

**Self-Evaluation Report
for
Professional Programs in
Landscape Architecture**



Landscape Architectural Accreditation Board

**American Society of Landscape Architects
636 Eye Street, N.W.
Washington, D.C. 20001-3736**

REQUEST FOR REVIEW

LANDSCAPE ARCHITECTURAL ACCREDITATION BOARD

September 2020

Invitation to review is extended by:

S. Jack Hu, Provost, University of Georgia
Sonia Hirt, Dean, College of Environment and Design

Master of Landscape Architecture (MLA), College of Environment and Design,
University of Georgia

Bachelor of Landscape Architecture (BLA), College of Environment and Design,
University of Georgia

These landscape architectural programs certify that they have been in operation since: 1954
(MLA), 1928 (BLA) and are legally entitled to confer the following professional degrees:

Master of Landscape Architecture
Bachelor of Landscape Architecture

Preferred Dates for Review:

1. February 14 through February 17, 2021
2. February 21 through February 24, 2021
3. February 28 through March 3, 2021

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PROGRAM SELF-EVALUATION REPORT

For the Academic Years: 2015 – 2021 Institution: The University of Georgia
Program: Landscape Architecture
Degree Title: Master of Landscape Architecture (MLA)
Degree Length: 3 Years

For the Academic Years: 2017 - 2021
Degree Title: Bachelor of Landscape Architecture (BLA)
Degree Length: 4 years

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Report Submitted By:

Professor Brad Davis 12/15/2021
Professor Ron Sawhill 12/15/2021

MINIMUM REQUIREMENTS

For Achieving and Maintaining Accredited Status

1. The program title and degree description incorporate the term "Landscape Architecture".
2. An undergraduate first-professional program is a baccalaureate of at least four academic years' duration.
3. A graduate first-professional program is a master's equivalent to three academic years' duration.
4. Faculty instructional full-time equivalence (FTE) shall be as follows:
 - a. An academic unit that offers a single first-professional 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 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 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 University of Georgia MLA program meets the minimum conditions to apply for LAAB accreditation.

Brad Davis

Program Administrator Name:



Program Administrator Signature

Title: Graduate Coordinator, MLA

12/15/2021

Date

The University of Georgia BLA program meets the minimum conditions to apply for LAAB accreditation.

Ronald B. Sawhill

Program Administrator Name:

Title: Undergraduate Coordinator, BLA

A handwritten signature in black ink, appearing to read 'R. Sawhill', with a long horizontal stroke extending to the right.

12/15/2021

Program Administrator Signature

Date

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V. STUDENT WORK (provided on enclosed USB flash drive)

MLA YEAR 1

LAND 6010 – LA Studio 1: Foundations
LAND 6020 – LA Studio 2: Applications
LAND 6210 – Representation 1
LAND 6220 – Representation 2
LAND 6320 – Plant Communities
LAND 6340 – Landscape Engineering
LAND 6550 – History of the Built Environment I
LAND 6570 – Contemporary LA Theory

MLA YEAR 2

LAND 6030 – LA Studio 3: Ecology
LAND 6040 – LA Studio 4: Community
LAND 6310 – Landscape Ecology
LAND 6330 – Landscape Construction
LAND 6390 – Ecological Landscape Restoration
EDES 7350 – Land Management/Applied Ecology

MLA YEAR 3

LAND 6710 – Professional Practice
LAND 6912 – Sustainable Design Studio
LAND 7050 – LA Studio 5: Engagement

BLA YEAR 1

LAND 1500 – Design and the Environment
LAND 2010 – LA Studio 1: Visual Design
LAND 2020 – LA Studio 2: Landscape Design
LAND 2210 – Design Communications 1 – Hand Graphics
LAND 2220 – Design Communications 2 – Digital Graphics
LAND 2320 – Landscape Construction

LAND 2510 – History of the Built Environment I - Landscape

LAND 2520 – History of the Built Environment II - Architecture

BLA YEAR 2

LAND 3030 – LA Studio 3: Planting Design

LAND 3330 – Landscape Engineering Processes and Materials

LAND 3040 – LA Studio 4: Community Design

LAND 3340 – Applied Landscape Engineering

LAND 3410 – Plants of the South

LAND 2310 – Introduction to Sustainability

BLA YEAR 3

LAND 4050 – LA Studio 5: Region, Site, Place

LAND 4350 – Soil and Stormwater Management

LAND 4360 – Advanced Landscape Ecology

LAND 4060 – LA Studio 6: Urban Design

LAND 4370 – Applied Landscape Construction

LAND 4710 – Professional Practice

BLA YEAR 4

LAND 4070 through 4095 – LA Studio 7: Signature Studio

LAND 4380 – Implementation Documents

LAND 4900 – LA Studio 8: Senior Studio

INTRODUCTION

1. History of Programs.

The study of landscape architecture has a significant history at the University of Georgia. In 1871, 86 years after the charter of the University, the UGA College of Agriculture reorganized forming the Department of Landscape Gardening and Horticulture. The Bachelor of Landscape Architecture degree was established in 1922 and became accredited by the ASLA in 1951. In 1954, UGA created an MLA program, the first in the Southeast and one of the first in the country. In 1969, the Landscape Architecture Department was recognized as UGA's 12th stand-alone college with the establishment of the School of Environmental Design. The MLA program received its initial ASLA accreditation in 1983. In 2002, the College of Environment and Design was formed. A detailed timeline from 1871 to 2014 can be found in Appendix item I.A.

2015 Full Professor Brian Orland is recruited and awarded the first Rado Family Professorship to complement and elevate faculty research and grant writing.

Professor David Spooner becomes the Associate Dean of Academic Affairs.

CED alumnus (2013), Pongsakorn "Tum" Suppakittpaisarn, and student collaborators win 2015 ASLA National Honor Award for "Reverse Engineering: Reconfiguring the Creek-Campus Interface."

CED alumnus, Mario Cambardella (MLA '13, MEPD '11, BLA '06), is appointed as Atlanta's first Urban Agriculture Director.

2016 Professor Brad Davis becomes the coordinator of the BLA program.

Dean Dan Nadenicek is named American Society of Landscape Architects (ASLA) Fellow.

Dean Dan Nadenicek is named Council of Educators in Landscape Architecture (CELA) Fellow.

