planning process soon after the last accreditation. After Perry Howard's retirement in 2014, Anna Reaves, as Interim Coordinator, continued the process by creating a system of aligning the Program's objectives with the University's published desired learning outcomes and by holding meetings with an advisory board to clearly define specific objectives for each course in the curriculum. Since becoming Program Coordinator in January 2016, Carter Crawford has continued by reviewing and revising the curriculum map, by refining the assessment procedure, and by beginning work on a strategy to reinforce skills as students progress through the curriculum. Work on this framework will continue and will be better implemented when the full-time faculty returns to full strength.

3. **The program needs to be located in code compliant facilities.**

The Department has provided a classroom on the first floor of Carver Hall for all the Programs to use if they need an accessible space.

Suggestions for Improvement

1. **Consider re-framing the current mission statement and exploring the alignment of the landscape architecture program to the larger mission of the university given its context as both a land-grant institution and a HBCU.**

The mission statement as revised in 2013 addresses the goals of the program in detail.

- 2. Consider effective and multiple methods of disseminating information regarding the program both internally (within the university) and externally.**
This is an ongoing process. Significant progress has been made since the last accreditation but the Program needs to continue to make its presence and purpose known more fully through outreach and collaboration.
- 3. Given the range of academic and administrative responsibilities during the summer, explore a suitable summer appointment for the program coordinator.**
Much of the work of the Coordinator during the Summer consists of preparing end-of-year reports, participating in student recruiting and orientation events, and meeting with other administrators. The Coordinator has worked to begin the report-writing process earlier in the Spring and to make the process more efficient, thereby expediting the process and decreasing the necessity for work during the Summer months. The College and Department are working with the Coordinator to develop ways of minimizing the necessity of his presence during other Summer meetings and events.
- 4. Develop a suitable process for seeking and incorporating the program coordinator's input during the annual evaluation of the landscape architecture faculty.**
Since the last accreditation, the Program Coordinator has reviewed all faculty and provided input to the Department Chair.
- 5. Clarify the Program's Mission, goals and objectives; establish a clear relationship to courses and the knowledge, skills, abilities and values expected of students.**
As reported herein, there has been extensive work done over the past several years by the faculty and the advisory board in response to this suggestion.
- 6. Continue to improve the integration of computer applications and other advanced technology into the curriculum.**
AutoCad, the Adobe Suite, SketchUp and 3D rendering packages are now being used throughout the curriculum.
- 7. Fully employ University assessment mechanisms to assess and improve curriculum and courses.**
As noted in our responses to Recommendation 2 and Consideration 5 above, we are firmly committed to the use of the University's institutional effectiveness system. We are continuing to work to integrate the assessment tools into our daily work.
- 8. Continue to augment students' formal education through field trips and study abroad opportunities.**
We are doing so. The LDAR 380 (Field Study) field trips have taken students to numerous local and regional destinations and the Program is continuing to work on collaborative arrangements with NC State University to provide opportunities for study abroad.
- 9. Students should seek faculty support and re-organize and re-energize the student chapter of the ASLA.**
The Student ASLA chapter is now active. It holds regular bi-weekly meetings and organizes frequent community service events.

10. Strengthen the connections between alumni, the institution, and the professional community.

We have improved these connections, particularly through social media. The Facebook page is the primary online means of improving these connections; there has been a significant increase in followers in the past few months.

11. The University should explore a deferred maintenance plan including appropriate comprehensive interior and exterior building updates.

In the Spring of 2016 the Program proposed a plan for the reorganization of our studio spaces and the administration is working to secure funding for the renovations.

12. A schedule of replacements and/or upgrading of outdated hardware and software should be developed and implemented.

Maintaining currency of software licensing and managing updates have been persistent issues; the Program has proposed a new policy concerning the number of computers and other technology the Program will provide. Also, funding made available by the College in Spring 2017 will provided new computers in the lab and will help alleviate the software licensing difficulties for the next few years.

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. Articulate how program literature and promotional media accurately describe the program's mission, objectives, educational experiences, accreditation status, student achievement, program costs for a full-time student for one academic year, estimated housing costs per year, average costs of books and materials per year, student retention and graduation rates, number of degrees per year, percentage of students with timely graduation (master's students graduating within 4 years and/or bachelor's students graduating within 6 years).*

Program information is disseminated primarily through the website (<http://www.ncat.edu/caes/departments/nars/landarch/index.html>).

The Mission and goals and objectives are included in full on the site. The site also links to the current LAAB annual report (including responses to recommendations and suggestions, tuition and fees, placement data, enrollment data, retention rates, and degree completion rates).

2. PROGRAM AUTONOMY, GOVERNANCE and 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

Describe the location of the program related to institutional academic structure and to other administratively related programs. Is the program a part of a Department of Landscape Architecture or is it a component of a multidisciplinary department or school? If it's a part of a complex academic unit, what are the other disciplines and degrees offered within the unit? What are the other units in the larger division and/or college?

The Landscape Architecture Program resides in the Department of Natural Resources and Environmental Design, a unit of the College of Agriculture and Environmental Sciences. Other programs in the Department of Natural Resources and Environmental Design are:

- Agricultural and Environmental Systems (concentrations in Sustainable Land Management, Urban and Community Horticulture, and Environmental Studies)
- Biological Engineering

The College of Agriculture and Environmental Sciences includes these other departments:

- Agribusiness, Applied Economics and Agriscience Education
- Animal Sciences
- Family and Consumer Sciences

If the landscape architecture program is a part of a multidisciplinary unit, describe the administrative structure of the unit, including a description of who is designated by the central administration as the person with primary authority for budget, faculty personnel review, and faculty instructional assignments. If these duties are held by more than one person, explain how the landscape architecture program administrator effects or influences those decisions. The SER author may choose to use an organizational chart or other graphic to illustrate these relationships.

The Chair of Department of Natural Resources and Environmental Design reports to the Dean of the College of Agriculture and Environmental Sciences and is responsible for the department budget and faculty review. The Coordinator of the Landscape Architecture Program reports to the Department Chair and is responsible for the Program's budget, personnel reviews, and faculty assignments.

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

Yes.

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

Yes. Program Coordinator T. Carter Crawford is an Assistant Professor of Landscape Architecture.

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

The Program Coordinator is generally responsible for the operation of the Program. Duties include:

- Program budget management
- Employee management
- Student employee management
- Hiring adjunct faculty
- Participating in annual reviews of faculty and staff
- Management and preparation of learning outcomes assessments
- Preparation of LAAB Annual Reports
- University annual Institutional Effectiveness Reports
- Low-producing program reports
- Student advising
- Student ASLA chapter sponsor
- Sigma Lambda Alpha chapter sponsor
- NCASLA Executive Committee representative
- Advisory board coordination
- Lecture series coordination
- Recruitment and retention
- Facilities
- Equipment and computer management

- Administration of program van(s)
- Outreach to the University, profession, alumni, and community
- Long-range planning
- College and Department committee service
- Curriculum review
- Course scheduling
- Primary authorship of the Self Evaluation Report for accreditation
- Foundation scholarship management and disbursement
- A broad range of issues related to procedures and approvals within the bureaucracy of the College, the University, and the University System

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?

The University provided startup funding to the current Program Coordinator. The College has personnel to assist faculty members in the preparation of grants and continuously provides news concerning funding opportunities. The College and Department have funded conference attendance. Computers are available for faculty use.

2. What are student/faculty ratios in studios? How are student faculty ratios influenced by the program? What is considered normal/typical within the institutional culture or practices?

Student/faculty ratios in studios vary from approximately 1:10 to 1:20. These ratios are determined entirely by enrollment. There are no multiple offerings of studios or team-taught studios. Landscape Architecture is the only program in the College that uses the studio system; there is otherwise no normal or typical institutional culture or practice for studio teaching.

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

The Program employs several students each semester to help with its daily operations. Support opportunities are available to students through the College and the University.

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

Many of the administrative tasks are delegated to, and are ably performed, by the Program's administrative support professional.

C. Commitment to Diversity

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

The students within the Program are predominantly African American. Some classes include only one or two students of other racial or ethnic background; in others, the ratio is somewhat more balanced. The mix of genders varies from class to class; some are almost entirely male, others are more evenly mixed, with females comprising thirty to forty percent of the group. The Program is committed to promoting the presence of African Americans within the profession of landscape architecture, but also recognizes the need for diversity within the program and the duty to serve all undergraduate students in North Carolina who wish to pursue education in landscape architecture.

There was a faculty search in the Spring of 2017. The successful candidate is a Korean national. The staff at Program, Department, and College levels is mostly African American.

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?*

The faculty has had input and responsibility in all these areas and will continue to do so.

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

The criteria for evaluation, promotion, and tenure are established by the College based on recommendations of a faculty committee. The Landscape Architecture faculty participate in annual evaluations and in promotion and tenure procedures.

- 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 mentors faculty regarding annual evaluations and tenure and promotion procedures.

- 4. Does the faculty participate, in accordance with institutional guidelines, in developing and applying criteria and procedure for the appointment and assessment of program and academic unit leadership?*

The faculty participates in the appointment of academic unit leadership through service on faculty search committees.

E. Faculty Numbers

1. *Describe the faculty resources (as either full-time positions dedicated to the program, full-time positions split between programs with a percentage committed to the landscape architecture program or part-time positions within the program). Describe how the program meets the appropriate standards:*

An academic unit that offers a single first-professional degree program at the continuing full Accreditation status has an FTE of at least five instructional faculty. At least four of these faculty members hold a professional degree in landscape architecture and at least three of them are full-time.

The Program has three full-time positions, two of which were vacant as of Spring 2017. During that semester, the Program offered courses totaling 39 credit hours. The single full-time faculty member (the Coordinator) taught two four-credit-hour courses and six adjuncts accounted for the other 31 credit hours. All faculty held professional degrees.

With the freshman class of Fall semester 2016, the Program began phasing in its new 72-credit-hour landscape architecture curriculum. (The new curriculum was developed in response to the University mandate that the degree require 120 total credit hours for graduation; the old requirement was 127 credit hours).

During the Spring semester of 2017, the College of Agriculture and Environmental Sciences amended its Workload Policy to include specific a requirement for the Landscape Architecture Program of three courses (nine credit hours) per semester (the old requirement was four courses per semester). As a practical matter, the intent is that full-time tenure-track faculty will be responsible for one studio course and one lecture course per semester.

The policy will allow the Program to continue to comply with the five-FTE Minimum Requirement for Accreditation stipulated in the 2016 LAAB Standards by employing three full-time faculty to account for three FTEs and a for adjuncts to account for two FTEs.

2. *Are student/faculty ratios in studios typically not greater than 15:1?*

Ratios are typically not greater than 15:1.

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

With the development of the new College Workload Policy amendment, the number of faculty is adequately addressed given current enrollment. The strategic plan should include an action item to address future needs for additional full-time faculty as enrollment increases. Such an action item will be included when the faculty next revisits the strategic plan.

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

The new College Workload Policy amendment brings the teaching load requirement for the Landscape Architecture faculty in line with common practice for design faculty in many programs and departments across the country. It allows faculty to achieve the mission and goals of the program and allots time to fulfill the research and service components of their appointments.

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 both 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.

Paragraph a is relevant to this review.

A. Curricular Expression of the Mission and Objectives

(This criterion isn't directed towards the evaluation of the Mission and Objective, but rather on how the curriculum is developed and delivered in carrying out the expectations of the Mission and Objectives.)

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

Of the four goals associated with the Program's mission, the curriculum directly addresses the first: "Support a strong undergraduate program focusing on the development of sound thinking skills, personal vision, and high moral character and ethical behavior through exposure to a broad range of landscape architecture activities and technical skills."

From their first semester in the Program to the last, students are faced with projects that challenge and strengthen their creative powers and design skills. As their career progresses, projects become more complex, but it is stressed throughout the curriculum that

there are often competing agendas and interests in projects and that design is matter of making well-informed decisions.

The professional curriculum addresses basic principles of aesthetics, spatial design, and graphic technique in LDAR 170, 171, 147, 148, 247, and 248. Students in these courses and studios (and those that follow—LDAR 347, 348, 447, 448) are challenged to create work that can be rationally defended based on a thorough understanding of the issues and precedents involved. They are expected to be able to assemble inventory and analysis documents, understand program constraints, and establish conceptual connections that allow them to create unique and useful solutions to complex site design projects.

Students often work in teams. Sometimes there may be several segments of projects that require teamwork. Some final capstone projects are done by teams rather than by individuals.

In the Fall semester of the senior year, students take LDAR 440, Proposal Writing, in which they research and create proposals for their final projects. These proposals are expected to be well-considered and clearly communicated in both published and presentation formats. LDAR 448, taken in the final (Spring) semester, consists of the completion of the design of the project, and requires that the students demonstrate a comprehensive understanding of the skills and concepts acquired through their four years of matriculation.

The construction sequence (LDAR 304, 344, 345, 346, 445) covers grading, drainage, sedimentation and erosion control, sustainable practices, materials and construction, and construction document preparation. Students are expected to have a rudimentary understanding of the process of building in the landscape.

Plant materials are covered in LDAR 204, 205, and 444. Because the University's graduation requirement has been reduced by seven credit hours, this sequence will likely be condensed to two semesters.

An important part of the curriculum is the integration of computer-based graphics and analysis tools. Students regularly work with the Adobe Suite of graphics programs, AutoCad, SketchUp, and Lumion. Many also take a GIS course as a program elective.

Students are encouraged to apply for internships, to enter competitions, and to attend conferences. LDAR 380, the field study course, is required; students have traveled together to several urban destinations over the past few years, including Boston, New York, Washington DC, and Atlanta. They have also been on visits to closer locations to visit important projects and professional offices and to introduce them to other programs and to graduate school.

General education courses offered by the University and required by the Program curriculum are: English, math, social and behavioral sciences, arts and humanities (with emphasis on global awareness and African American history), and scientific reasoning. It is suggested that students choose courses that will help them develop a well-informed view of their world.

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

The faculty possesses a wide range of experience and expertise. In the Spring of 2017, for instance, courses were taught by one full-time tenure-track faculty and six adjuncts. These instructors all possessed graduate degrees and had worked in national and regional firms as designers and planners. This array of talent and experience gave the faculty the ability to understand the field in a comprehensive way and to expose students to differing relevant perspectives. All adjuncts also worked in private practice in various functions. These factors allowed the faculty members to form individual expectations for their classes.

In regard to the overall expectations of the Program, the return of the tenure-track faculty to full strength over the next few semesters will allow a more thorough evaluation to be articulated in the long-range plan and in a more clearly-defined sequencing of skill acquisition through the course of the curriculum. The assessment program dictated by the University has been embraced by the Program; the plan is to implement it beyond the requirements of the University into the entire curriculum and to integrate our assessment regimen with our assignment and grading process via Blackboard.

B. Program Curriculum

1. *How is the program curriculum guided by coverage of:*

History, theory, philosophy, principles and values

design history; design theory; criticism; sustainability, resiliency, stewardship; health, safety, welfare

Design processes and methodology

critical thinking; analysis; ideation; synthesis; site program; iterative design development; design communication

Systems and processes – natural and cultural (related to design, planning and management)

plants and ecosystems sciences; built environment and infrastructure; human factors and social & community systems; human health and well-being

Communication and documentation

written communication; oral communication; visual and graphic communication; design and construction documents; numeracy, quantitative problem-solving and communication; community and/or client engagement

Implementation

construction technology and site engineering; site materials; use and management of plants and vegetation; policies and regulation

Computer applications and advanced technologies

visualization, and modeling; communication (conceptual and construction drawings); geospatial analysis

Assessment and evaluation

site assessment; pre-design analysis; landscape performance; post-occupancy evaluation; visual and scenic assessment

Professional practice

values; ethics; practice; construction administration

Research and/or scholarly methods (for masters' level degree programs)

quantitative & qualitative methods; framing research questions; literature/precedent review; research integrity and protection of human subjects; communication of research

Courses that address the areas to be covered are shown in the table below:

History, theory, philosophy, principles and values	<i>design history; design theory; criticism; sustainability, resiliency, stewardship; health, safety, welfare</i>	LDAR 104, 150, 304, 344, 345, 346, 442, 443
Design processes and methodology	<i>critical thinking; analysis; ideation; synthesis; site program; iterative design development; design communication</i>	All studio courses
Systems and processes	<i>natural and cultural (related to design, planning and management); plants and ecosystems sciences; built environment and infrastructure; human factors and social & community systems; human health and well-being</i>	LDAR 104, 150, 204, 205, 444
Communication and documentation	<i>written communication; oral communication; visual and graphic communication; design and construction documents; numeracy, quantitative problem-solving and communication; community and/or client engagement</i>	All studio courses, LDAR 170, 171, 344, 345, 346, 445, 447, 448
Implementation	<i>construction technology and site engineering; site materials; use and management of plants and vegetation; policies and regulation</i>	LDAR 204, 205, 344, 345, 346, 444, 445
Computer applications and advanced technologies	<i>visualization, and modeling; communication (conceptual and construction drawings); geospatial analysis</i>	All studio courses, LDAR 170, 171, 440, GIS elective
Assessment and evaluation	<i>site assessment; pre-design analysis; landscape performance; post-occupancy evaluation; visual and scenic assessment</i>	All studio courses, LDAR 304
Professional practice	<i>values; ethics; practice; construction administration</i>	LDAR 442

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

The curriculum is structured such that the scale (size and complexity) of projects increases as students gain more experience.

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

Student work has been consistently well regarded at Open Studios presentations and at other times when professionals have visited. Graduates continue to be employed in the profession and the preparedness of graduates for the professional work is improving. Several graduates of the program have gone on to graduate school in landscape architecture over the past few years. We have had one student to give a presentation at the 2016 CELA conference; this student was also a 2016 national Olmsted Scholar.

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

There is flexibility in the social and behavioral sciences and arts and humanities courses required by the University. Students are encouraged to take courses that will relate to their chosen profession and that will help give them a broad general perspective on the social and cultural environment in which they will practice. The Program requires several program electives from which the students can choose based on their interests.

C. Syllabi

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

Syllabi for courses consistently spell out the objectives, course content, and grading standards.

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

Syllabi outline grade scales and how grades are affected by absences and late work. Generally, however, it would be impractical to provide detailed rubrics individual projects in syllabi. It is the responsibility of each instructor to make expectations clear when projects are assigned, and it is the responsibility of the students to ask questions when they are unsure about how their work will be assessed.

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?*

This question is addressed at length under Standard 1.B.3. above.

Briefly, the assessment of the Program's success in meeting its learning objectives is a continual process that takes several forms, including required University Learning Outcomes (Critical Thinking, Communications, Disciplinary Competence, Research and Creative Activity) assessments, LAAB Annual Reports, accreditation reports, and periodic curriculum review.

These assessment tools are used with varying frequency. The University's Learning Outcomes assessments are required every year, as are LAAB Annual Reports. An informal review of the curriculum is an inherent aspect of advising, which occurs every semester.

The Learning Outcomes assessment tools required by the University provide useful ways to evaluate the effectiveness of individual courses. It is the intent of the Program to begin to use these tools in every course in the curriculum, and to evaluate courses both in terms of the University's stated desired outcomes and in terms specific to our curriculum and for each course.

When the faculty returns to full strength, some of the Program's most important and urgent tasks will be to evaluate the curriculum, to review the existing curriculum map, to establish a clear and explicit progression through the curriculum in terms of skill development and reinforcement, and to develop clear rubrics for the assessment of individual courses.

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

- a. Time to graduation is tracked by the College and in the annual LAAB reports.
- b. Instructional methods are evaluated through student course reviews and by peer reviews performed by associated faculty.
- c. Continuing to keep the Program relevant in relation to current practice is accomplished by hiring adjuncts who work in private practice, by attending professional conferences, and by making conscious efforts to be aware of contemporary design culture.

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

Students are asked to complete course evaluations every semester.

E. Augmentation of Formal Educational Experience

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

The program has continuing relationships with many employers in the private and public sectors. Students are generally eager to take advantage of the opportunities offered by these entities and regularly apply for internships.

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

Typically, organizations offering internships describe its goals and terms in letters and/or brochures. The effectiveness of individual experiences is gauged by students' reactions. Also, the Program has required formal internship reviews by students.

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

Students often report their experiences informally, and they are encouraged to prepare more formal presentations.

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

1. *Do students take courses in the humanities, natural sciences, social sciences or other disciplines?*

Yes. Students are required to take two semesters each of courses in Humanities and Fine Arts, Social and Behavioral Sciences, and Scientific Reasoning. Of the HFA and SBS courses, one course must be in African American studies and one must be designated as a Global Awareness course.

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.?*

The final capstone project is, for most students, an independent project. There is a list of major electives, chosen for their relevance to landscape architecture, from which the students may choose in their focus areas. If a student desires to focus on another area, the Program will work with the student and other programs to help the student build their area of interest into their curriculum. Because of the four-year duration of the curriculum and the small faculty, it is difficult to offer optional studios. The Program does not offer certificates, but there are certificates offered by other programs in the Department and College. The program does not offer a minor in landscape architecture but will work with its students who want to pursue minors in other fields.

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

It is common for students to incorporate knowledge and skill obtained via academic experiences outside the curriculum into their studio projects.

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

Upon completion of the program, students are qualified to pursue a career in landscape architecture.

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

There are two areas of student work that best demonstrate the level of qualification for entry-level positions in the profession. The first area is the sequence of LDAR 440 (Proposal Writing) and LDAR 448 (Capstone Project).

The second area that gives an indication of students' competency for entry into the profession is the construction sequence consisting of LDAR 304 (Designing Sustainably), LDAR 344 (Construction Materials), LDAR 345 (Construction), LDAR 346 (Advanced Construction), LDAR 444 (Planting Design), and culminating in LDAR 445 (Construction Documents).

Proposal Writing and the Capstone Project

The proposal developed in LDAR 440 is carried out as the final project designed in LDAR 448. The goal of the sequence is to challenge the students to think deeply, critically, and creatively about their chosen topics and projects. The students are told that their final projects are to function at two levels: First, the projects must be of sufficient breadth and depth to demonstrate that the students have obtained the knowledge and skills required by the curriculum; and second, the projects are opportunities for the students to create works that will be their most important portfolio pieces. Thus, the work produced in the sequence is an indication of the success of the curriculum in terms of producing graduates that possess a rudimentary range of skills and concepts.

The proposal developed in LDAR 440 is a good reflection of students' communications, organization, and critical thinking skills.

- **Critical thinking** The ability to see and understand relationships between concepts and agendas in a landscape architectural project is central to success in the profession on a high level. Critical thinking is also one of the four main areas examined by the

University's learning outcomes assessment regimen. There is a considerable range of critical thinking exhibited in the booklets prepared by students in LDAR 440. Some students possess stronger innate abilities to grasp conceptual relationships and/or have worked harder to develop them. While some examples are less successful, the work demonstrates that the Program has consistently challenged the students to build on their talents, and that LDAR 440 specifically targets the development of critical thinking skill.

- **Communications** The proposal is usually presented as a printed booklet. Student work generally demonstrates the ability to create compelling graphic presentations. The booklets typically exhibit consistent graphic formats and themes, are often well-composed, and often contain striking images. Many of the booklets include supporting graphics obtained from a broad variety of sources.
- **Organization** Proposals often follow a somewhat standard organizational pattern based on the need to introduce the projects' sites, programs, and concepts. The booklets require students to develop sequential presentations that weave together concepts that have more complex relationships. The explications of what the students propose, why the ideas presented are important, and how the projects will be successful are also good indicators of the students' overall comprehension of the tasks they have chosen for themselves, and in most cases the organizational structure indicates a clear understanding of the issues.

Critical thinking, communications, and organization are so closely related that it is difficult to discuss them in isolation from one another. Their development is a life-long endeavor. The Program explicitly strives to help students begin that development and to see that their college experience, rather than being a matter of gathering a body of knowledge, is more about building the abilities necessary to determine what knowledge is needed, how to find it, and how to assemble it in new and useful ways.

This goal is one of the most important concerns in the Program's courses, and one of the most difficult to achieve. The transformation from the linear thinking necessary for good performance at the high school level to the mental agility required to develop mastery of design thinking is challenging for undergraduates in general, and many of the Program's students have not had the benefit of strong secondary educational experiences. Still, the goal is attainable if it is addressed throughout the curriculum by a faculty that sees its value and is committed to its accomplishment.

In LDAR 448, students are expected to create design solutions for the projects they have proposed in LDAR 440. The projects often involve outreach to the community and some level of interaction with clients who contribute programmatic input and feedback.

- **Creative problem solving** Creativity can be defined as the ability to develop novel and useful responses to initially ill-defined problems. LDAR 440 and 448 comprise a sequence in which, to a far greater extent than earlier in their careers in the Program, students are charged with following a project through from initial concept development to the creation of form.

The capstone project is ideally a vehicle for students to showcase their abilities to create viable design solutions that 1) capitalize upon relationships between complex sets of ideas and agendas, and 2) demonstrate their understanding of the ways in which the media of landscape architecture can be used to communicate core values and solve practical problems.

- **Design** The process of design is fundamentally a matter of making decisions, and then explaining why those decisions make sense. LDAR 448 is conceived as a way of giving students the experience of thinking their way through a relatively long and complicated design process and continually being asked to examine and defend their decisions.

Successful projects result from the creative freedom that comes with a clear understanding of the goals of the work and confidence in one's technical mastery of the medium. People differ in their abilities to achieve this state of mind. In general, although it is more common for final projects to exhibit polished graphics than depth of thought, some students move to a higher level of thinking, act proactively and independently, and demonstrate that they are clearly ready to contribute in a professional setting.

One of the most important goals of design education is to help students look critically at themselves as designers so they can begin to develop their professional identities. The success of a design studio course is too often judged by the perceived quality of the final product, when the real measure should be the degree to which the student has grown. Still, building the abilities of students to contribute to professional ventures when they graduate is a primary goal of the Program, and the sequence of Proposal Writing and the Capstone project are effective means of helping students hone and exhibit their skills.

Reflection concerning the future of the Program and how it can improve led to the conclusion that the difficulties some students have in the attainment of the goals of the LDAR 440-LDAR 448 sequence are, to some extent, symptoms of Program-wide conditions. The solutions to systemic issues are best developed strategically. As the Program rebuilds its full-time faculty roster, one of its most important tasks will be to develop a shared vision of its goals that includes a commitment to helping students see the importance of thorough analysis, exhaustive ideation, and understanding of their own creative processes.

The Construction Sequence

The sequence of courses concerned with teaching students about landscape architectural materials, grading, drainage, sedimentation and erosion control, planting, sustainability, construction documents, and construction practice is another group of courses that relate directly to the students' abilities to enter the profession.

The combination of full-time and adjunct faculty members who teach these courses possesses a wide range of experience and expertise in the various topics covered in the sequence. The projects the students work on are often real ones that the faculty members have completed in practice; they therefore have an element of credibility lacking in exercises created for the professional test.

This area of the curriculum is currently being re-examined. It is gaining strength and student work exhibits a studied competence that will help insure that students are ready for entry-level positions in in private or public practice.

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

Every member of the full-time and adjunct faculty has experience in the profession and is fully capable of determining how well student work compares with the products of professional offices. Each course includes well-defined rubrics for success and we are striving to implement a system in which each project is tied to a specific set of learning outcomes that can be assessed. This requirement has presented a challenge for many instructors because it has historically not been a significant part of design education, and because generic rubrics are often not very useful. However, the Program is and will continue to be committed to thoroughly assessing its own performance, primarily through the use of an expanded version of the University's institutional assessment process. Instructors are encouraged to create meaningful rubrics and to refine them for individual students.

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 achievement of these learning objectives is demonstrated (in varying degrees) in every studio course the Program delivers. The studio sequence has a clearly organized structure that carries students from design fundamentals at small scales through complex site planning and master planning projects. The level of mastery of the learning objectives increases through a scaffolded system of introduction, reinforcement, and application. The plan for assessment of individual courses and the entire curriculum has made considerable progress and will continue to move toward full implementation as the tenure-track faculty returns to full strength.

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

The preparation of the students in the areas discussed above is assessed via end-of-semester juries, according to rubrics adapted to each student during the course of the semester, and through testing.

B. Student Advising

The program provides students with effective advising and mentoring throughout their educational careers.

1. *How does the student academic advising and career mentoring function?*

For academic advising, the Program Coordinator meets with all students in the Program each semester. Each student's progress through the curriculum is tracked in spreadsheet form. The Coordinator and students decide which courses the students will take the next semester and the spreadsheet is printed. The student and the Coordinator sign the form and the student is assigned a code that allows them to register. Career mentoring is conducted less formally, in lecture courses, in studios, in workshops, and in private conversations.

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

There is no formal assessment program for student advising. The University does require advisors to complete a training program.

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

Students are generally advised such that if they sign up for the courses as they have agreed, they will graduate as expected.

Career development is an element of LDAR 442, the Professional Practice course, which covers the practicalities of the business of landscape architecture in detail. Most faculty members, both tenure-track and adjunct, are experienced in private or public practice, and are available to informally advise students regarding interviews, portfolios, professional demeanor, and other subjects pertaining to job-seeking. The Student ASLA holds periodic portfolio workshops and other functions aimed at helping students successfully navigate the job market.

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

Students regularly receive announcements through the Program from firms and agencies seeking interns and announcing job openings. Licensure and continuing education are covered in the Professional Practice course. Students visit the NC State University MLA program as juniors in the Field Study course (LDAR 380). Since the last accreditation, the LDAR class has visited Harvard, CCNY, Morgan State, University of Pennsylvania, University of Virginia, the ASLA headquarters, and the office of the Landscape Architecture Foundation. Also, having adjuncts in private practice enlarges the network for students.

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

Students are generally aware of the quality of the facilities and equipment offered by the Program in relation to that offered by other institutions. They are also aware of the level of skills possessed by graduates of other programs in relation to their own.

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?*

The SASLA is extremely active and participates often in a variety of community service activities (the University requires 50 hours of such service for graduation). Students also participate in varsity sports, in the band, in sororities and fraternities, in honor societies and in student government.