The CED Center for Community Design and Preservation works together with BLA, MLA and architecture students from Georgia Tech on plans for Camp Hooray, a camp for Extra Special People of Oconee County, Georgia.

MLA Alumnus Thomas Rainier's recently published book, co-authored with Claudia West, *Planting in a Post-Wild World*, released in fall 2015 from Timber Press, was selected by the American Horticultural Society as one of the 2016 books of the year.

2017 Dean Dan Nadenicek announces his plan to transition back to the role of Professor and a search for a new dean is launched.

Associate Dean David Spooner is among the 25 most highly regarded professors of landscape architecture in the U.S. according to Design Intelligence magazine.

MLA student team of Ming Guan, Carter Ricks, Danielle Schwartz, Danielle Valdes and Yuwen Yang receive Honorable Mention for EPA's 2016 Campus RainWorks Challenge.

- 2018 Dr. Sonia Hirt becomes the 7th Dean of the College of Environment and Design.
- The BLA and MLA programs are rated as #1 in *DesignIntelligence's* new ranking category "Where Do You Hire Most Students From?"
- Associate Professor Katherine Melcher receives CELA 2018 Outstanding Paper Award.
- Devyn Quick (MLA '18) and Arianne Wolfe (MLA '18) receive an Honor Award from the American Society of Landscape Architects (ASLA) for their work on District Hill Cemetery in Chickamauga, Ga.
- Associate Professor Ashley Steffens serves as ASLA Professional Awards Juror.
- Professor Brian Orland and Associate Professors Alfie Vick and Jon Calabria are chosen as Landscape Architecture Foundation (LAF) Case Study Participants for 2018.
- 2019 CED celebrates the 50th Anniversary of the founding of the School of Environmental Design with events throughout the 2019-2020 academic year.
- CED hosts over 400 students to the LABASH 2019 Annual Conference in Athens.
- Associate Professor Ashley Steffens becomes CELA President for 2019-2020 academic year.
- Professor Brian Orland gives keynote speech at Geodesign South America.
- Dean Sonia Hirt's book, *Zoned in the USA*, named to list of top urban planning books of the decade.
- Dean Sonia Hirt delivers a keynote lecture in the international congress on "Urban and Housing Systems under Pressure" organized by the Metropolitan Research Institute in Budapest, Hungary.
- MLA student Whitney Barr is awarded the first Landscape Architecture Foundation's Honor Scholarship for Inclusive Community Design, a \$10,000 scholarship that supports students who have shown a commitment to underserved urban communities and who want to address community-scale design.
- Associate Professor Alfie Vick is promoted to Full Professor.
- 2020 Spring classes convert to on-line format in mid-March as a response to Covid-19 facility closures. Summer study abroad classes are canceled.
- Former MLA Coordinator Brian LaHaie retires in May.
- Associate Professor Ashley Steffens becomes CED's Associate Dean in July.
- Associate Professor Ron Sawhill becomes the BLA Coordinator in July.
- Associate Professor Brad Davis becomes the MLA Coordinator in July.

Alumnus Daniel Sizemore (MLA 2016), while working for the Athens-Clarke County Data Response Team, designed a Covid-19 web page as a hub of information on the effects of the pandemic locally.

CED hosts its first ever Design Camp for high school tenth graders. An online format is used to ensure participant safety during the continuing global pandemic.

5 BLA students (from Assistant Professor Dr. Jessica Fernandez's Advanced Graphics class) have been recognized at the American Society of Architectural Illustrators' (ASAI) 35th Architecture in Perspective Professional and Student Competition. Four students individually received Student Awards of Distinction, and one received Sergei Tchoban's "Student Juror Award," one of the highest honors of the competition.

2021 Spring classes return to Face-to-Face format but with hybrid and fully online options maintained. Summer study abroad classes are canceled again, but domestic field studies are approved.

Fall classes are fully Face-to-Face. Hybrid and fully online courses are only allowed by special exception (existing e-courses maintain online status).

Former Dean, Professor Daniel Nadenicek retires in May.

Professor Mark Reinberger retires in May.

Lecturer Cameron Berglund joins CED in August.

Lecturer Haemee Han accepts position to join the CED beginning January of 2022.

Team Reimagine (six BLA students in Associate Professor Alison Smith's Fall 2020 LAND 4050 studio) were selected as 1st place winners for the 2021 American Planning Association Student Design Competition Award: *Reimagining the Civic Commons for Macon, GA*.

2. Organizational Structure of the Programs

The College of Environment and Design is one of 17 schools and colleges at UGA. The CED offers 4 graduate programs, which include the Master of Landscape Architecture, the Master of Historic Preservation, the Master of Environmental Planning, and the Ph.D. in Environmental Design and Planning. Each of the 4 graduate programs has its own designated coordinator, assisted by a shared graduate program advisor. The BLA program is the only undergraduate program within the College of Environment and Design and has its own designated coordinator and advisor. In addition, CED offers both graduate and undergraduate certificates in Historic Preservation, Cultural Landscape Conservation, Native American Studies (all 3 under the direction of the MHP coordinator) and Environmental Ethics (which has its own director). Two undergraduate minors, Landscape Studies and Environmental Design are under the direction of the BLA coordinator.

The MLA Graduate Coordinator is responsible for overall decision-making regarding the planning and management of the Master of Landscape Architecture Program. The position reports to the Associate Dean of Academic Affairs. The job duties are described below:

Leadership and Management

- Consult with the Associate Dean of Academic Affairs concerning matters of student and faculty affairs, programmatic adjustments, teaching assignments, technology requirements, and facilities.
- Call to order and work with the MLA Council (Curriculum Committee) to adjust the program's academic content and direction.
- Serve as the first level of contact for student grievances.
- Accept and approve proposals from faculty concerning field study courses.
- Relay to the MLA Council the Dean's initiatives brought forth within the Program Coordinator meetings.
- Represent the CED at international, national, regional, and local profession meetings and functions.
- Uphold the institutions' Graduate School regulations and guidelines within the MLA program.