Students also have access to University activities and student services including (North Carolina A&T State University SACSCOC Fifth-Year Report, March 15, 2016, pp.37-38.):

- A&T Blue and Gold Marching Band
- Campus Recreation
- Career Services
- Clubs and Organizations
- Counseling Center
- Greek Life/Panhellenic Council
- Intramural Sports
- Center for Academic Excellence
- Honors Program
- International Affairs
- New Student Programs

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?*

A few students participate in these events each year. One student attended LABash in 2017 and reported his impressions of that event widely.

5. FACULTY

STANDARD 5: The qualifications, academic position, and professional activities and individual development 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?*

Yes. The faculty provides a broad range of perspectives. The Program Coordinator is a Registered Landscape Architect with several decades of private practice experience and holds a PhD in Design. All adjuncts hold Master's degrees and have worked in a variety of private and public capacities in the field.

2. *Are faculty assignments appropriate to the course content and program mission?*

Every attempt is made to be sure that faculty are assigned to teach courses for which they have passion and expertise. The University requires that all instructors hold master's degrees; all instructors' credentials are reviewed and approved by the University. The process for approving faculty credentials can be found at <https://ospie.freshdesk.com/support/solutions/articles/2100023081-faculty-credentialing>.

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?*

Every adjunct faculty member is expected to participate in the assessment and development of the curriculum. The University requires all instructors to evaluate their courses in terms of its four desired Student Learning Outcomes (critical thinking, communications, disciplinary competence, and research/creative activity).

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?*

There are several University media for disseminating the works of faculty members. The University has an active public relations department. This is also a major responsibility of the College of Agriculture and Environmental Sciences' Information office, which regularly publicizes the work of faculty. Please see <http://www.ag.ncat.edu/wp/>.

2. *How do faculty teaching and administrative assignments allow sufficient opportunity to pursue advancement and professional development? Are faculty duties, work load, and opportunities similar to other faculty in related disciplines or academic units?*

The College of Agriculture's policy requires a heavy teaching load but allows course reductions for research, service, and administrative activities. The Program is working with the Department and the College to establish an equitable interpretation of the policy that allows sufficient time for advancement and development.

3. *How are the development and teaching effectiveness of faculty and instructional personnel systematically evaluated?*

The faculty's performance is evaluated through several means every academic year. Students are asked to complete course evaluations, and faculty members are required by the Department to conduct peer reviews of teaching effectiveness. The University conducts an extensive and growing regimen of instruction assessment. All faculty are evaluated annually by chairpersons and evaluations are added to the faculty folder in the dean's office and at the EHRA office. Also, a digital copy is saved in Digital Measures, the institution's online portal for faculty activities.

4. *How are the results of these evaluations used for individual and program improvement?*

Increasingly, the most important evaluations are the University-mandated assessment of courses. As has been noted, the Program is moving beyond University requirements toward full implementation of the university's system in the curriculum. When in place, the system will be a powerful tool in several ways. For example, it will help individual faculty define objectives of courses within a well-defined curricular framework, and it will establish much better definition of the goals and structure of the curriculum.

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

Such funding is sparse, but the Program, Department, and College often pay for attendance of at least one national conference (CELA, ASLA) per year by the Coordinator.

6. *How are the activities of faculty reviewed and recognized by faculty peers?*

The Department faculty is collegial but there is not a great deal of professional interaction between Landscape Architecture and other programs in the Department. This is a situation that should be changed, and it is foreseen that as the Program's faculty returns to full strength, there will be more synergy between the Landscape Architecture Program and others in the Department.

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

Faculty are regularly assigned to Department, College, and University committees. Interaction with colleagues from other disciplines helps faculty members develop professional relationships that can lead to new and productive teaching collaborations. The Program Coordinator is a member of the NCASLA Executive Committee. This relationship leads to many opportunities for students. Many of the projects conducted in studios involve interaction with the local community. The benefits of these service-learning projects are significant for our students.

C. Faculty Retention

1. *Are faculty salaries, academic and professional recognition evaluated to promote faculty retention and productivity? Are they comparable to related disciplines within the institution?*

The University has very few faculty engaged in design education. Base salaries for Assistant Professors in Landscape Architecture at Clemson University are roughly 10% lower. The compensation for similar positions at the University of Tennessee is 10% to 20% higher. At Virginia Tech, the base salary for Assistant Professors is approximately 10% higher.

2. *What is the rate of faculty turnover?*

For two-thirds of the positions, the historical rate of faculty turnover has been very low. John Robinson joined the faculty in 1986 and continued teaching through 2016. Perry Howard arrived in 1988 and served as Program Coordinator until 2014.

The third full-time position has been less stable; it has been occupied by five faculty members between 1993 (when it was established) and 2016, an average of 4.6 years.

In the Spring 2017 semester, the Program employed six adjunct professors. Four of these instructors (including Anna Reaves, the former Interim Coordinator) had been associated with the Program for several years. Two were new to the Program.

6. OUTREACH TO THE INSTITUTION, COMMUNITIES, ALUMNI & PRACTITIONERS

STANDARD 6: The program shall have a plan and a record 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

The program represents and advocates for the profession by interacting with the professional community, the institution, community and the public at large.

1. How are service-learning activities incorporated into the curriculum?

Usually, students begin working with real clients on real projects in the junior year. These projects are typically performed for institutions and non-profit organizations. They provide excellent experiences for the students.

During the senior year, LDAR 447, the Collaborative Studio requires students to work as a team on a relatively large project, often with a municipal or other client. Senior capstone projects in LDAR 448 are frequently service-learning experiences. Students work with public schools, parks, neighborhood groups, municipal committees, and others.

2. How are service activities documented on a regular basis?

Studio work is documented as part of the normal process of archiving course work for assessment and accreditation purposes. Other service is recorded and reported to the University to verify students' required community service efforts.

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

The Program interacts with the institution on an almost daily basis concerning administrative matters. The University has a robust bureaucratic hierarchy that requires considerable attention on matters including teaching effectiveness, budget, facilities, equipment, advising, training, and accepted procedure.

4. *How does the program assess its effectiveness in interacting with the institution and the public?*

The Program's effectiveness in interacting with the institution is gauged by how quickly and efficiently it completes its administrative and bureaucratic chores, and by how responsive the institution's various levels of administration are to requests by the Program.

B. Interaction with the Profession, Alumni and Practitioners

1. *How does the program recognize professional organizations, alumni, and practitioners as resources?*

These groups comprise the richest source of resources outside the University to which the Program has access. The Program Coordinator sits on the NCASLA Executive Committee, which often provides access to funding and opportunities for student projects. The NCASLA also sponsors an annual awards program in which the students participate. Alumni and practitioners are often invited to participate in guest lectures, studio crits, and in the end-of-year OPEN STUDIOS presentations.

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?*

Yes.

3. *Does the program use the alumni registry to interact with alumni?*

Yes.

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

The Program has engaged members of these groups to assist in curriculum development as an advisory board, has worked with them to provide internships and possible employment, has employed them as adjunct faculty, and has invited them to present guest lectures and to participate in reviews of student work.

5. *How does the program assess its effectiveness in engaging alumni and practitioners?*

There is no formal process for such assessment. Informally, the success of the Program's efforts is judged by estimating the level to which assistance from outside professionals is utilized each semester.

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 tenure-track faculty member is provided with an office. The offices were updated in Spring 2017 to make them more appropriate.

2. *How are students assigned permanent studio workstations adequate to meet the program needs?*

Students have adequate space and choose their spots in studios each semester.

3. *How are facilities maintained to meet the needs of the program?*

The University's Facilities Department maintains Carver Hall.

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

As has been noted by previous teams, the Program's spaces are on the non-ADA-compliant second floor of Carver Hall. An accessible space is available on the first floor should the need arise. Though asbestos was detected during a recent carpet installation, it was not disturbed, and there is no evidence to suggest that the building is unsafe.

5. *If known deficiencies exist, what steps is the institution taking to correct the situation? (Provide documentation on reasonable accommodation from the institution's ADA compliance office and/or facilities or risk management office.)*

There have been recent efforts to renovate and update our spaces, and the condition of Carver Hall is well documented. The provision of new facilities for programs in Carver Hall is a high priority for the University.

B. Information Systems and Technical Equipment and Facilities

1. How does the program ensure that students and faculty have sufficient access to computer equipment and software, workshops, wetlabs and work yards, as appropriate?

The Department employs a full-time technician to administer the computer hardware and software.

The Program has no access to a workshop or work yard.

The Program has not had the need for a wet lab, but could probably gain temporary access to one in Carver Hall if it became necessary.

2. What are the program's policies on the maintenance, updating, and replacement of computer hardware and software and other technical tools such as GPS, drones, water-sampling kits, cameras, as appropriate?

The Program is in the process of revising its policy on computer equipment. It is proposed that the Program discontinue the practice of providing computers and software in every studio and to recommend that students obtain their own laptops. The Program would continue to equip the lab with 22 up-to-date machines.

The Program does not possess dedicated GPS units or drones, and has no need for water-sampling kits. Students use the cameras on their phones.

3. What are the hours that the computer lab and workshops (if applicable), and studios are open to students / faculty?

The door to the computer lab has an electronic key code that allows students access. The building is locked at night but students can enter with their ID cards.

4. How does the program determine if these times are sufficient to serve the needs of the program?

Students have occasionally indicated that they have insufficient access to the lab. The Program does not have resources available to staff the lab after normal business hours.

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

The states of the computers and software are frequently reviewed and needs are brought to the attention of the Department and the College.

The Program, the College leadership, academic affairs leadership, and Title III leadership are all engaged in addressing critical technological issues related to the program.

C. Library Resources

1. *What traditional and digital library resources are available to students, faculty, and staff?*

Bluford Library provides a long list of library services to the campus, including archives, collaboration rooms, borrowing, course reserve services, government documents, interlibrary loans, iPads for checkout, library instruction, records management, and serials. There is no dedicated design library.

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

There is no formal procedure in place to do so.

3. *How does instructional courses integrate the library and other resources?*

Several courses (e.g. LDAR 104, 150, 443, and studios) require the students to perform research.

4. *What are the hours that library is open to students and faculty?*

In a typical week, Bluford Library opens at 2pm on Sunday and remains open 24 hours a day until Friday at 7pm. It is open on Saturdays from 10am to 7pm.

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

There is no formal procedure in place to do so.

6. *How does the program assess its library resources?*

There is no formal procedure in place to do so.

A. PROGRAM DETAILS

Faculty Resources

1. Budgeted Faculty Resources: TOTAL

Record the total faculty FTE resources committed to program under review.

	Current Year (2016-2017)	Last Year (2015-2016)	2 Years Ago (2014-2015)	3 Years Ago (2013-2014)	4 Years Ago (2012-2013)	5 Years Ago (2011-2012)
Professors (Tenured/Tenure-track)	1	1	1	1	1	1
Associate Professors (Tenured/Tenure-track)	0	0	1	1	1	1
Assistant Professors (Tenured/Tenure-track)	1	2	1	1	1	1
Instructors/Lecturers (Tenured/Tenure-track)	0	0	0	0	0	0
Professors (non-Ten./Ten.-track)	0	0	0	0	0	0
Associate Professors (non-Ten./Ten.-track)	0	0	0	0	0	0
Assistant Professors (non-Ten./Ten.-track)	0	0	0	0	0	0
Instructors/Lecturers (non-Ten./Ten.-track)	0	3	3	3	3	1
Adjunct Faculty (non-Ten./Ten.-track)	6	0	0	0	0	0
Sessional Faculty (non-Ten./Ten.-track)	0	0	0	0	0	0
Totals	8	6	5	6	6	5

(Definitions or explanations of categories, if needed, for the table to be added here.)

Faculty Resources (continued)

2. Budgeted Faculty Resources: Male

Record the Male faculty FTE resources committed to program under review.

	Current Year – (2016-2017)	Last Year (2015-2016)	2 Years Ago (2014-2015)	3 Years Ago (2013-2014)	4 Years Ago (2012-2013)	5 Years Ago (2011-2012)
Professors (Tenured/Tenure-track)	1	1	1	1	1	1
Associate Professors (Tenured/Tenure-track)	0	0	0	1	1	1
Assistant Professors (Tenured/Tenure-track)	1	1	0	0	0	0
Instructors/Lecturers (Tenured/Tenure-track)	0	0	0	0	0	0
Professors (non-Ten./Ten.-track)	0	0	0	0	0	0
Associate Professors (non-Ten./Ten.-track)	0	0	0	0	0	0
Assistant Professors (non-Ten./Ten.-track)	0	0	0	0	0	0
Instructors/Lecturers (non-Ten./Ten.-track)	0	0	0	0	0	0
Adjunct Faculty (non-Ten./Ten.-track)	4	3	3	2	2	1
Sessional Faculty (non-Ten./Ten.-track)	0	0	0	0	0	0
Totals	6	5	4	4	4	3

(Definitions or explanations of categories, if needed, for the table to be added here.)

Faculty Resources (continued)

3. Budgeted Faculty Resources: Female

Record the Female faculty FTE resources committed to program under review.

	Current Year – (2016-2017)	Last Year (2015-2016)	2 Years Ago (2014-2015)	3 Years Ago (2013-2014)	4 Years Ago (2012-2013)	5 Years Ago (2011-2012)
Professors (Tenured/Tenure-track)	0	0	0	0	0	0
Associate Professors (Tenured/Tenure-track)	0	0	0	0	0	0
Assistant Professors (Tenured/Tenure-track)	0	1	1	1	1	1
Instructors/Lecturers (Tenured/Tenure-track)	0	0	0	0	0	0
Professors (non-Ten./Ten.-track)	0	0	0	0	0	0
Associate Professors (non-Ten./Ten.-track)	0	0	0	0	0	0
Assistant Professors (non-Ten./Ten.-track)	0	0	0	0	0	0
Instructors/Lecturers (non-Ten./Ten.-track)	0	0	0	1	1	0
Adjunct Faculty (non-Ten./Ten.-track)	2	0	0	0	0	0
Sessional Faculty (non-Ten./Ten.-track)	0	0	0	0	0	0
Totals	2	1	1	2	2	1

(Definitions or explanations of categories, if needed, for the table to be added here.)

Faculty Resources (continued)

4. Budgeted Faculty Resources: Race/Ethnicity

Record the race/ethnicity for faculty FTE resources committed to program under review

	Current Year – (2016-2017)	Last Year (2015-2016)	2 Years Ago (2014-2015)	3 Years Ago (2013-2014)	4 Years Ago (2012-2013)	5 Years Ago (2011-2012)
American Indian/ Alaska Native	0	0	0	0	0	0
Asian	0	0	0	0	0	0
Native Hawaiian/ Other Pacific Islander	0	0	0	0	0	0
Black / African American	0	0	1	1	1	1
Hispanic / Latino	0	0	0	0	0	0
White / Non-Hispanic	7	5	4	4	4	4
Mixed	1	1	1	1	1	0
Unknown						
Totals	8	6	5	6	6	5

(Definitions or explanations of categories, if needed, for the table to be added here.)

Faculty Resources (continued)

5. Budgeted Faculty Resources: FTE Allocation Among Multiple Programs

For LA faculties engaged across multidisciplinary programs, illustrate the distribution of FTE resources of current faculty across those various programs.

	FTE LA Faculty Resources Applied to BLA/BSLA Program	FTE LA Faculty Resources Applied to MLA Program	FTE LA Faculty Resources Applied to non-LA Program(s)
Professors (Tenured/Tenure-track)			
Associate Professors (Tenured/Tenure-track)			
Assistant Professors (Tenured/Tenure-track)	3		
Instructors/Lecturers (Tenured/Tenure-track)			
Professors (non-Ten./Ten.-track)			
Associate Professors (non-Ten./Ten.-track)			
Assistant Professors (non-Ten./Ten.-track)			
Instructors/Lecturers (non-Ten./Ten.-track)			
Adjunct Faculty (non-Ten./Ten.-track)	2		
Sessional Faculty (non-Ten./Ten.-track)			
Totals	5		

(Definitions or explanations of categories, if needed, for the table to be added here.)

Faculty Resources (continued)

6. Budgeted Faculty Resources: Degrees

Record the number of degrees earned by current LA faculty.

	Undergrad degree in Landscape Architecture (BLA or BSLA)	MLA	Doctorate
Professors (Tenured/Tenure-track)	1	1	
Associate Professors (Tenured/Tenure-track)			
Assistant Professors (Tenured/Tenure-track)		2	1
Instructors/Lecturers (Tenured/Tenure-track)			
Professors (non-Ten./Ten.-track)			
Associate Professors (non-Ten./Ten.-track)			
Assistant Professors (non-Ten./Ten.-track)			
Instructors/Lecturers (non-Ten./Ten.-track)			
Adjunct Faculty (non-Ten./Ten.-track)	3	4	
Sessional Faculty (non-Ten./Ten.-track)			
Totals	4	7	1

(Definitions or explanations of categories, if needed, for the table to be added here.)

Other Program Resources

7. Other Budgeted Resources:

Record the other budgeted resources (by FTE or by budgeted dollars) committed to program under review.

	Current Year (2016-2017)	Last Year (2015-2016)	2 Years Ago (2014-2015)	3 Years Ago (2013-2014)	4 Years Ago (2012-2013)	5 Years Ago (2011-2012)
Guest Speakers or Critics				\$1,000		
Endowed Positions						
Undergraduate Teaching Assistantships	10,000	10,000	10,000	28,800	10,000	10,000
Graduate Teaching Assistantships						
Undergraduate Research Assistantships		5,000			5,000	
Graduate Research Assistantships (sponsored by the institution)						
Graduate Research Assistantships (sponsored by outside sources)						
Other (explain)						

(Definitions or explanations of categories, if needed, for the table to be added here.)

B. CURRICULUM

1. Required / Elective Courses

Total Units/Credit Hours required to graduate: _____ units or 120 credit hours

Elective Units / Credit Hours required to graduate: _____ units or _____ credit hours

Required Courses	Units/Credit Hours
Landscape Architecture	72
Architecture	
City & Regional Planning	
Natural Sciences	7
Horticulture	
Engineering	
Art or Design	
Computer Applications/Technology	
Other (Humanities and Fine Arts)	6
Other (Social and Behavioral Sciences)	6
Other (English)	6
Other (Math, Logical and Analytical Reasoning)	6
Other (University Orientation)	1

Group or Controlled Elective Choices	Units/Credit Hours
Other (Major Electives)	9
Free Electives	7

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.

1. List specific LA courses required (e.g., LA 31 Landscape Architecture Studio 4). Course numbers must correspond with those used in other sections of this report.

LDAR 104: Landscape Architecture History 3
LDAR 147: The Space Creation Studio 3
LDAR 148: The Imaginary Space Studio 3
LDAR 150: Landscape Architecture Discovery 3
LDAR 170: Landscape Architecture Drawing One Studio 3
LDAR 171: Landscape Architecture Drawing Two Studio 3
LDAR 204: Plant Materials I 3
LDAR 205: Plant Materials II 3
LDAR 247: The Small Private Spaces Studio 3
LDAR 248: The Small Public Spaces Studio 3
LDAR 304: Designing Sustainably 3
LDAR 345: Landscape Architectural Construction Studio 4
LDAR 346: Land Arch. Materials and Equip Studio 4
LDAR 347: Site Design Studio 4
LDAR 348: Site Planning Studio 4
LDAR 380: Design Field Study 3
LDAR 442: Design in Practice Two 3
LDAR 443: Design Theory 3
LDAR 444: Designing with Plants Studio 3
LDAR 445: Construction Documents Studio 3
LDAR 447: The Collaborative Studio 4
LDAR 448: The Personal Discovery Studio 4

2. Show group or controlled elective requirements by title (e.g., Social Science Elective, Planning Elective).

FRST 101: University Survival 1
ENGL 100: Ideas and Their Expressions I 3
ENGL 101: Ideas and Their Expressions I 3
MLAR: Math, Logical, and Analytical Reasoning Elective 6
SR: Scientific Reasoning Elective 7
SBS: Social/Behavioral Sciences Elective 6
HFA: Humanities/Fine Arts Elective 6

3. List free electives as "Electives."

Electives 7
Major Electives 9

4. The sequence of courses is to be typical student coursework.

5. *Reproduction of appropriate pages from the program catalog may be used for this description providing they contain the required information.*

First Year	
Fall	Spring
LDAR 147: The Space Creation Studio (3) LDAR 150: Landscape Architecture Discovery (3) LDAR 170: Landscape Architecture Drawing One Studio (3) FRST 101: University Survival (1) ENGL 100: Ideas and Their Expressions I (3) MLAR: Math, Logical, and Analytical Reasoning Elective ^{1∞} (3)	LDAR 104: Landscape Architecture History (3) LDAR 148: The Imaginary Space Studio (3) LDAR 171: Landscape Architecture Drawing Two Studio (3) ENGL 101: Ideas and Their Expression II (3) MLAR: Math, logical, and analytical reasoning Elective ^{1∞} (3)
Second Year	
Fall	Spring
LDAR 204: Plant Materials I (3) LDAR 247: The Small Private Spaces Studio (3) SR: Scientific Reasoning Elective ¹ (3) SBS: Social/Behavioral Sciences Elective ¹ (3) HFA: Humanities/Fine Arts Elective ¹ (3)	LDAR 205: Plant Materials II (3) LDAR 248: The Small Public Spaces Studio (3) SR: Scientific Reasoning Elective ¹ (4) Global Awareness (GA)* (3) African American Culture and History (AA) [^] (3)
Third Year	
Fall	Spring
LDAR 304: Designing Sustainably (3) LDAR 345: Landscape Architectural Construction Studio (4) LDAR 347: Site Design Studio (4) LDAR 380: Design Field Study (3)	LDAR 346: Land Arch. Materials and Equip Studio (4) LDAR 348: Site Planning Studio (4) Major Elective [±] (6)
Fourth Year	
Fall	Spring
LDAR 442: Design in Practice Two (3) LDAR 444: Designing with Plants Studio (3) LDAR 445: Construction Documents Studio (3) LDAR 447: The Collaborative Studio (4) Free Elective (3)	LDAR 443: Design Theory (3) LDAR 448: The Personal Discovery Studio (4) Major Elective [±] (3) Free Elective (4)

¹General Education courses: Select courses from approved university list. MLAR (Mathematical, Logical and Analytical Reasoning); SR (Scientific Reasoning); SBS (Social and Behavioral Sciences)

[∞]Must be math courses from approved university list.

*Must choose from the following: HIST 130, HIST 207, HIST 216, HIST 231; PHIL 103; PHIL 201

[^]Must choose from the following: HIST 106, HIST 107, HIST 103, ENGL 333; ENGL 334; LIBS 202; MUSI 220

⁺Must choose from following major elective list: GCS 181, GCS 320, GCS 329, GCS 342, GCS 424; ENVS 201, ENVS 344; ART 218, ART 219, ART 220, ART 221, ART 222, ART 300, ART 301; BIOE 204, BIOE 216

3. Landscape Architectural Courses Offered During Past Academic Year¹

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
The Space Creation Studio	LDAR 147	T. Carter Crawford	3	6	15
Landscape Architecture Discovery	LDAR 150	Anna Reaves	3	3	16
Landscape Architecture Draw One Studio	LDAR 170	William Harrison	3	6	14
Plant Materials I	LDAR 204	Mark Reaves	3	5	8
The Small Private Spaces Studio	LDAR 247	William Harrison	3	6	9
Designing Sustainably	LDAR 304	William Harrison	3	3	10
Landscape Architecture Construction Studio	LDAR 345	John Robinson	4	7	7
Site Design Studio	LDAR 347	John Robinson	4	9	7
Design Field Study	LDAR 380	T. Carter Crawford	3	3	13
Design Proposal Writing	LDAR 440	T. Carter Crawford	3	3	16
Construction Documents Studio	LDAR 445	John Robinson	3	5	12
The Collaborative Studio	LDAR 447	Paul Kron	4	9	11
Landscape Architecture History I	LDAR 104	Anna Reaves	3	3	15
The Imaginary Space Studio	LDAR 148	Susannah Horton	3	6	12
Landscape Architecture Draw II Studio	LDAR 171	William Harrison	3	6	15
Plant Materials II	LDAR 205	Mark Reaves	3	5	6
The Small Public Spaces Studio	LDAR 248	William Harrison	3	4.5	5
Landscape Architecture Construction Materials	LDAR 344	William Harrison	3	5	11
Landscape Architecture Materials Equipment Studio	LDAR 346	T. Carter Crawford	4	7	12
Site Planning Studio	LDAR 348	T. Carter Crawford	4	9	9
Design in Practice	LDAR 442	Mark Reaves	3	3	18
Design Theory	LDAR 443	Paul Kron	3	3	13
Designing With Plants Studio	LDAR 444	Preston Montague	3	6	11
The Personal Discovery Studio	LDAR 448	Susannah Horton	4	9	13

¹ Annual report curriculum Question 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	24	8	10	4			34	12
1 Year Ago	29	8	14	2			42	8
2 Years Ago	24	12	8	2			32	14
3 Years Ago	30	8	8	2			38	10
4 Years Ago	21	5	6	4			27	9

2. Ethnic Group/Diversity

Include only full-time current landscape architecture students.

_____ % American Indian

_____ % Hispanic

_____ 87 % Black (non-Hispanic)

_____ 12 % Caucasian

_____ 1 % Asian or Pacific Islander

_____ % Other

3. Applications

	Current Year	Last year	2 Years Ago	3 Years Ago	4 Years Ago	5 Years Ago
Total number of applications	21	11	16	11	9	13
Applications from males	12	11	14	9	8	11
Applications from females	9	0	2	2	1	2

4. Enrollments

	Current Year	Last year	2 Years Ago	3 Years Ago	4 Years Ago	5 Years Ago
Total enrollment	46	50	46	48	36	33
Males	34	42	32	38	27	24
Females	12	8	14	10	9	9

5. Student Ethnic Backgrounds

	Caucasian	African-American	African Descent	Asian/Pacific	Hispanic	Native American	Other
Total	5	40		1			
Males	3	31					
Females	2	9		1			

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	9	5	14
1 Year Ago	13	1	14
2 Years Ago	1	1	2
3 Years Ago	3	0	3
4 Years Ago	4	6	10
5 Years Ago	5	0	5
6 Years Ago	5	0	5

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 A&T State University	MS, Ag. Education	2	2011, 2013	2013, 2015
NC State University	MLA	2	2013	In process
UC Berkley	MLA	2	2013	2015
Ohio State University	MLA	1	Dec. 2012	2015
Virginia Tech University	MLA	1	2016	In process

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	5	1	6
Teaching	1	2	3
Private Practice	4	3	7
Public Practice	4	1	5
Landscape Hort./Design Build	2	1	3
Volunteer Service (Specify): Peace Corps (1)	1		1
Other (Specify): Military (1) Law Enforcement (1)	1	1	2
Unknown	12	4	16
TOTAL	35	13	48

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	1	1	1	3
Assoc. Professor/LA				
Asst. Professor/LA	1	2	1	5
Instructor	0	0	0	0
Asst. Professor/Arch.				
Visiting Lecturer/ Adjunct	6	3	3	12
TOTALS	8	6	5	20

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.

Service: Include only the percentage of time specifically allocated to service activities (internal, institutional, community and professional) specifically assigned and reviewed as a part of a faculty member's assigned workload.

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 %	Service %	Admin / other %	TOTAL %
		Land. Arch. Bachelors Program	Land. Arch. Masters Program	Other non-L. A. programs				
Perry Howard	MLA	70				5	25	100
John Robinson	MLA	95				5		100
Anna Reaves	MLA	65			5	5	25	100
T. Carter Crawford	PhD	50			20	5	25	100

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.

Crawford, T. Carter

Course Taught	Course Number	Term	Credit Hours	Contact Hrs / Week	Number Of Students	FTE Students
Space Creation Studio	LDAR 147	FS	3	6	15	3
Design Field Study	LDAR 380	FS	3	3	13	2.6
Design Proposal Writing	LDAR 440	FS	3	3	16	3.2
Landscape Arch Materials Equip Studio	LDAR 346	SS	4	7	12	3.2
Site Planning Studio	LDAR 348	SS	4	9	9	2.4

Robinson, John

Course Taught	Course Number	Term	Credit Hours	Contact Hrs / Week	Number Of Students	FTE Students
Landscape Arch Construction Studio	LDAR 345	FS	4	7	7	1.86
Site Design Studio	LDAR 347	FS	4	9	7	1.86
Construction Documents Studio	LDAR 445	FS	3	5	12	2.4

Reaves, Anna

Course Taught	Course Number	Term	Credit Hours	Contact Hrs / Week	Number Of Students	FTE Students
Landscape Architecture Discovery	LDAR 150	FS	3	3	16	3.2
Landscape Arch History I	LDAR 104	SS	3	3	15	3

Reaves, Mark

Course Taught	Course Number	Term	Credit Hours	Contact Hrs / Week	Number Of Students	FTE Students
Plant Materials I	LDAR 204	FS	3	5	8	1.6
Plant Materials II	LDAR 205	SS	3	5	6	1.2
Design in Practice	LDAR 442	SS	3	3	18	3.6

Harrison, William

Course Taught	Course Number	Term	Credit Hours	Contact Hrs / Week	Number Of Students	FTE Students
Landscape Arch Draw One Studio	LDAR 170	FS	3	6	14	2.8
Small Private Spaces Studio	LDAR 247	FS	3	6	9	1.8
Designing Sustainably	LDAR 304	FS	3	3	10	2
Landscape Arch Draw II Studio	LDAR 171	SS	3	6	15	3
Small Public Spaces Studio	LDAR 248	SS	3	4.5	5	1
Landscape Arch Construction Materials	LDAR 344	SS	3	5	11	2.2

Horton, Susannah

Course Taught	Course Number	Term	Credit Hours	Contact Hrs / Week	Number Of Students	FTE Students
Imaginary Space Studio	LDAR 148	SS	3	6	12	2.4
Personal Discovery Studio	LDAR 448	SS	4	9	13	3.46