Student Coordination Responsibilities

- Provide academic advisement and guidance for all MLA students.
- Engage, orient and track all students matriculating to or interested in the MLA program.
- Resolve issues and approve all drop/adds, section/course changes, grade changes, and graduation clearance.
- Clear all students for registration of courses.
- Direct student recruiting efforts for the program.
- Chair the MLA Council.
- Work with faculty and staff to identify needs and positions for graduate assistantships. Coordinate assistantship assignments.
- Coordinate with outside sources to provide funding for graduate assistantships.
- Represent the program in the college level Program Coordinator and Faculty meetings.
- Approve all MLA Study Abroad initiatives.
- Assist the Associate Dean of Academic Affairs with faculty teaching schedules and course offerings.
- Assist the Internship Coordinator in tracking, guiding and evaluating student internships.
- Assist the Scholarship Coordinator in evaluating applications and awarding CED Scholarships for students.

The BLA Program Coordinator is responsible for overall decision-making regarding the planning and management of the Bachelor of Landscape Architecture Program. The position reports to the Associate Dean of Academic Affairs. The job duties are described below:

Leadership and Management

- Consult with the Associate Dean of Academic Affairs concerning matters of student and faculty affairs, programmatic adjustments, teaching assignments, technology requirements, and facilities.
- Supervise BLA administrative staff to ensure job duty compliance.
- Create and implement an undergraduate recruitment plan with a target of attracting 60 new students per year to build enrollment towards the goal of 240 total students.
- Plan and direct the summer Design Camp program.
- Chair and call to order and work with the BLA Council and Curriculum Committee to adjust the program's academic content and direction.
- Complete academic assessment requirements for UGA, CELA and LAAB as required.
- Accept and approve proposals from faculty concerning field study courses.
- Develop new undergraduate student programs of study (majors, minors, and certificates as appropriate).

- o Represent the program in the college level Program Coordinator and Faculty meetings.
- o Relay to the BLA Council the Dean's initiatives brought forth within the Program Coordinator meetings.
- o Represent the CED at international, national, regional, and local profession meetings and functions.
- o Uphold the University's regulations and guidelines within the BLA program.

Student Coordination Responsibilities

- o Direct student recruiting efforts for the program and serve as the point person for internal and external transfer students.
- o Assist the Associate Dean of Academic Affairs with faculty teaching schedules and course offerings.
- o Direct student mentoring efforts including career fair and other events involving professional practice.
- o Serve as the first level of contact for student grievances.
- o Provide/Oversee academic advisement and guidance for all BLA students.
- o Resolve issues and approve all drop/adds, section/course changes, grade changes, and graduation clearance.
- o Clear all students for registration of courses.
- o Approve all BLA Study Abroad initiatives.
- o Assist the Internship Coordinator in tracking, guiding and evaluating student internships.
- o Serve as the CED Scholarship Coordinator and Chair of the Scholarship Committee.

Scholarship Coordinator Responsibilities

- o Manage the process for selecting and awarding ~\$200,000 of scholarships annually.
- o Provide communications to faculty and students regarding scholarship opportunities, deadlines, requirements, and process.
- o Update the scholarship application process as needed and update scholarship information on the CED website annually.
- o Receive, organize, tabulate and verify accuracy of scholarship applications and faculty references.
- o Manage selection of Neel Reid Scholarship applicant pool from BLA & MLA applicants.
- o Redact all personal info (FERPA, gender, etc.) from applications to be directed to the Peachtree Garden Club Scholarship Committee (Neel Reid Scholarships) and to the Edah Brittain Grover scholarship reviewer. Forward information to those committees.
- o Prepare the necessary documents for the scholarship meeting and distribute to the committee members.
- o Chair the Scholarship Award Committee and document award decisions.
- o Provide a review copy for the committee to confirm awardees and amounts.
- o Author and distribute award letters to all recipients.
- o Receive and tally student responses identifying what semester(s) and award amounts they choose.
- o Prepare/submit a final disbursement form to Vickie Poole (students, funds, \$, semesters).
- o Approve/Hold/Disapprove disbursement of funds on Scholarship Universe as funds are released (typically a 6-week period just prior to each semester with several notifications each week).
- o Respond to student inquiries (note: there are many).
- o Coordinate with Jennifer Messer on the Honors/Awards Ceremony; participate as needed.
- o Attend the Peachtree Garden Club Annual Awards Ceremony in Atlanta (October).
- o Coordinate Olmsted Scholar Program; work with student candidates, review proposals and applications, serve as faculty contact to LAF; attend Olmsted Scholar related conference calls.
- o Distribute External Scholarship information; post to the CED website.

3. Response to Previous LAAB Review (MLA 2015 and BLA 2017)

MLA PROGRAM 2015-2016 REVIEW RECOMMENDATIONS AND CONSIDERATIONS

SUGGESTION 1: "In the upcoming update to the 2010-2015 CED Strategic Plan, the new CED Strategic Plan should incorporate a discrete long range for the MLA Program." (Standard 1)

2015-2016 response:

In response to this suggestion, we would like to point out that this comment was not mentioned during the Team's visit either in discussions or in the final presentation of their findings. Because the College has substantially more faculty and students in the landscape architecture programs than other programs in the College, we have never felt that a separate plan was necessary. However, as we are currently in the process of preparing the 2016-2021 Strategic Plan for the College, we will follow the suggestion to incorporate a discrete long-range plan for the program within the Strategic Plan. Identifying program goals that are distinct, yet compatible with the College goals, will be a part of the Strategic Planning process. (Note: We were instructed in 2017 that annual response to suggestions was no longer needed in annual reporting, hence only one year's response is shown prior to this report.)

2019-2020 response:

A 2016-2021 CED Strategic Plan was never completed by the college due to a variety of factors, including a change in leadership mid-way through the visioning and planning process. Former Dean Nadenicek asked for a delay in the college strategic plan due to competing needs for reviews of the BLA and MEPD programs. His announced retirement from the position and the hiring of the subsequent dean further delayed the planning process. In the fall of 2019 Dean Hirt commenced strategic planning in preparation for the 2020-2025 Strategic Plan, which was well-timed to work in alignment with the University 2020-2025 Strategic Plan.

2020-2021 response:

In the spring of 2020 MLA faculty met to formulate ideas for how the program's mission, goals and objectives would fit within the structure of the college and university strategic plans. The outcome of this process is reflected in this report and can be references in Strategic Goals 1.1, 1.6., and also 2.1.

SUGGESTION 2: "To enhance opportunities for resource allocation, the Program should promote program awareness and value through outreach activities aimed at the University community." (Standard 2).

2015-2016 response:

We have not yet formulated a plan of action to address this suggestion. It is not clear in its intent, as we already have significant outreach efforts ongoing, including frequent press releases and well-publicized community engagement activities through a multiplicity of forums. The suggestion appears to be a reaction to the upper administration's changing attitude towards the value of service and engagement activities, rather than a lack of effort for greater awareness on the part of our College.

2020-2021 response:

In the fall of 2021 new resources were allocated to CED communications. While we have hired and not retained two communications professionals in 2020 and 2021, these hires have helped us refine our needs. Currently social media and website communications are being handled by our long-term graphics professional and the increase in visibility has been significant. We were also able to host

several in person lecture events in fall of 2021, after lower rates of Covid infections and a more normal in person fall semester. In November of 2021, the CED hosted a lecture by Adam Gopnik, author and critic (co-sponsored by the Office of the Associate Provost, HGOR, Franklin college of Arts and Sciences, Willson Center for Humanities & Art, and the Lamar Dodd School of Art) Our robust outreach program operated by our Center for Community Design and Preservation continues.

The 2019-2020 year-long celebration of the 50th anniversary of the college has included events that have had multi-disciplinary appeal and drawn large audiences, including a lecture by Irina Bokova, former Director-General of UNESCO (co-sponsored by the Office of the Associate Provost, the School of Public & International Affairs and the Atlanta firm of HGOR), a lecture by Barrett L. Kays, PhD (co-sponsored by the College of Agriculture), a symposium "Kodachrome Commerce: American Commercial Architecture 1945-1980" (co-sponsored by the Georgia Transmission Corporation).

From fall 2019-spring 2021 university-sponsored innovation planning has been happening prominently within our facility, giving our students exposure to the planning process, as well as providing visibility to the work produced in CED studios. The university has launched the Innovation District initiative: "a vision for a dynamic ecosystem of places, programs, and people all working together to foster innovation, entrepreneurship, and experiential learning." The Innovation District is to be a physical manifestation of the initiative, located at the interface of North Campus and downtown Athens. The District will provide "an integrated set of facilities that will inspire collaboration, discovery, innovation and entrepreneurship." Multiple meetings and events are occurring within our Critique Space every week throughout this two-year period. These meetings include UGA officials such as the President, Provost, University Architects, college Deans and members of the Board of Regents, among others.

MLA students entered GIS poster designs for GIS Day Map Contest in 2018 and an MLA won first place. The entries were displayed prominently in the UGA library.

SUGGESTION 3: "The Program should assess its curricula breadth to be sure it is relevant to student interests and faculty concerns regarding both the "traditional" and "digital" skills and processes. Additionally, broad curricular goals, expectations, and relevant outcomes must be communicated clearly to students to help them understand the value of foundational skills/knowledge for the profession of landscape architecture." (Standard 4)

2015-2016 response:

We are currently assessing how to address changing needs of the profession without compromising core, foundational knowledge and skills. The area of graphic communication is undergoing rapid change so we have featured this prominently in our annual assessment process. We have had many discussions within the MLA Council about the graphic challenges and are currently testing ideas within the classroom.

2020-2021 response:

Incorporating advanced graphic skills is an on-going challenge, as new software programs are being developed continually. Elective options include Advanced Graphics (LAND 6911), Digital Workflow (LAND 6251), Portfolio Development (LAND 6240) and Environmental Use of GIS (EDES 6270). (Also see response to Suggestion 4 below.) See also strategic goal 1.3.

Broad curricular issues are discussed with students individually during advising, as well as in the classroom in syllabus discussions.

SUGGESTION 4: "The "Workshop Series" facilitated by students to explore advanced computer techniques and other enhancements to their knowledge and skills was discontinued because of lack of funding. The Team sees much value in continuing this program." (Standard 4)

2015-2016 response:

We would like to emphasize in response that it was never our intention to discontinue the graphic workshop series. It was offered in the fall of 2014, but not offered in the spring of 2015, only because of budget constraints. We are in agreement about its value and importance and we are evaluating the most cost effective and sustainable means of providing the advanced graphic content. In the spring and fall of 2016 we offered an elective Graphic Workshop course for credit. We will continue to explore possibilities.

2020-2021 response:

Each year since 2016, the MLA program has organized periodic weekend graphic workshop events, focusing primarily on communicating advanced digital graphic skills. This often occurs as a pre-term requirement at the beginning of fall and spring terms, but some have occurred during the term. The advanced Graphics elective course (LAND 6911) became a yearly course offering in 2019.

SUGGESTION 5: "The Team suggests that the Program incorporates a mechanism for faculty to systematically and consistently acquire release time and or financial support to pursue scholarly activity and professional development." (Standard 5)

2015-2016 response:

This suggestion will be discussed with the Dean of the College, and recommendations will be made. The MLA program has no direct control over decisions for faculty release time and other support but will advocate for a fair and equitable policy to be established.

2020-2021 response:

The MLA program has no control over decisions for faculty release time and other support. This is determined by the Dean of the College. The Dean makes these determinations on a case-by-case basis with individual faculty. Various faculty have voiced support for the idea of a course banking system or other methods of internally providing faculty with release time. To date no efforts have been made to formally create or adopt a college wide program, however the CED has a course buyout policy which can be found on the CED intranet website. The Dean is willing to consider developing additional programs and discussions will be ongoing.

SUGGESTION 6: "The team suggests that a structured communication mechanism be considered to better align technology needs of the program and the frequency of hardware and software maintenance, updating and replacement." (Standard 7)

2015-2016 response:

The Associate Dean of Academic Affairs conducted a college meeting on this topic in the spring of 2016. Issues of communication were discussed.

2020-2021 response:

We have a technology committee that responds to requests from program directors for technology issues. The committee also acts as the main point of contact for EITS and the University. CED's IT director has a 'help desk' feature on the CED website and direct email link for all inquiries. CED's IT

has a calendar for conducting routine maintenance and software updates which generally corresponds with holiday breaks, summers and whenever EITS requests immediate action for security reasons. In terms of updating equipment, we do not budget for this. Instead, we rely on end-of-year funds and/or our Student Technology Fee allocation (approximately 25k per year) and any one-time STF proposals. These funds do not support faculty computers, but rather address educational needs in the college. We have received six awards from this in the past three years. Specific awards include a 69k VR/AR proposal, a 15k visual literacy proposal and a 294k visualization lab proposal. The new visualization lab went live during the spring 2020 semester.