Kron, Paul

Course Taught	Course Number	Term	Credit Hours	Contact Hrs / Week	Number Of Students	FTE Students
Collaborative Studio	LDAR 447	FS	4	9	11	2.93
Design Theory	LDAR 443	SS	3	3	13	2.6

Montague, Preston

Course Taught	Course Number	Term	Credit Hours	Contact Hrs / Week	Number Of Students	FTE Students
Designing With Plants Studio	LDAR 444	SS	3	6	11	2.2

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
Jenna Freyaldenhoven	Architecture, TFF Architects	March 2017	Guest lecturer, Firm Tour
David Duperault	Landscape Designer, Borum & Wade	April 2017	Guest lecturer
Myles Ware	Greensboro Parks and Recreation	April 2017	Guest lecturer
David Smith	Professor, UNC School of Arts	Spring 2017	Guest lecturer
Dr. John Henry	NCAT Music Dept.	May 2017	Juror
Dr. Joe Whitehead	NCAT Provost	May 2017	Juror
Dr. Shirley Hymon-Parker	CAES Interim Dean	May 2017	Juror
Dr. Muktha Jost	NCAT V. Provost	May 2017	Juror
Tim Knowles	Landscape Architect, Borum & Wade	March 2016	Guest lecturer

Robyn Reed	Landscape Architect, RISD Adjunct/Klopfer Martin Design Group	March 2016	Guest lecturer
Amy Houghton	Landscape Architect, Wagner Hodgson	March 2016	Guest lecturer
Paul Griewe	Horticulturist, Gateway Gardens	April 2016	Juror
Elizabeth Link	Landscape Architect, City of Greensboro	May 2016	Juror
Mona King	Landscape Architect	Spring 2016	Guest lecturer
Carol Davis		Fall 2016	Juror
Drew Gerstmeyer		Fall 2016	Juror
Paul Morris	Atlanta Beltline	Fall 2016	Guest lecturer, tour
Scott Simmons	NC Museum of Art	Fall 2016	Guest lecturer, tour
Gene Bressler	NC State University, LA Program	Fall 2016	Guest lecturer, tour
Any Fox	NC State University, LA Program	Fall 2016	Guest lecturer, tour
Fernando Magallanes	NC State University, LA Program	Fall 2016	Guest lecturer, tour
Carla Delcambre	NC State University, LA Program	Fall 2016	Guest lecturer, tour
Tim Poppa	Landscape Architect Nelson Byrd Woltz	March 2015	Guest lecturer, firm tour
Teresa Gali-Izard	Dept Head UVA	March 2015	MLA guest lecturer, Department tour
Keith Swan	ASLA Headquarters and green roof	March 2015	Guest lecturer
Jesse Turner	Landscape Architect	March 2015	Guest lecturer, tour of Duke Gardens
Kofi Boone	Landscape Architect, Professor NCSU	April 2015	Juror
Mark Hough	Landscape Architect, Duke University	April 2015	Juror
Elizabeth Link	Landscape Architect, City of Greensboro	May 2015	Juror
Will Hooker	Landscape Architect, Professor Emeritus NCSU	May 2015	Juror
Ben Roush	Landscape Architect, Design Workshop	May 2015	Juror
Claudia Dinep	Landscape Architect, Dinep Schwab	May 2015	Juror
Elizabeth Link	Landscape Architect, City of Greensboro	May 2015	Juror

Church Smith	City of Greensboro Regional Planning	Fall 2015	Juror
Carrie Spencer	City of Greensboro Regional Planning	Fall 2015	Juror
Evon Smith		Fall 2014	Juror
Donna Gray	City of Greensboro Community Development	Fall 2014	Juror
Everett Fly	Landscape Architect	Dec. 2014	Juror

5. Individual Faculty Record

Name: T. Carter Crawford, PhD, RLA

Rank: Assistant Professor

Department or unit (if not part of the program under review):

Education: (College and higher)

Institution	Number of Years Attended	Degree/Date Granted
North Carolina State University	4	PhD 2013
North Carolina State University	4	MLA 1985
Old Dominion University	4	BS 1981

Teaching Experience: (College level)

Institution	Years Taught	Subjects
North Carolina State University	6	Landscape Architecture
North Carolina A&T State University	1	Landscape Architecture

Practice Experience: (Brief listing; however, if experience in practice is lengthy and you feel strongly about presenting such, please include resume in the Appendix.)

Firm or Agency	Number of Years	Responsibilities
Carter Crawford Design, P.A.	9	
Crawford Planning and Design PA	11	
McKim and Creed Engineers	2	
Stillwater Design, Inc.	4	
Cogswell Hausler Architects	1	
LandDesign, Inc.	5	

Professional Registration: *Give profession and state/province(s).*

Landscape Architect, North Carolina, #635

Professional & Academic Activities. *Offices held, exhibitions, competitions, committee memberships in professional societies or boards, etc., for last five years.*

Member, NCASLA Executive Committee 2016-present

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

PhD Dissertation: *Foundations of American Design Education*

***Landscape Research Record #3**, 2016, T. Carter Crawford and Arthur Rice: Dewey, Albers, Newton: *American Pragmatism and Mid-Century Design Education*

Council of Educators in Landscape Architecture 2014; Baltimore, Maryland; *Paradigms of Design Education in the United States between 1900 and 1930: The University of Pennsylvania, The University of Illinois, Harvard University*

Council of Educators in Landscape Architecture 2103; Austin, Texas; *A Paradigm Shift in Design Education: Harbeson and Albers in the Studio*

Council of Educators in Landscape Architecture 2012; Urbana-Champaign, Illinois; *American Pragmatism and Contemporary Design Education: Historical and Philosophical Context*

Contributions. *Briefly describe your involvement in advancing the knowledge or capability of the profession of landscape architecture in the last five years.*

Ph.D. Dissertation: *Foundation of American Design Education* created new knowledge of the profession by providing an interpretation of the evolution of the philosophy of design instruction from antiquity through the first half of the 20th century.

T. Carter Crawford, PhD, RLA

cc@CarterCrawfordDesign.com

Professional Experience

<i>Assistant Professor and Coordinator, Landscape Architecture Program</i>	North Carolina A&T State University 2016-present
<i>President</i>	Carter Crawford DESIGN P.A. 2007-2016
<i>Postdoctoral Research Scholar</i>	North Carolina State University 2013-2014
<i>Associate Professor of the Practice</i>	North Carolina State University 2008-2013
<i>President</i>	Altair Properties, Inc. 2003-2012
<i>President</i>	Crawford Planning and Design PA 1996-2007
<i>Project Landscape Architect</i>	McKim and Creed Engineers, PA 1994-1996
<i>President</i>	Stillwater Design, Inc. 1990-1994
<i>Project Landscape Architect</i>	Cogswell Hausler Associates, Architects 1989-1990
<i>Project Landscape Architect</i>	LandDesign, Inc. 1988-1989
<i>Landscape Designer</i>	LandDesign, Inc. 1985-1988

Education

<i>Doctor of Philosophy</i>	North Carolina State University 2013
<i>Master of Landscape Architecture</i>	North Carolina State University 1985
<i>Bachelor of Science in Physical Science</i>	Old Dominion University 1981 <i>cum laude</i>

Professional Registration

<i>Landscape Architect</i>	North Carolina Board of Landscape Architects #635
<i>Landscape Architect</i>	South Carolina Department of Natural Resources #695 (inactive)
<i>Real Estate Broker</i>	North Carolina Real Estate Commission #202796 (inactive)

Public/Professional Service

<i>1993-1996</i>	Appearance Commission <i>City of Raleigh, NC</i>
<i>2000</i>	Unified Development Ordinance Advisory Board <i>Town of Apex, NC</i>
<i>2002</i>	Mixed Use Focus Group <i>Town of Apex, NC</i>
<i>2003-2004</i>	Appearance Commission <i>Town of Apex, NC</i>
<i>2008-present</i>	Landscape Architecture Advisory Council <i>NC State University</i>
<i>2016-present</i>	NCASLA <i>executive committee member</i>

Representative Work (practice)

1986-1989	North Carolina State University Centennial Campus Raleigh, NC Master Land Use Plan including <i>Design and Development Guidelines, Environmental Impact Statement, and Open Space and Recreation Master Plan</i> (with LandDesign, Inc.)
1987-1988	NCSU College of Textiles Raleigh, NC 300,000 sf facility, the first academic building on NCSU's Centennial Campus (with LandDesign, Inc.)
1989-1993	Farmers Home Administration elderly and family housing projects in more than a dozen North Carolina and Virginia communities
1991	Carnivore Preservation Trust Chatham County, NC Development Plans for the largest preserve of rare and endangered species in North America
1993	Shaw University Raleigh, NC Master Facilities Plan for thirty acre urban campus
1994	Heritage Park Sanford, NC downtown park with public art installation. Winner of Brick Association of NC Architectural Brick Design Award, NCCLA Design Award
1994	Henderson Garden Durham, NC private garden
1996	216 East Chatham Street Cary, NC downtown office building
1997	Bradley Terrace Apex, NC 175 unit townhome development on 20 acre site
1998	Southern Oaks Recreation Center Apex, NC design of pool/clubhouse area
1999	Bradley Park Apex, NC 48 lot subdivision on ten acre site
1999	The Oaks at Sippihaw Fuquay-Varina, NC 81 lot subdivision on 18 acre site
1999	Fighter Campus Seymour Johnson Air Force Base planting plans for streetscape, fighter display
1999	5001 Weston Parkway Cary, NC 24,000 sf office building on 2.7 acre site
1999	Clark Residence Apex, NC site planning and design for home on 9 acre site
1999	Mt. Zion Baptist Church Friendship, NC parking renovation, cemetery plan
1997-2002	The Green at Scotts Mill Apex, NC Rezoning Documents, Design and Development Guidelines, marketing materials, water use study, Streetscape Master Plan, entry wall design, construction management, design and construction of Town Square park (winner of NCASLA design award)
2003	Crossroads Fellowship Raleigh, NC parking expansion and softball field
2004-2007	Old Fields Graham, NC 650 homes on 208 acre site Neighborhood plan, Sales and Marketing team assembly, Design and Development Guidelines, Architectural Review Board, Streetscape Master Plan, Covenants and HOA Bylaws, Recreation Center Design, mixed use design, entry wall design...
2007-2012	Glenaire Cary, NC 11-acre retirement community (in collaboration with Park Drive Studios) Master Landscape Plan, design of several renovation/improvement projects (2007-2010 in collaboration with Park Drive Studios)
2010-2013	Wake Med Raleigh and Garner, NC planting plans-medical office buildings
2009-	Freedman Garden Chapel Hill, NC private garden

Representative Work (academic)

Conference Presentations

- 2010 **Council of Educators in Landscape Architecture**
Maastricht, Holland
Toward an Understanding of Today's Visualization Techniques: The Effects of the Reinvention of Mathematical Perspective on Perception of Space and Design of Cities
- 2011 **Council of Educators in Landscape Architecture**
Los Angeles, California
Creative Analogy in Design Education: Measuring the Effects of Analogical Metacognition Strategies
- 2012 **Council of Educators in Landscape Architecture**
Urbana-Champaign, Illinois
American Pragmatism and Contemporary Design Education: Historical and Philosophical Context
- 2013 **Council of Educators in Landscape Architecture**
Austin, Texas
A Paradigm Shift in Design Education: Harbeson and Albers in the Studio
- 2014 **Council of Educators in Landscape Architecture**
Baltimore, Maryland
Paradigms of Design Education in the United States between 1900 and 1930: The University of Pennsylvania, The University of Illinois, Harvard University

Research Project Coordinator

- 2013-2014 **Uncovering Southwest Raleigh**, NCSU College of Design

Publications

- 2013 **Foundations of American Design Education**, PhD dissertation
- 2016 **Landscape Research Record #3, 2016**, T. Carter Crawford and Arthur Rice:
Dewey, Albers, Newton: American Pragmatism and Mid-Century Design Education

Courses Taught

- North Carolina State University College of Design**
- 2008, 2009 **LAR 592** *Plants in the Landscape*
- 2009, 2010, 2011 **Design Camp** *Landscape Architecture Studio for high school juniors and seniors*
- 2010, 2011, 2012 **LAR 200, LAR 400** *Undergraduate Landscape Architecture Studios*
- 2011 **LAR 502** *Graduate Landscape Architecture Studio (with Gene Bressler and Kofi Boone)*
- 2012 **LAR 505** *Final Project Studio - MLA & BLA (with Fernando Magallenes)*
- 2013 **LAR 582** *Landform, Grading and Site Systems (with Carla Delcambre and Robby Layton)*
- North Carolina A&T State University Landscape Architecture Program**
- 2016 **LDAR 147, LDAR 148** *Undergraduate Landscape Architecture Studios*
- LDAR 345** *Landscape Architecture Construction (with John Robinson)*
- LDAR 347** *Site Design Landscape Architecture Studio (with John Robinson)*
- LDAR 380** *Field Study*
- LDAR 440** *Proposal Writing*
- LDAR 445** *Construction Documents (with John Robinson)*
- LDAR 448** *Senior Landscape Architecture Capstone Studio*
- 2017 **LDAR 346** *Advanced Landscape Architecture Construction*
- LDAR 348** *Site Planning Landscape Architecture Studio*

Awards, Honors, Grants

- 2012 **NCSU Landscape Architecture Faculty Research Award**
- 2013 **Sigma Lambda Alpha**, the honor society of landscape architecture
- 2016 **US Dept. of Education**, Title III Research Funding, administered by NC A&T

Service

- Landscape Architecture Accreditation Board**
- 2015, 2016, 2017 ROVE Team member
- North Carolina A&T State University**
- 2016-2017 **Curriculum Committee**, Department of Natural Resources and Environmental Design
- Strategic Planning Committee**, Department of Natural Resources and Environmental Design
- Grade Appeals Committee**, College of Agriculture and Environmental Science
- Search Committee**, Department of Natural Resources and Environmental Design Chairperson
- Chair, Search Committee**, Landscape Architecture Faculty
- Sponsor**, Student ASLA Chapter

Individual Faculty Record

Name: John F. Robinson

Rank: Professor

Department or unit (if not part of the program under review):

Education: (College and higher)

Institution	Number of Years Attended	Degree/Date Granted
Louisiana State University	4	BLA, 1973
Harvard University Graduate School of Design	2	MLA, 1975

Teaching Experience: (College level)

Institution	Years Taught	Subjects
Auburn University	11	Landscape Architecture
North Carolina A&T State University	31	Landscape Architecture

Practice Experience: (Brief listing; however, if experience in practice is lengthy and you feel strongly about presenting such, please include resume in the Appendix.)

Firm or Agency	Number of Years	Responsibilities
N/A		

Professional Registration: *Give profession and state/province(s).*

Landscape Architect, North Carolina, #575

Professional & Academic Activities. *Offices held, exhibitions, competitions, committee memberships in professional societies or boards, etc., for last five years.*

N/A

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

N/A

Contributions. *Briefly describe your involvement in advancing the knowledge or capability of the profession of landscape architecture in the last five years.*

VITA
JOHN F. ROBINSON, JR.