BLA PROGRAM 2017-2018 REVIEW RECOMMENDATIONS AND CONSIDERATIONS

RECOMMENDATIONS AFFECTING ACCREDITATION

Standard 1 – Program Mission and Objectives

The program needs to develop a program-specific long-range plan that provides educational goals and objectives that are actionable and support the program’s mission.

2017-2018 response:

In response to this Recommendation, during the spring 2018 semester the BLA curriculum committee will begin a series of strategic planning discussions to identify and refine a program level plan with goals and objectives that are actionable. As noted in the team report, because of the unique structure of the CED, its four programs have traditionally operated under one College level strategic plan which is now in need of updating. The recommendation is timely as CED faculty will be able to write both the College and Program level plans.

2021-2022 response:

A 2016-2021 CED Strategic Plan was never completed by the college due to a variety of factors, including a change in leadership mid-way through the visioning and planning process. Former Dean Nadenicek asked for a delay in the college strategic plan due to competing needs for reviews of the BLA and MEPD programs. His announced retirement from the position and the hiring of the subsequent dean further delayed the planning process. In the fall of 2019 Dean Hirt commenced strategic planning in preparation for the 2020-2025 Strategic Plan, which was well-timed to work in alignment with the University 2020-2025 Strategic Plan. The Faculty also launched a charter process “The Athens Charter” as a means to explore directions apart from the University planning process. The results of the Charter are being finalized currently.

In addition, now that the BLA has completed its move to a 4-year program and conversion to the Spring Admission Transfer Program, the BLA Council has begun an assessment of the program both longitudinally and by each year level. Proposed revisions to the Program Mission and Objectives that include a program-specific long-range plan providing educational goals and objectives that are actionable and support the program’s mission are being considered by the BLA faculty. Because of the delayed College level planning process and the accelerated program review process (2-years early) necessary to combine the MLA and BLA accreditation reviews, only proposed revisions are included in this document. Final adoption of these or similar revisions may be achieved by the time the review team arrives.

CONSIDERATIONS FOR IMPROVEMENT:

Standard 5: Faculty - A formalized mentoring program for associate professors working to become full professors would facilitate faculty progress towards promotion.

Standard 6: Outreach

- 1. Communicate to the campus and specifically campus leadership the vast service-learning projects that the program is involved in on a regular basis. Student recruitment and campus awareness of the profession would benefit from promoting the department outside of the Jackson Street Building.**
- 2. Invest in finding and tracking the careers of your alumni. This information is helpful in recruitment and in promoting the impact of the department, locally, nationally and internationally.**

2017-2018 response:

In addition to the Recommendation, BLA faculty will work to thoughtfully address the three Considerations for improvement. While these are not required for accreditation, we value the objective input of the visiting team and their fresh perspective on ways to make our program better. The first consideration (Standard 5) included the need for a more formalized mentoring program for associate professors working towards full professor. The final two considerations (Standard 6) express the need for better outreach to the campus and the potential benefits to the program in tracking the careers of alumni. A plan to fulfil those considerations will be discussed with our new dean, Dr. Sonia Hirt, when she arrives on campus at the beginning of July 2018.

2021-2022 response:

For Standard 5: Faculty, the College has just completed revisions to the peer-mentoring policy which is due for faculty vote in January. The revised policy addresses all instructional ranks including non-tenured faculty. For Standard 6: Outreach (1) communication: the College created a Communications, Recruitment and Marketing position to advance promotion of campus leadership activities. Two successful searches (2019, 2021) each resulted in filling the position for 6 months or less. Concurrent with the 2021 search, the College also secured a consultant to assess marketing, communications and recruitment, and to develop a plan for moving forward. This process is ongoing. Day-to-day promotion of college activities is being handled by existing staff for now. For Standard 6: Outreach (2) tracking alumni: The University maintains a central database of alumni that the College can access. The BLA office also maintains a small recent graduate list for two immediate purposes: tracking the rate of employment following graduation, and facilitating post-graduation evaluation of the program). These contacts include identifying permanent email addresses for ongoing contact.

4. Current Strengths and Opportunities.

Ranking

The University of Georgia and the MLA and BLA programs in the College of Environment and Design have consistently ranked among the top universities and programs in the nation due to the quality of its graduates and its extensive alumni network. The 2020 Edition of the US News and World Report's "Best Colleges" Guide ranked UGA 16th among all public universities. The programs in CED have consistently received high rankings by Design Intelligence Magazine. The MLA program has ranked in the top ten every year since the rankings began, with the

exception of 2017-2018 when the program was ranked #13. The BLA program has ranked in the top ten every year with an average ranking of 4.4 across the fourteen years of rankings; the program's highest ranking was #1 in 2008-2009 and the lowest ranking was #7 in 2012-2013 and 2017-2018. The most recent rankings are shown below.

Academic Year	MLA	BLA
2015-2016	#10	#4
2016-2017	#9	#5
2017-2018	#13	#7
2018-2019	#8	#4
2019-2020	#10	#4
2020-2021	<i>No rankings this year due to Covid-19; DI announced changes to the annual survey</i>	

In the category of "Most Hired From," UGA BLA/MLA was ranked #1 in 2018-2019, the first year of ranking this category. In 2019-2020 UGA ranked #5.

The BLA will be entering its 100th year in 2022. As the oldest undergraduate program in landscape architecture in the nation, celebrating and highlighting the history and achievements of the program will be an important opportunity to raise public awareness and student & alumni engagement.

Faculty

The size, diversity and quality of the faculty teaching in the CED continue to be one of its major strengths, providing a choice of instructor and course electives. Currently, the CED has 26 full-time, tenured and tenure-track faculty, and 2 full-time lecturers, teaching approximately 300 students in the five full-time programs represented in the College. Of these 28 faculty, approximately 13 routinely teach in the MLA program and 15 more teach electives that MLA students frequently take or serve on thesis committees. In addition, several outside professionals are hired to complement the full-time faculty on an "as needed" basis, giving further depth and breadth to the teaching perspective. One full-time instructor who teaches a course in the MLA program also runs continuing education programs for professionals and the annual LARE review for those preparing for licensure. As of fall 2021, 25 faculty are tenured. All faculty that regularly teach in the MLA program maintain graduate program faculty status in the UGA Graduate School. Many of the faculty are licensed practitioners with extensive and significant practice experience.

In the BLA program, 20 of the tenured and tenure-track faculty routinely serve as BLA instructors, along with 2 full time lecturers. Outside professionals are frequently hired to complement the full-time faculty on an "as needed" basis, giving further depth and breadth to the teaching perspective. Some Graduate/Doctoral students also periodically teach and/or assist with BLA classes.

The faculty is also very distinguished, giving the profession of landscape architecture a high campus and national profile. For the academic year 2019-2020 faculty member Ashley Steffens represented the College as President of CELA (Council of Educators in Landscape Architecture). Currently within the College, there are three ASLA Fellows, two CELA Fellows, three LAF Fellows and one AICP Fellow, although many more faculty emeriti have achieved these distinctions. Five current faculty have received national recognition from CELA for teaching, research or administrative awards.

Quality of Students

The students enrolled in the MLA program are highly qualified for graduate study. The reputation of the CED draws top quality applicants from across the US and internationally, ensuring that the recruiting and selection process is competitive. Fall 2019 entering MLA students had an

undergraduate mean GPA of 3.27. The mean average for the GRE Verbal section is 154 and the Quantitative section is 153. Fall 2020 entering MLAs had an undergraduate mean of 3.44, and GRE Verbal 156 and Quantitative 152. Their undergraduate majors are diverse including backgrounds in horticulture, visual art, environmental science, wildlife biology, urban studies, architecture, environmental art, international affairs and business. The MLA program typically receives a large number of applicants for the two-year track program, with many applicants from China, hoping to add global experience to their portfolios. International applications have been significantly reduced during the pandemic years of 2020 and 2021.

Over the past four years, the average entering class of BLA students was comprised of 32% Freshmen, 25% External Transfers, and 43% Internal Transfers. With 68% of each class being transfer students, most students have already completed the university core requirements and are carrying approximately two years of credits as they enter the 4-year program. This tends to create a more mature class, but can also create some financial challenges for students as they progress. Evaluation of the cohorts in May of 2021 showed 2% of first year, 31% of second year, and 69% of third year students had already accumulated 120 credit hours or more of course work. The academic quality of incoming freshmen at the University of Georgia has continued to rise over the past seven years, with each new class surpassing the previous ones.

Freshman Applicants & Qualifications	2017	2018	2019	2020	2021
Accepted Applications & Admission Offered	12,900	12,600	13,050	13,131	15,350
Admitted Average GPA	4.05	4.08	4.10	4.08	4.12
Mid 50% Admitted Average SAT (EBRW+M)	1381	1320 - 1490	1330 - 1460	1320 - 1460	1350 - 1480
Mid 50% Admitted Average ACT (Composite)	30	29 - 33	29 - 33	28 - 33	31 - 34
Mid 50% Admitted AP/IB/DE courses over 4 years of HS	6 - 10	6 - 11	6 - 11	7 - 12	7 - 12

Financial Support

Graduate students in the CED have numerous, yet competitive, opportunities for financial support including graduate teaching and research assistantships, scholarships and out-of-state tuition waivers for both domestic and international students. The average number of semester assistantships (monthly stipend for hourly work, plus a tuition waiver) awarded to MLA students over the last seven years has been 43 per year. In addition to CED, the Center for Community Design & Preservation (CCDP, a division within the CED), the Georgia Department of Community Assistance (DCA), the Archway Partnership, the Wormsloe Fellowship, the Carl Vinson Institute, the Cultural Landscape Lab (a CED initiative supported with NPS grant funding) and faculty grants have provided assistantships in recent years. The UGA Graduate School offers MLA students 2-3 semesters of assistantships annually, as well as out-of-state tuition waivers for 5% of enrolled students. The UGA Office of Global Engagement (OGE) also offers international students out-of-state tuition waivers for 5% of enrolled students.

In-state BLA annual tuition is currently \$13,098, out-of-state is \$33,698. In-state undergraduate students maintaining a minimum 3.0 GPA are eligible for the State of Georgia HOPE Scholarship for up to 120 credit hours. As noted above, the majority of BLA third-year and fourth-year students have exceeded 120 hours and are often looking for scholarship support. In addition to CED scholarships, several perennial external scholarship opportunities exist, and a few CED part-time work positions are also available.

CED scholarships are widely available to students thanks to the support of many Alumni and friends. Every fall students are encouraged to submit applications for a variety of scholarship and grant awards. Scholarships are used to defray tuition costs and to encourage travel and study abroad opportunities. The College has over 40 endowed accounts totaling approximately \$7 million, which offer spending support in excess of \$240,000 each year. For each of the previous three years the College has awarded well over \$120,000 in student scholarships, and funded scholarships will generate approximately \$200,000 for distribution in 2022. Approximately \$65,000 annually is used to support educational programs and assistantships for the College's four endowed professorships. Unrestricted spending is approximately \$75,000 each year, which supports independent student travel opportunities, visiting lecturers, library acquisitions, study abroad programs, alumni and development activities, exhibits, faculty development and general program support. Over the last 5 years the CED awarded \$141,291 to 70 MLA students, with a yearly average of \$35,323, going to an average of 18 students annually. For the past 3 years, the CED awarded \$207,850 to 72 BLA students with an average of \$2,887, going to an average of 24 students annually.

The College requires a differential tuition of \$511.00 per semester for full time in-state students and \$1,217.00 for full time out-of-state students per semester. This tuition differential produces approximately \$54,000 of support per year, which is used to provide a \$50 in-house printing credit to each student, retain faculty, improve information technology, and enrich academic programs.

Interdisciplinary Opportunities

Opportunities for interdisciplinary study begin close at home with graduate courses available in both planning and historic preservation through the MEPD and MHP programs. Students may pursue certificate programs within the CED including Historic Preservation, Cultural Landscape Conservation and Environmental Ethics. Outside of the CED, more than 40 certificate programs are available in Conservation Ecology and Sustainable Development (in the Institute of Ecology), Geographic Information Systems (in Geography), Sustainability (UGA Office of Sustainability), Local Food Systems (Agriculture and Environmental Sciences), Water Resources (Warnell School of Forestry), and more.

MLA students have the opportunity to participate in the Initiative for Sustainable Food Systems, an interdisciplinary venture with the CED, the College of Public Health, The College of Agricultural and Environmental Services, (Horticulture), and the College of Family and Consumer Sciences (Foods and Nutrition).