EDUCATION:

M.L.A., Harvard University, 1975
B.L.A., Louisiana State University, 1973
A.A. Junior College of Albany, New York, 1965

EXPERIENCE:

Professor of Landscape Architecture
Landscape Architecture Program
North Carolina A&T State University
1986-Present

Chairman and Associate Professor of Landscape Architecture
Department of Architecture
Auburn University
1979 to 1986

PROFESSIONAL SOCIETIES:

- American Society of Landscape Architects (ASLA) - Member
- Council of Educators of Landscape Architecture - Member
- Continuing Education Advisory Committee Member to N.C. Board of Landscape Architects; 1990-1995
- Alabama Chapter, ASLA - Past-President elect, Past Secretary/Treasurer and Executive Committee Member; 1979-1983
- Affiliate Member Auburn Chapter, American Institute of Architects; 1984-1986
- Registered Landscape Architect, State of Alabama by CLARB, Uniform National Exam, #238; 1979-1986
- Registered Landscape, State of Georgia, #675, by Reciprocity; 1980-1986
- Registered Landscape Architect, State of North Carolina #575; 1986-Present
- Advisor to the Alabama State Board of Examiners of Landscape Architects; 1980
- Region #3 Subcommittee Member of CLARB; 1985
- Member of ASLA Roster of Visiting Evaluators, (Accreditation Team); 1982-1990
- Registered Landscape Architect, North Carolina, #575 by Reciprocity
- NC/ASLA Executive Committee Member, 1999-2001, Section Chair for Triad Section NC/ASLA; 2000-2002
- Gamma Sigma Delta; 1995-Present
- Vice-Chair Guilford County Environmental Quality Advisory Board; 2002-2003
- Sigma Lambda Alpha; 1985-Present

CONSULTING:

- Principal in Sustainable Landscape Design Studios, P.A., Landscape Architects, Planners, Urban Designers, Horticulturists, Greensboro, NC; 1992-2000

- Principal in Callaway Associates, Garden Restoration, Landscape Design, Greensboro, N.C.; 1986-1990
- Principal in Robinson/Johnson Partnership, Landscape Architects and Planners, Auburn, Alabama; 1980-1985
- Alabama Capitol Planning Study Committee; 1981
- Horizons 2000 International Development Group; 1982
- Corps of Engineers; 1983
- Main Street Program, Brewton, Alabama; 1982
- Upchurch, Rome Landscape Architects, Montgomery; 1983
- Accreditation Team Visits (Landscape Architecture): Purdue University, Pennsylvania State University, City College of New York City

AWARDS:

- American Society of Landscape Architects Certificate of Merit Award from Louisiana State University
- Alabama Chapter, ASLA President's Visibility Citation
- Alabama Environmental Quality Award
- Sigma Lambda Alpha, Alpha Epsilon Chapter
- North Carolina Landscape Contractors Association Environmental Improvement Grant Awards:
 - Alexander Graham Bell House, 1990
 - William Roper House, 1990
 - Cobbe Residence, 1990

PUBLICATIONS:

Landscape Architecture Self-Evaluation Report for Accreditation, 2011

Landscape Architecture Self- Evaluation Report for Accreditation, 2005

Landscape Architecture Self- Evaluation Report for Accreditation, 2000

Robinson, John (contributing author), 1999. *Catalochee Development Concept Plan*, Great Smoky Mountains National Park, National Park Service

Landscape Architecture Self- Evaluation Report for Accreditation, 1995

Robinson, John, 1994, *Operation and Maintenance Manual, Vegetative Landscape of Bathhouse Row, Arlington Lawn and Grand Promenade, Hot Springs National Park*, Arkansas March 1994

Robinson, John (Contributing Author - Chapter 5 Design Process), 1988, *The Handbook of Landscape Architectural Construction*, Volume III: Irrigation, Landscape Architecture Foundation, Washington, DC.

Robinson, John, NC/ASLA Newsletter article on Irrigation Design, Spring 1987

Robinson, John, NC/ASLA Newsletter article on Area Lighting Design, Fall 1987.

Robinson, John., 1987. "New Trends in Artificial Lighting Design," Environmental Observer Newsletter, Department of Plant Science and Technology, NC A&T State University.

Robinson, John, 1987. "Determining a Peak Plant Water Requirement for Sprinkler Irrigation Systems," Environmental Observer Newsletter, Department of Plant Science and Technology, NC A&T State University.

Robinson, John (Contributing Author), 1980. *Alabama's Pleasure Island: Concepts of Development*. Auburn, Alabama.

Chisholm, Holtzheimer, and Robinson, 1974. *Nantucket Island: A Natural and Visual Resource Analysis*. Cambridge, Mass.

PAMPHLETS:

Talledega: Plans for Revitalization, 1986, Department of Architecture, Auburn University.

Go to Town, Birmingham, 1985, The Birmingham Historical Society, Birmingham, Alabama.

Bay Minette, *Alabama Plans for Downtown*, 1984, Landscape Architecture Program, Auburn University.

The Baldwin County Heritage Museum, 1983, Landscape Architecture Program, Auburn University.

The Brewton Plan for Commercial Revitalization Discovering the Future by Uncovering the Past, 1982, Landscape Architecture Program, Auburn University.

Alabama's Pleasure Island: Concepts for Development. 1980, Department of Architecture, Auburn University.

Individual Faculty Record

Name: Anna Reaves

Rank: Assistant Professor

Department or unit (if not part of the program under review):

Education: (College and higher)

<u>Institution</u>	<u>Number of Years Attended</u>	<u>Degree/Date Granted</u>
North Carolina State University	5	BLA, 2000
Cornell University	3	MLA, MRP, 2004

Teaching Experience: (College level)

<u>Institution</u>	<u>Years</u>	
<u>Taught</u>	<u>Subjects</u>	
North Carolina A&T State University	7	Landscape Architecture

Practice Experience: (Brief listing; however, if experience in practice is lengthy and you feel strongly about presenting such, please include resume in the Appendix.)

<u>Firm or Agency</u>	<u>Number of Years</u>	<u>Responsibilities</u>
Sasaki Associates	6	Associate
Revington Reaves	3	Owner/Principal

Professional Registration: *Give profession and state/province(s).*

Landscape Architect, Connecticut, #001062

Landscape Architect, North Carolina, #1692

Professional & Academic Activities. *Offices held, exhibitions, competitions, committee memberships in professional societies or boards, etc., for last five years.*

Committees

- NCAT QEP Advisory Council
- SAES Childhood Obesity Cluster Research Group
- SAES Committee Member, Grade Appeal Committee. (August 2014 - Present).
- SAES Committee Member, Environmental Science Think Tank Work Group. (April 2014 - Present).
- SAES Committee Member, Carver Hall Facility Advisory Committee. (March 2014 - Present).
- SAES Committee Member, Website Committee. (October 2012 - Present).
- NRED Faculty Senate Rep, alternate senator
- NRED Dept Chair Search Committee, member
- NRED Recruitment + Retention Committee, member
- NRED Administrative Policy
- NRED Committee Chair, Confluence Committee. (March 2013 - Present).
- NRED Committee Member, Website Committee. (August 2012 - Present).
- LDAR Assistant Prof Search Committee, member
- LDAR Interim Landscape Architecture Program Coordinator, Aug 2014-present
- North Carolina State University POD3 Advisory Board, Raleigh, NC. (December 2012 - Present).
- North Carolina Society of Landscape Architects (NCASLA) Executive Committee, North Carolina. (2012 - Present).
- Council of Educators of Landscape Architecture. (2011 - Present).
- North Carolina Society of Landscape Architects. (2011 - Present).
- American Society of Landscape Architects. (2000 - Present).

Grants

- Grant Award: Reaves, A. (Principal), Robinson, J. (Co-Principal), Howard, P. (Co-Principal), "Metrics of Sustainable Design: Enhancing Faculty Knowledge and Curriculum Delivery in an Accredited Landscape Architecture Program," Sponsored by United States Department of Agriculture (USDA) | National Institute of Food and Agriculture (NIFA), Federal, \$150,000.00. (September 2012 - August 2015).

Awards

- w/ Revington | Reaves, Hospice of Greensboro Administration Landscape, 2015 Award of Special Recognition by the North Carolina Chapter of the American Society of Landscape Architects.
- NC A&T Junior Faculty Teaching Excellence Award, 2013
- Inducted into the Gamma Sigma Delta Honor Society of Agriculture, 2013
- (Faculty Advisor), Ben Roush, N.C. A&T 2012 Landscape Architecture Graduate, North Carolina American Society of Landscape Architecture Honor Award for his senior project entitled South Elm Street Redevelopment, Spring 2012

Professional Projects (Revington|Reaves)

- Wesley Long Campus Master Plan
- Wesley Long Entry Renovation
- Hospice of Greensboro Administration Landscape
- HMI Courtyard Landscape
- Kerrigan Residence
- Greensboro Arboretum Riparian Garden
- Christ United Methodist Courtyard Garden

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

Presentations

- Presentation: David, D. (NCA&T Student), Reaves, A., Council of Educators in Landscape Architecture (CELA) 2016 Annual Conference, "Preference for Native Replacements of Invasive Plants in HOA-Managed Townhome Landscapes," Council of Educators in Landscape Architecture (CELA), Salt Lake City, Utah. (April 2016).
- Panel Discussion: Reaves, A. (Presenter & Author), Hatchell, S. (Presenter & Author), Flink, C. (Presenter & Author), Howe, D. (Presenter & Author), Boone, K. (Presenter & Author), Serrano, N. (Presenter & Author), Special Collections Event: Landscape Architecture at NCSU Libraries, "Landscape Architecture - Embracing our Past, Engaging our Future," NCSU Friends of the Library, James B Hunt Library, NCSU. (April 2016).
- Reaves, A. (Presenter & Author), Dinep, C. (Presenter & Author), Council of Educators in Landscape Architecture (CELA) 2014 Annual Conference, "A Forgotten Giant: The Life and Contributions of Dr. Charles Fountain," Council of Educators in Landscape Architecture (CELA), Baltimore, MD. (March 27, 2014).
- Reaves, Anna and Vannuchi, Jamie. "Design in the Data Cloud: Preparing Students to Effectively Leverage Quantitative Evidence Based Design Tools." Council of Educators in Landscape Architecture Annual Conference. Austin, TX. Apr. 2013.
- Daniels, Erin and Reaves, Anna. "The Livable Campus: Standards of Measurement". Council of Educators in Landscape Architecture Annual Conference. Austin, TX. Apr. 2013.

CURRICULUM VITAE | ANNA REVINGTON REAVES

Principal Revington Reaves Landscape Architecture & Planning

101 West Brentwood Road | Greensboro NC | 27403 | 336 392 0759 | anna@revingtonreaves.com

EDUCATION

2004	Master of Landscape Architecture	Cornell University College of Agriculture and Life Sciences	GPA 4.0
2004	Master of Regional Planning	Cornell University College of Architecture, Art, and Planning	GPA 4.0
2000	Bachelor of Landscape Architecture	North Carolina State University College of Design	GPA 3.9

ACADEMIC EXPERIENCE

2016 - Present **Adjunct Professor of Landscape Architecture, North Carolina A&T State University**

2010 – 2016 **Assistant Professor of Landscape Architecture, North Carolina A&T State University**

Contributions: developed significant amount of new course material including engaged lectures, multi-media presentations, field trips, assignments, and assessment rubrics

Courses Taught:

LDAR 170 | Design Drawing I

LDAR 171 | Design Drawing II

Architecture Design I LDAR 360 | Landscape Construction Materials

Architecture Design II LDAR 370 | Basic Landscape Design I

Proposal Writing

LDAR 198 | The Space Creation Studio

Landscape Architecture LDAR 199 | The Imaginary Space Studio

History

LDAR 380 | Design Field Study

NARS 599 | Internship Capstone

Discovery

LDAR 550 | Planting Design

LDAR 570 | Adv. Landscape

LDAR 571 | Adv. Landscape

LDAR 572 | Capstone Project

LDAR 500 | Special Problems

LDAR 270 | Landscape Architecture

LDAR 520 | Design Theory

LDAR 150 | Landscape Architecture

2004-2010 **Coordinator, Sasaki Associates Summer Internship Program**

Contributions: assisted in curriculum development for twelve week structured internship program offered through Sasaki Associates, reviewed applications and selected candidates

2006-2008 **Guest Critic, Harvard Graduate School of Design**

Contributions: offered critical review of both site designs and urban planning proposals for first year graduate students in the course GSD 1211 Planning and Design of Landscapes

2001-2003 **Teaching Assistant, Cornell University Landscape Architecture Department**

Contributions: engaged in daily desk critiques, offered insight on sources of design precedents, served as primary critic for all formal and informal interim and final reviews, facilitated group interactions, organized site visits and documented student work

2003-2004 **Teaching Assistant, Cornell University City and Regional Planning Department**

Contributions: managed student teams, taught GIS and census analysis skills, edited documents, oversaw poster creation and exhibition for open house and alumni week

2001-2003 **Research Assistant, Mary Myers, Head of Landscape Architecture Department, Temple University**

Contributions: Assembled material from Cornell University archives on Blue Ridge Parkway

PROFESSIONAL PRACTICE

2013 – present **Owner/Principal Revington Reaves Landscape Architecture and Planning**

Contributions: oversee management, marketing, and design project operations.

Partial List of Projects

2013. Construction Documents, Lusk Center Admin. Building. Greensboro, NC. 2014.

Construction Documents, Home Meridian, High Point, NC.

2015. Report, Wesley Long Campus Master Plan. Greensboro, NC.

2016. Construction Documents, CUMC Entry, Greensboro, NC 2016.

Construction Documents, Wesley Long. Greensboro NC.

2004 – 2010 **Associate of Landscape Architecture, Sasaki Associates**

Contributions: engaged in analysis, design, and construction documentation on both site and urban scales, collaborated with diverse groups of design professionals and clients, served as design and graphic mentor for junior staff and interns, organized ideas into succinct graphic and written formats, participated in public presentations and open forums of design proposals

Partial List of Projects

2010. Construction Documents, Slippery Rock Student Union. Slippery Rock, PA. 2010.

Report, University of Connecticut at Storrs Landscape Master Plan. Storrs, CT. 2009.

Construction Documents, National Harbor. Washington D.C.

Schematic Design, Schuylkill River Park. Reading, PA.

2009. Report, University of Central Asia Master Plan. Tajikistan, Kyrgyzstan, & Kazakhstan.

2009. Report, Purdue University West Lafayette Master Plan. West Lafayette, IN.

2009. Report, Purdue University Calumet Master Plan. Calumet, IN.

2009. Report, University of South Carolina Design Guideline. Columbia, SC.

2008. Report, Augustana College Feasibility Study New Student Center. Rock Island, IL. 2008.

Report, Revitalization Plan for Parque O'Higgins. Santiago, Chile.

2008. Report, Jacob's Pillow Dance Festival Master Plan. Becket, MA. 2007.

Report, Northwestern University Framework Plan. Evanston, IL.