A new “Double Dawgs” program was created by UGA during the 2016-2017 academic year. This program is designed to encourage top students across the University to stay at UGA one additional year and earn a master degree. The CED has developed three Double Dawgs which will allow selected BLA students to stay a fifth year and earn either the Master of Environmental Planning and Design, Master of Historic Preservation, or the Master of Landscape Architecture. This requires students to begin some graduate level work during their fourth year. Students will be selected by meeting multiple requirements such as a minimum 3.5 GPA, rigorous portfolio review, and an interview with the program coordinator. International double dawgs programs were approved and became active during the 2020-2021 AY. Thus far the CED has written agreements with Beijing Forestry University, Nanjing Forestry University, and the University of Sofia.

External Projects

The Cultural Landscape Lab (CLL) engages in external projects for nationally prominent, cultural landscape treasures in the southeast. Projects include work at Stratford Hall in Westmoreland County,

Virginia; Hyde Farm in Cobb County, Georgia; Wormsloe Plantation in Savannah, GA; Cowpens National Battlefield in Cherokee County, South Carolina; and King's Mountain National Military Park in Cherokee County, South Carolina. MLA students have been awarded assistantships by the CLL, providing opportunities for significant project involvement as well as financial assistance. It also provides an interdisciplinary opportunity with students from the MEPD and MHP programs, as well as students from disciplines outside of the College and outside professionals.

The Center for Community Design & Preservation (CCDP), the Georgia Department of Community Assistance (DCA), the Archway Partnership, Wormsloe, the Carl Vinson Institute of Government, and faculty grants provide numerous opportunities for student engagement in real projects in studio courses or as part of summer internships.

In addition to all of these efforts, in coursework many CED faculty regularly engage students in real projects with clients or with outside professional firms. The following table lists a few of these recent projects. (Also refer to Section 6.A.1 and Appendix VI.A)

Studio Course	Semester	Project	Firm/Client
LAND 6020	SP 2019	Heritage Garden Design	State Botanical Garden of GA
LAND 6030	F 2016	East Georgia State College Campus Masterplan	UGA Board of Regents
LAND 6040	SP 2017	East Georgia State College Campus Masterplan	UGA Board of Regents
LAND 6040	SP 2019	Atlanta Medical Center	WellStar and Perkins + Will Architects
LAND 6350	SP 2019	Proctor Creek Restoration Plan	N/A
LAND 7350	F 2014-'21	Tanyard Creek Chew Crew	Ford Motor Company Community Challenge

Off-campus Learning

The CED offers numerous opportunities for off-campus learning during the summer. The College has traditionally participated (for 50+ years) in the classical design and art-based study-abroad program in Cortona, Italy, where a residential and permanent studio facility has been purchased and renovated. In addition, UGA faculty and students designed a sustainable residential campus in Monteverde, Costa Rica, where summer sessions are offered for CED students. Other international study-abroad offerings have included semesters in Croatia, Turkey, China, Thailand, Puerto Rico, Ghana, and Iceland. The University of Georgia has study abroad opportunities in Oxford, England and Australia in which CED students may participate. Recent travel bans and Covid19 have limited options for students.

Domestic off-campus programs include the East (alternating with West) Coast Field Trip, Field Studies from Boston to Maine ("Man, Machine and the Environment"), Plant Communities of the Cherokee Landscape/Trail of Tears, Georgia Coastal Field Studies, and Jekyll Island Drawing & Watercolor. These offerings typically rotate in their availability.

Other Resources and Opportunities

As a freestanding academic unit, the College has its own library/resource center, art gallery and public service and outreach unit, the Center for Community Design & Preservation. CCDP provides service learning and engagement opportunities for students by facilitating studio engagement

opportunities and organizing several charrettes a year. CCDP encourages voluntary student participation in charrettes providing instruction on techniques and methodology during the events.

The College hosted the annual LABash Conference in March 2019, drawing over 300 students from other landscape architecture programs in the US and providing numerous nationally prominent guest speakers and educational opportunities within Athens.

Location

The location of the College is a significant strength. It is in the Piedmont, forty miles from the mountains (Appalachian) and sixty miles from the coastal plain in one of the most ecologically diverse regions in the United States. The College has its own teaching garden (the Founders Garden), the UGA campus is an arboretum, and the State Botanical Garden is within a short drive and is served by the UGA bus system. UGA is sixty miles from downtown Atlanta, immediately adjacent to the 28 county Atlanta Metropolitan Statistical Area (MSA) which comprises the city and its suburbs. The influence of Atlanta and its urban and suburban growth provides students and faculty with opportunities to address some of the challenges that exist at this suburban/rural interface, with both transportation and environmental problems.

The adjacent Atlanta metropolitan region and the southeast have one of the country’s four largest concentrations of professionals practicing landscape architecture. These large numbers of practitioners are assets to lectures, critiques, juries, and seminars for the College. They also provide summer internships and employment opportunities.

5. Current Weaknesses and Challenges.

Student Numbers

Fall enrollment in the MLA program has averaged 61 students over the last 13-year period, as shown below. There was a temporary spike in enrollment in 2012 due primarily to one large incoming class. That year many more international students accepted seats than anticipated during admission.

Fall	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Total#	52	58	60	61	72	78	69	61	66	53	55	56	54

It is important to note that the undergraduate BLA program lost significant enrollment (down 32% since 2006). This drop in BLA enrollment affected the entire CED, and created pressure on the graduate programs to increase their enrollments to compensate for the BLA reduction in numbers. Consequently, recruitment was identified as a top priority and several new measures to promote the program to a broader audience (local, national and international) have been explored. The graduate coordinator has stepped up efforts to promote the MLA program to prospective candidates. To compound the difficulty, beginning in 2013, there was a decline in the number of domestic applications. Indications are that this is a national trend, possibly as a result of the recovering economy, and also a result of the increase in the total number of MLA programs being offered in the US. Since then, capturing the best students in the domestic market has become a greater challenge. In order to attract good students, more awards are being offered as recruiting tools, leaving fewer awards for advanced students in the program.

International applications remained steady until the fall of 2018 when applications decreased by 40%, possibly as a result of international student preference for schools with STEM certification to extend their time allowed for OPT (Optional Practical Training). Like many other MLA

programs, CED applied for a change to the CIP (Classification of Instructional Programs) code to Environmental Studies in January 2019, because that designation would allow for a longer OPT time for our international students. MLA STEM designation was approved in the spring of 2021 and as the global pandemic and associated travel restrictions lift, we anticipate a return to high numbers of international applicants.