2007. Report, Historic Landscape Master Plan Cranbrook. Bloomfield Hills, MI. 2007.

Construction Documents, New Hills Community. Weston, MA.

2007. Construction Documents, Brewster Point. Rockport, ME. 2006.

Report, Maine Media Workshop Master Plan. Rockport, ME. 2006.

Report, Brewster Point Master Plan. Rockport, ME.

2006. Report, The University of Balamand Detailed Implementation Plan. Balamand, Lebanon.

2005. Report, Riverplace Master Plan Greater Reading. Berks County, PA.

2004. Report, Quarterpath Master Plan. Williamsburg, VA.

2000 – 2001 **Landscape Designer, Landvision Design Build Firm**

Contributions: developed and presented concepts, designs, planting plans, and technical details for residential landscape design installations, supervised construction

1999-2000 **Landscape Architecture Intern, Bell Glazener Design Group, Registered Landscape**

Architects *Contributions:* assisted with campus planning and residential design projects, oversaw and developed creation of base maps, staking plans, grading plans, detail documents,

PUBLICATIONS AND PRESENTATIONS

2016 Reaves, A., Hatchell, S., Flink, C., Howe, D., Boone, K., Serrano, N. (Presenters & Authors), Special Collections Event: Landscape Architecture at NCSU Libraries, "Landscape Architecture - Embracing our Past, Engaging our Future," NCSU Friends of the Library, James B Hunt Library, NCSU. (April 2016).

2016 Duperault, David and Reaves, Anna. "Preference for Native Replacements of Invasive Plants in HOA-Managed Townhome Landscapes." Council of Educators in Landscape Architecture Annual Conference. Salt Lake City, UT. April 2016.

2014 Reaves, A. (Presenter & Author), Dinep, C. (Presenter & Author), Council of Educators in Landscape Architecture (CELA) 2014 Annual Conference, "A Forgotten Giant: The Life and Contributions of Dr. Charles Fountain," Council of Educators in Landscape Architecture (CELA), Baltimore, MD. (March 27, 2014).

2014 Reaves, Anna. "Poster-Metrics of Sustainable Design: Enhancing Faculty Knowledge and Curriculum Delivery in an Accredited Landscape Architecture Program." National Institute of Food and Agriculture (NIFA) Project Director's Meeting. Washington D.C. Sept. 2014.

2013 Reaves, Anna and Vannuchi, Jamie. "Design in the Data Cloud: Preparing Students to Effectively Leverage Quantitative Evidence Based Design Tools." Council of Educators in Landscape Architecture Annual Conference. Austin, TX. Apr. 2013.

2013 Daniels, Erin and Reaves, Anna. "The Livable Campus: Standards of Measurement". Council of Educators in Landscape Architecture Annual Conference. Austin, TX. Apr. 2013.

2011 Reaves, Anna, et al. "The Interface Between Natural Resources and Environmental Design and Planning – A Panel Discussion." North Carolina American Planning Association. Carver Hall, North Carolina Agricultural and Technical State University. Greensboro, NC. 19 November 2011.

2008 Reaves, Anna and Dumont, Ricardo. "Sasaki Associates Past, Present, and Future." Pontifical Catholic University of Chile, School of Design. Santiago, Chile. 21 September 2008.

2004 Reaves, Anna, Homsy, George, and Naik, Ekta. "Daniel Burnham's Chicago Plan: A Central Marketplace." American Planning Association National Conference. 12 Dec. 2004. Poster Presentation.

2004 Master's Thesis, "Transforming Post-Industrial Landscapes into Parkland: The Ithaca Gun Company Case"

AWARDS AND HONORS

2016 NCASLA Special Recognition, General Design Category for the Lusk Center at Hospice Greensboro
2013

N.C. A&T 2013 Junior Faculty Teaching Excellence Award

2012-2016 **\$150,000 Capacity Building Grant, Project Director, United States Department of Agriculture**,
Project Title: "Metrics of Sustainable Design: Enhancing Faculty Knowledge and Curriculum Delivery in an Accredited Landscape Architecture Program"

2013 Gamma Sigma Delta, National Honor Society

2011 N.C. A&T Certificate of Participation, 2nd Critical Thinking Institute for Faculty

2004 Thomas W. Mackesey Prize, Cornell City and Regional Planning Department

2003 Clarence Stein Memorial Fellowship, \$10,000, Cornell City and Regional Planning Dept.

2000 American Society of Landscape Architects Honor Award, North Carolina State University

1996-2004 Tau Sigma Delta National Honor Society, Member, Phi Kappa Phi National Honor Society, Member, Golden Key National Honor Society, Member

SERVICE

2013-2016 N.C. A&T School of Agriculture and Environmental Design, Grade Appeals Committee

2013-2016 North Carolina State University Natural Learning Initiative, POD3 Advisory Board

2012-2016 North Carolina Society of Landscape Architects (NCASLA), Exec. Committee Member

2012-2016 N.C. A&T University Quality Enhancement Plan (QEP) Advisory Council Committee

2012-2016 N.C. A&T Department of Natural Resources, Website Committee

2011-2016 N.C. A&T Department of Natural Resources, Alternate Faculty Senator

2010-2016 N.C. A&T Department of Natural Resources, Recruitment and Retention Committee

PROFESSIONAL ORGANIZATIONS AND REGISTRATIONS

State of North Carolina License No. 1692,

Registered Landscape Architect State of Connecticut License No. 001062,

Registered Landscape Architect American Society of Landscape Architects (ASLA)

- Member North Carolina Society of Landscape Architects (NCASLA)

- Member Council of Landscape Architecture Registration Board (CLARB)

Individual Faculty Record

Name: Perry Howard

Rank: Associate Professor

Department or unit (if not part of the program under review):

Education: (College and higher)

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

Teaching Experience: (College level)

Institution	Years Taught	Subjects
North Carolina A&T State University	25	Landscape Architecture

Practice Experience: (Brief listing; however, if experience in practice is lengthy and you feel strongly about presenting such, please include resume in the Appendix.)

Firm or Agency	Number of Years	Responsibilities
EDSA	11	Vice-President

Professional Registration: *Give profession and state/province(s).*

Landscape Architect, Florida, #527

Landscape Architect, North Carolina, #785

Professional & Academic Activities. *Offices held, exhibitions, competitions, committee memberships in professional societies or boards, etc., for last five years.*

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

Contributions. *Briefly describe your involvement in advancing the knowledge or capability of the profession of landscape architecture in the last five years.*

Perry Howard, FASLA
Fellow in the American Society of Landscape Architects
ASLA 2008 President

Associate Professor and Coordinator of the Landscape Architecture Program
Department of Natural Resources and Environmental Design
North Carolina A&T State University

EDUCATION:

Master of Landscape Architecture, Harvard University, Cambridge, MA. June 1982.
Bachelor of Landscape Architecture, Louisiana State University, Baton Rouge, LA., May 1975

PROFESSIONAL EXPERIENCES:

1989 - 2014. Associate Professor of Landscape Architecture Program, NC A&T State University.
2002 -2014. Landscape Architecture Program Coordinator, NC A&T State University.
1989 - May 1996. Director of Landscape Architecture Program, NC A&T State University.
1992 - 2000. Sustainable Landscape Design Studios, (SLDS) Principal, Greensboro, NC
Summer 1991. Edward D. Stone, Jr. and Associates, Ft Lauderdale.
1983-1989. Edward D. Stone, Jr. and Associates, Vice President (1985), Ft. Lauderdale, Florida.
Dec. 1982-Aug. 1983. Charles Caplinger Planners, New Orleans, La.
June 1982-Dec. 1982. Perez Limited, New Orleans, La.
Sept. 1980-June 1982. Roy Mann Associates, Inc. Boston, Ma. (Part-time during Graduate School).
Summer 1981. Charles Caplinger Planners, New Orleans, La.
1975-1980. Edward D. Stone, Jr. and Associates, Ft. Lauderdale, Fl. Associate (1977).
Summer 1974. Schanalbach/Braun Partnership, Philadelphia, Pa.
Summer 1973. Edward D. Stone, Jr. and Associates, P.A. Ft. Lauderdale, Fl.

TEACHING EXPERIENCE:

NCA&TSU, Associate Professor, 1989 - Present
Harvard Graduate School of Design, Graduate Assistant, 1981
University of Florida Guest Lecturer, 1979 and 1985

AWARDS/HONORS:

1973 - 1975 Edward D. Stone, Jr. and Associates Scholarship for Minority Students in Landscape Architecture
1977. Third Place, Knight Foundation, Highway Beautification Design Competition
1977. Associate, Edward D. Stone, Jr. & Associates, Fort Lauderdale, FL
1980 -1982. Edward D. Stone, Jr./Harvard University Scholarship
1985 - 1989. Vice President, Edward D. Stone, Jr. & Associates, Fort Lauderdale, FL
1986-1987 - City of Miami, Fl., Heritage Conservation Board Member
1990 - NASA Goddard Research Fellow as part of the Earth Observing System (EOS) program
1990 - NASA Goddard \$75,000 grant for the EOS program
1990 - Featured Article, "Academic Assemblage", a profile of six educators, Landscape Architecture Magazine, September
1992 - 1996. \$100,000 Title III Grant for Landscape Architecture & Related Library Material for North Carolina A & T State University Main Library
1993 - Inducted Member of Gamma Sigma Delta (Agriculture Honor Society) NCA&TU
1993 - Initial Accreditation for the North Carolina A & T State Landscape Architecture Program

1994. North Carolina Chapter, ASLA \$4,000 for NCA&TU Students Scholarships when the program received accreditation.

1995. Award of Excellence in Teaching for 1995 from Gamma Sigma Delta, NCA&TSU Chapter

1995. Nominated and elected Fellow in the American Society of Landscape Architecture

1996. Received first 5 year accreditation for the North Carolina A & T State Landscape Architecture Program

1996. Received \$200,000 grant From USDA for a computer Lab for the North Carolina A & T State Landscape Architecture Program

1998. North Carolina Chapter of American Society of Landscape Architects Presidents Award

2000. Listed as one of 100 Harvard University, Graduate School of Design, Landscape Architecture Program Distinguished Alumni at the Program 100 year anniversary

2003-2004. School of Agriculture and Environmental Sciences (NCA&TSU) Teacher of the year award

2003-2005. Elected Secretary to the Council of Fellows for the American Society of Landscape Architects.

2005. Elected President-Elect for the North Carolina Chapter of the American Society of landscape Architects

2006. President for the North Carolina Chapter of the American Society of landscape Architects

2007. Past-President for the North Carolina Chapter of the American Society of landscape Architects

2007. Elected President-Elect for the American Society of Landscape Architects

2008. President for the American Society of Landscape Architects

2009. Past- President for the American Society of Landscape Architects

2011. Received NCASLA North Carolina Award

2012. Received ASLA President's Medal

PROFESSIONAL REGISTRATION:

State of North Carolina License No. 785, Registered Landscape Architect, State of Florida License No. 527

PROFESSIONAL ORGANIZATIONS:

1977 - Met at ASLA Annual Meeting In Atlanta with about 8 Black Landscape Architects.
This was the seed for the Committee on Blacks in ASLA and the Black Caucus

1978 - 1981. Member of American Society of Landscape Architects

1978 - Present. Black Landscape Architects Caucus

1978 - Chair, Graphic Seminar for Florida Chapter, ASLA

1983 - Present. Member, American Society of Landscape Architects

1984 - First Chair, Broward County Section, Florida Chapter, ASLA

1985 - 1986. Secretary, Florida Chapter, ASLA

1985 - 1989. American Planning Association

1987 - 1989. Society for Marketing Professional Services

1989 - Present. Member, North Carolina Chapter, ASLA

1989 - Present. Council of Educator in Landscape Architects Institutional Member

1990 - 1991. Chair, Committee on Blacks, ASLA

1990 - Member, Awards Jury, North Carolina Chapter, ASLA

1990 - Panel Member, Landscape Architecture Education in North Carolina Panel, 1990-1992. Council of Educators in Landscape Architecture, Regional Director

1991 - Member, Long Range Planning Committee, North Carolina Chapter, ASLA

1991 - Host, ASLA Executive Committee in Greensboro who met with North Carolina A&T State University Administration and the Black Landscape Architects Caucus

1992 - Member, Community Assistance Team for Lumberton, NC, North Carolina Chapter, ASLA /Main Street Program

1992 - 1997t. Member, Council of Education (COE), ASLA

1993 - 1997. Trustee, North Carolina Chapter, ASLA

1993 - Chair, Community Assistance Team, Asheville Arboretum Ethno botanical Garden, North Carolina Chapter, ASLA

1993 - Member, Long Range Planning Committee, North Carolina Chapter, ASLA

1993 - Advisor, Strategic Planning Committee, ASLA

1994 - Chair, Community Assistance Team, Kinston, NC North Carolina Chapter ASLA/Main Street Program
1994 - 1996. Member, Fellows Task Force Committee, ASLA
1994 - Member, Community Assistance Team, Kakum National Park, Ghana, West Africa, ASLA/ Conservation International
1994 - Nomination Package Development and Presentation to Board of Trustees for ASLA, Edward D. Stone, Jr. for ASLA Medal at Mid-Year Trustee Meeting (Ed Stone received ASLA Medal that year)
1995 - Co-Chair Council of Education (COE), ASLA
1996-1997 - Chair Council of Education (COE), ASLA
2003 - Elected Secretary to the Council of Fellows for the American Society of Landscape Architects.
2005-2007 - Elected President of the North Carolina Chapter of the American Society of landscape Architects
2007-2009 - Elected President of the American Society of Landscape Architects for 2008

PUBLIC SERVICE:

1976 - 1978. Apartments, Landscaping & Tot Lot, Pro Bono, Edward D. Stone, Jr. & Associates Non-profit low income apartment complex
1978. Examination Grader for Unified National Examination, Council of Landscape Architecture Registration Boards (Florida) 1979 -1980 Several Committees - Buena Vista Neighborhood Association, Miami, Florida
1979. Guest Lecturer, University of Florida, Gainesville, Florida
1981. Graduate Student Team Member, Mt. Monadnock Study, A semester long group project studying future trends for Mt. Monadnock, New Hampshire region
1982. Graduate Student Team Member (2 person), South Bronx, New York: Three projects were studied and one was ultimately built.
1986 -1987. Member, Heritage Conservation Board, Miami, Florida, Appointed by the City Commission
1988 -1989. Charette Participant, Sistrunk Neighborhood - An African-American neighborhood in Fort Lauderdale, Florida
1989. Present. Member, Numerous Committees and Projects that served the Landscape Architecture Program, Department of Natural Resources & Environmental Design, School of Agriculture & North Carolina A & T State University
1990 -1992. Regional Director, Council of Educators in Landscape Architecture (CELA)
1990 -1991. Guest Panelist for Selection of Grant Applicants, North Carolina Arts Council
1990 -1991. Member, Subject Matter Expert Committee for the new "Landscape Architecture Registration Examination" (L.A.R.E.) Council of Landscape Architecture Examination Board (CLARB)
1991 -1994. Member, Examination Writing Committee, Council of Landscape Architecture Registration Board (CLARB)
1991 -1994. Party to Agreement, Memorandum of Understanding between, NCA&TSU and National Park Service, Denver Service Center
1991. Hosted, Black Landscape Architects Caucus Meeting
1991. Member, Selection Committee for Artist of North Carolina State University Engineering Building
1992. Hosted Accreditation Visit for NCA&TSU Landscape Architecture Program Initial Accreditation, Spring 1993
1992 - 1994. Member, Pretesting of L.A-R.E.
1992. Participant, First Meeting of all Forest Service Landscape Architects in Denver, Colorado
1993. Hosted, Black Landscape Architects Caucus Meeting (Compiled history of organization's efforts)
1994 -1998. Member, North Carolina Board of Landscape Architects, Appointed by Governor Hunt
1994. Hosted, African-American Landscape Symposium NCA&TSU
1995. Hosted, 1995 African-American Symposium NCA&TSU
1989-Present. Multiple Student Service Projects
2007. Idlewild, Lake County, Michigan, A Cultural Economic Development Readiness Initiative (for one of the first African-American Resorts)

THE ACTIVITIES AS NCASLA PRESIDENT AND ASLA PRESIDENT 2005-2011:

2003-2005. Was Secretary to the Council of Fellows for the American Society of Landscape Architects.
2005. Was President-Elect for the North Carolina Chapter of the American Society of Landscape Architects.
Oct. 7-12, 2005. Attended ASLA Annual Meeting in Ft. Lauderdale, Florida
Oct. 14, 2005. Held Landscape Architecture Advisory Board Meeting
Nov. 3, 2005. Hosted NCASLA Meeting at NCA&TSU
Nov. 13-16, 2005. Hosted LAAB Accreditation visited here at NCA&TSU

2006. Was President for the North Carolina Chapter of the American Society of landscape Architects and President-Elect Designate for the American Society of Landscape Architects.
Jan. 21, 2006. Hosted NCASLA Meeting at NCA&TSU
Feb. 9-12, 2006. Attended ASLA Winter Executive Committee (EC) Meeting in DC
Mar. 13-15, 2006. Held Design Week with Kinzleman Kline Gossman
Mar. 16-17, 2006. Held the Program 30th Year Celebration
May 2-7, 2006. Attended ASLA Mid-Year Board of Trustees Meeting (BOT) in DC
Jun. 1-4, 2006. Participated on the Idelwild, Michigan Resource Team
Jun. 13-16. Attended the CELA Conference in Vancouver, BC
Jun. 25-Jul. 14. Start process of rebuilding a kitchen in New Orleans after Katrina
Jul. 15-19, 2006. Attended ASLA EC Summer Meeting in Chautauqua, NY
Sep. 7-10, 2006. Attended the Children in Nature Conference in West Virginia
Sep. 20-21, 2006. Participated with Susan Hines research for LAM
Oct. 2-11, 2006. Attended ASLA Annual Meeting in Minneapolis, MN
Oct. 24-31, 2006. Keynote Speaker at Conference in Beijing, China
Dec. 6-9, 2006. ASLA Planning Meeting, AIA Board, and AIA President's Dinner in DC

2007. Was Past-President for the North Carolina Chapter of the American Society of landscape Architects and President-Elect for the American Society of Landscape Architect
Jan. 15-18, 2007. Attended Presidents Council Meeting in Austin, TX
Feb. 7-10, 2007. Attended ASLA Winter EC Meeting in DC
Mar. 10-11, 2007. Attended and presented at Georgia Chapter ASLA Annual Meeting
Apr. 11-12, 2007. Attended LAF Board meeting in DC
Apr. 13-15, 2007. Attended and presented at the Idaho/Montana Annual Meeting
Apr. 18-20, 2007. Attended the American Academy in Rome activities in NY
Apr. 20-22, 2007. Attended Harvard GSD Reunion activities
Apr. 24-28, 2007. Attended ASLA Midyear BOT Meeting in DC
Jul. 9-12, 2007. Attended ASLA EC Summer meeting in San Diego
Jul. 16-20, 2007. Attended LAF Board Meeting in Dallas, TX and an Engineer's meeting in Cleveland, OH
Jul. 24-25, 2007. Planning meetings for the ASLA 2008 Annual Meeting in Philadelphia
Jul 27-29, 2007. Attended the Florida Chapter Annual Meeting in Miami, FL
Jul. 31-Aug 1, 2007. Committee Assignments meeting for the 2008 year
Aug. 17-18, 2007. Attended South Carolina Chapter Annual Meeting in Greenville
Sep. 6-8, 2007. CLARB Annual Meeting in Cleveland, OH
Oct. 2-9, 2007. Attended ASLA 2007 BOT and Annual Meeting in San Francisco
Oct. 18-23, 2007. Served as Jury Chair for design competition in Shenzhen, China
Oct. 31-Nov. 4, 2007. Attended a Climate Change Conference in London, England
Dec. 12-16, 2007. ASLA Planning Meeting, AIA Board, and AIA President's Dinner in DC

2008. Was President for the American Society of Landscape Architects.
Jan. 16-24, 2008. Attended and presented at IFLA Regional meeting in Dubai, UAE
Jan. 24-31, 2008. Attended the President's Council Meeting in Tempe Arizona and NJ Chapter of ASLA in Atlantic City, NJ
Feb. 14-17, 2008. Attended ASLA Winter EC Meeting in DC
Attended the Canadian Society of Landscape Architects Annual Meeting in Quebec, Canada

Attended meetings at University of Idaho the Provost, Dean and design departments to champion the landscape architecture program

Attended and gave talks at a conference at the University of Arkansas

Attended the Engineering News and Record Awards Banquet and New York Chapter functions in New York City

Attended and spoke at the Utah Chapter, the New Mexico Chapter, and the Maryland Chapter meetings

Attended and spoke at Mississippi State University and joint chapters annual meetings

Attended ASLA Midyear BOT Meeting in DC

Gave Keynote Address at the University of Illinois Landscape Architecture graduation

May 15-17, 2008. Attended the AIA convention, Boston, MA

May 19-21, 2008. Attended and spoke at LAF Futures at Charleston, SC

Jun. 6-7, 2008. Attended NCASLA Annual Meeting

Jun. 28-July 3, 2008. Attended IFLA World Congress, Apeldoorn, Netherlands

Jul. 11-12, 2008. Attended ASLA EXCOM Summer meeting in Asheville, NC

Jul. Attended NSPE board meeting/annual meeting in Portland, OR

Sep. 4, 2008. Gave the Inaugural Lecture at NC State SOD-New Lecture Series

Sep. 26, 2008. Hosted IFLA President, Diane Menzies Visit and Lecture at NCA&TSU

Sep 30-Oct, 2008. Attended and directed the 2008 ASLA BOT and Annual Meeting, in Philadelphia, PA

Oct. 23-24, 2008. Attended the NCASLA Winter Meeting in Pinehurst, NC

Oct. 29, 2008. Hosted Marjora Carter Visit and Lecture at NCA&TSU

Nov. 16-18, 2008. Attended and NOAA Climate Change and the Plant Sector

Dec. 4-6, 2008. Keynote Address, EDSA Retreat, Ft. Lauderdale, FL

2009. Was Past- President for the American Society of Landscape Architects

Jan. 23, 2009. NCASLA EXCOM Meeting at NCA&TSU

Feb. 6-7, 2009. ASLA Winter EXCOM, Washington DC

Feb. 12 Andrews High School, High Point, Recruitment

Feb. 23 Forsyth High School-Recruitment with a student

Feb. 26-28, 2009. Hosted the CEO Round Table at NCA&TSU

Apr. 6, 2009. ASLA Honor/Merit Selection for NC State and NCA&TSU in Raleigh, NC

Apr. 28-May 2, 2009 ASLA EXCOM/Lobby Day/BOT Meeting

PARTIAL LIST OF PROJECTS (Various levels of involvement)

Edward D. Stone, Jr. and Associates, PA.1983-1989

St. Johns Harbour, St. Johns County, Fl., 6000 Acre New Community

Waterford, Melbourne, Fl. 1200 Acre New Community

Orchid Island, Vero Beach Fl., 700 Acre Exclusive Resort Community

Marbella Club, Freeport, Bahamas, 200 Acre Resort Club

Boynton Beach Park, Boynton Beach, Fl., Neighborhood Park with Endangered Animal Species

Willoughby, Martin County, Fl., 600 Acre Exclusive New Community

Sistrunk Boulevard, Ft. Lauderdale, Fl., Citizen Participation in Development of a Revitalization Plan for a Black Business District

Miami Airport Improvements, Miami, Fl., Upgrade of the Northwest Public Portion of the Airport

Downtown/Uptown, West Palm Beach, Fl. An Upscale 70 Acre Major Intercity Revitalization

Davie Parks, Town of Davie, Fl. 30 Acre Park Development

Edward D. Stone Jr., Information Center, Ft. Lauderdale, Fl., Data Management System for All Office Archives and Information

JDM Country Club, West Palm Beach, Fl. 2000 Acre Golf Course Development

I-95/714 Special Area Study, 15,000 Acre New Community Land Use Plan with Emphasis on Preserving Major Critical Natural Systems

Aruba Golf Course Community Development, Aruba, N.A., Golf Course Feasibility Development Study

IBIS/Seminole, West Palm Beach, Fl. 1800 Acre Jack Nicholas Golf Course Community

Palm Beach Preservation Park, Palm Beach, Fl., One-half Acre Park in Downtown Palm Beach

Hollywood Memorial Hospital, Hollywood, Fl. 50 Acre Regional Hospital
Martin County Satellite Hospital, Martin County, Fl., 30 Acre Regional Hospital

Roy Mann Associates, Inc. 1980 - 1982

Watertown Square, Watertown, Ma, Downtown Revitalization
Franconia Notch Parkway, New Hampshire, Parkway and Recreational Area
Jefferson Park, Cambridge Ma, Low Income Housing Project
White River Park, Indianapolis, In., Urban River Multi-use Development
Breakheart Reservation Saugus, Stoneham, Ma, Rehabilitation Design of a 500 Acre park
Myrtle Beach, Myrtle Beach, SC, Beach and Hotel Frontage Rehabilitation
Gateway National Recreational Area, Sandy Hook, NY, North Beach Center Design
Henderson Wharf, Baltimore, Md, Wharf Area Design
Monoosnoc Brook Greenway, Leominister, MA, River Study and Design
Gibson Park, Revere, Ma, Small Town Park

Charles Caplinger Planners, Summer 1981

Veterans Administration Hospital, New Orleans, La, Site Work for Research Wing

Edward D. Stone, Jr. and Associates, P.A. 1975-1980

Centrum Property, Coconut Grove, Fl., Small Office Complex
C.C. Dockery, Lakeland, Fl., Small Office Complex
Government Center Station, Miami, Fl., Transit Stop Urban Plaza
Kiawah Island, Kiawah Island, SC, Island Resort Community
Key West Golf Villa, Key West, Fl. 500 Unit Development
Dade County Administration Building, Miami, Fl., Urban Plaza
Sunrise Lake 4, Sunrise, Fl. Master Planting Plan for Large Residential Development
Dadeland North Transit Station, Dade County, Fl., Station Planning Development
Sunrise Lake 1, Sunrise, Fl., Major Entrance Redevelopment
Brickell Property, Coconut Grove, Fl. Luxury Condominium Development
Sunrise of Palm Beach, Palm Beach, Fl., Residential Development
Riyad Intercontinental Hotel, Riyad, Saudi Arabia, Major Additions to Hotel and Site
Manzanillo, Manzanillo, Mexico, Resort Development Master Plan

Assard, Saudi Arabia, New Town Development
Markham Park, Broward County, Fl., 500 acre Intensive Multi-use Park Development
Coral Way Mall, Dade County, Fl., Regional Shopping Center
New Providence, Freeport, Bahamas, Large Second Home Development
Mahogany Run, St. Thomas, U.S. Virgin Is., Residential Resort Development
Colee Hammock, Ft. Lauderdale, Fl., Executive Office Complex
C.B. Smith Park, Broward County Fl., 150 Acre Multi-use Park
El Morro, El Morro, Venezuela, Large Multi-use Development, Caracas to Barcelona
Flamingo Paradise, Netherlands Antilles, Large Marina Related, Residential Development
Eden Isles Marina, St. Tammany Parish, La, Alternative Related Uses of Proposed Marina
Governor's Residence, El Morro, Venezuela, New Residential Master Plan
Venetian Park, Hallandale, Fl., Master Planting Plan for Residential Development
Hilton Hotel at Inverrary, Inverrary, Fl., Hotel Site Work Development
Wilmington Riverfront Study, Wilmington, NC
C.B. Smith Park Phase Two, Broward County, Fl., 150 Acre Camping and Equestrian Facility
Waller Park, Tallahassee, Fl., New Capitol Building, Entrance Plaza
Sandalwood Lake, West Palm Beach, Fl., Modular Housing Master Plan and Site Work
Pepsico-Vallhalla, Vallhalla, NY, Research Center
PGA, West Palm Beach, Fl., Master Plan for PGA New Home Site Community
Atkins Residence, Miami, Fl., Private Residence
Rustlewood, Clearwater, Fl., Residential Development Master Plan

PepsiCo, Purchase, NY, Annual Agreement for Site Development
Post Oak Complex, Houston, TX, Office Complex, Master Plan
Holding Residence, Freeport, Bahamas, Private Residence
Sunrise, Saudi Arabia, Summer Palace for the Royal Family
Sunrise, Saudi Arabia, Planting and Irrigation Report for Saudi Arabia
Puerto Camejo, El Morro, Venezuela, Time Share Resort Development
Miami Visitors Center, Miami, Fl., Gas Station Rehab
Bayfront Park, Miami, Fl, Downtown Park Rehab
Coconut Grove Incinerator, Coconut Grove, Fl. Adaptive Reuse of Abandoned Incinerator

Harvard University 1980-1982

Crames Square, South Bronx, NY, Urban Farmer's Market
Intervale/Westchester, South Bronx, NY, Mixed Housing and Industry Master Plan
South Bronx Computer Data Base, South Bronx, NY, Spatial Use of Computer in Urban Environments
Mt. Monadnock Regional Study, Mt. Monadnock, NH, Regional Growth Impact Study using GIS Data Base and Modeling
University Place, Cambridge, Ma., Development Package for a Residential/Office Complex
Incentive Zoning Ordinance, Downtown Washington, DC, Implementation Tool to Revitalize the Retail Core

Louisiana State University 1975

Bartram Trail, Baton Rouge to the Gulf of Mexico, La., 600 Mile Water Related Trail

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

Room #	Size (SF)	Max. Capacity Normal Max. Users	Type of Space (studio, office, storage, etc.)	Shared Use (S) Exclusive Use (E)
201	960	24/16	Computer Lab	S
202	600	12/10	Studio	E
203	400	15/13	Studio	E
205	600	50/25	Class room	S
209	1500	20/15	Studio	E
211	1200	10/8	Studio	E
213	900	35/20	Presentation Room	E
226	140	N/A	Print room	E
231	480	4/4	Faculty/Program Office	E
214	80	N/A	Supply/Storage	E

Existing Facilities and Proposed Renovations