The BLA program is slowly rebounding from two major reductions in undergraduate enrollment numbers. The first was loss due to the recession following 2006, and the second was due to the change from a 5-year program to a 4-year program, effectively creating another 20% cut in student enrollment. With the reduced numbers of entering freshman, the BLA program worked to attract more transfer students from within UGA. This initial transfer program moved students through the program of study in a relatively complex manner and concluded with a summer Senior studio. With about 2/3s of the cohorts composed of transfer students, this produced a series of large summer graduating classes. To simplify student scheduling, the transfer program of study was restructured in 2017-2018 to be a Spring Entry program, providing a first semester set of courses in the spring, followed by the second semester courses in the summer, allowing the students to join the 2nd-year cohort in the fall and progress through the program in normal sequence from there on. Summer 2021 saw the final group of the former transfer program students complete their senior year. Beginning this year, both starting freshmen and transfer students will complete their senior year in the Spring.

Program	SPR17	Fall 17	SPR18	Fall 18	SPR19	Fall 19	SPR20	Fall 20	SPR21	Fall 21
BLA	176	180	175	149	147	157	162	160	180	184
MLA	54	53	52	55	54	57	55	51	49	46
MHP	46	48	41	38	31	29	30	28	27	30
MUPD	33	38	30	23	22	25	23	28	24	20
PhD	10	14	15	16	14	18	15	14	13	16
CED Total	310	325	309	275	265	281	284	276	288	295

The transfer programs have been very successful; enrollment has steadily risen since Spring 2019, and our Spring 2022 numbers are projected to be close to 200 students. The near-term program goal is to reach and maintain 240 students per year. Our projections currently indicate the goal is reachable by AY2023-2024. A major hurdle to reaching this goal is expanding freshman enrollment.

The University has very positively seen a continuing rise in the academic qualifications of entering freshmen, but our program has not seen a consistent rise in the number of freshmen accepted by the University, even though application numbers for the BLA continue to rise. Our applicants have consistently averaged 3% to 5% below the University acceptance average. We are currently working with Admissions to modify the evaluation process to include an optional portfolio review for students during regular admission (not early action), to go into effect for the Fall 2023 entry class. There are two benefits to this approach, first we can better assist Admissions in identifying the best students, and second, there does appear to be some validity to the street myth that applying to smaller colleges in the University may be a way to gain admission to larger highly competitive UGA programs. We have been able to track a significant number of admitted students who enrolled in non-design programs. While we may not be able to prevent this, including the portfolio may be a way to improve admission of students truly intended for the BLA.

Year	2014	2015	2016	2017	2018	2019	2020	2021
Applied	60	77	87	70	94	121	158	206
Admitted	30	31	33	36	31	44	69	71
Enrolled	16	10	13	16	10	20	26	25

Limited Financial Resources

Over the past six years, CED funding from tuition return and differential tuition declined along with lower enrollment. The University calculates the funding CED receives solely on student credit hour production. In addition, UGA changed its formula for the price of undergraduate versus graduate hours, and also decreased the amount of money the College receives from differential tuition. All of these hits have made it difficult to maintain the same level of services once provided to students. For example, CED has reduced the number of computer labs, resulting in a requirement for students to provide their own laptops with all necessary software. Faculty have less money for travel and seed money for research and there is less general support for students to attend conferences such as LABASH and ASLA. In the past, CED was able to partially support summer courses such as the East/West Coast field trip and now these types of summer travel courses must be 100% student funded. On a positive note, in 2021 the CED received a \$5,000,000 planned gift agreement that when fulfilled, will provide significant annual travel funding for students. In the meantime, an additional \$100,000 was gifted to provide \$10,000 per year for student international travel for 10 years.

The total number of assistantships for MLA students has fluctuated year-to-year based on budget constraints and external factors. The assistantships funded by CED have dropped steadily and significantly – from 18 in 2014-2015, to 5 in 2019-2020. Also, funding of GSRAs by the Graduate School has dropped from 6 in 2014-2015, to 2 in 2019-2020. To help compensate for this loss there has been an increase in funded projects, faculty research grants, endowed fellowships, professorships and one-time gifts - all of which have helped to maintain some consistency in the number of assistantships offered. The change in source of funding from substantial numbers of CED-sponsored assistantships to external funding has resulted in fewer students being assigned to work for college needs, such as teaching assistantships or graduate assistantships for the CED administrative offices, gallery and library. Year to year funding for assistantships from all sources is unpredictable and at risk. Some promising applicants have been lost to other schools offering larger financial incentives. It has become imperative to offer recruiting assistantships in order to attract high caliber students and thereby retain the quality and national ranking of the program. A net increase in student assistantship funding is needed if the number and quality of students is to be maintained.

Salary Issues

Faculty salaries have lost ground to peer and aspirational institutions over the last 12 years. Between 2009 and 2013, annual increases were at 0%, with only modest increases between 2014 and 2017. Since fiscal year 2014, the University has made possible the awarding of merit-based salary increases; however, at an average of 3 - 4%, the amount is not enough to compensate for the lack of raises during the five-year period of 2009 - 2013. The Office of the President has indicated that salaries will continue to be a top priority, but many years of adjustments will be necessary to bring salaries in line with peer and aspirational institutions. Despite healthy tax revenues in the state of Georgia for multiple years, this has yet to materialize. In 2020 and 2021, the Georgia state legislature announced there would again be no state-funded pool of money for faculty raises. Predictably, this has had a cumulative negative effect on faculty morale.

The Freshman Odyssey Program, initiated by the University in 2011, offers an avenue for supplemental income in exchange for teaching an additional one-hour seminar. A number of CED faculty have taken advantage of this opportunity, but the higher teaching load ultimately reduces time for research.

Technology

The primary challenge for the College is staying current with software in a field of continuous evolution and there is constant pressure to incorporate the latest software technology in the curriculum. The graduate and undergraduate plan of study includes an introduction to AutoCAD, SketchUp, Photoshop and InDesign. Elective courses are offered in GIS, Portfolio, Digital Workflow and Advanced Graphics. Currently only a limited number of seats are open to graduate students in the elective, advanced graphic courses, which are split-level. It would be desirable to increase the number of graduate students allowed to enroll in the advanced courses; currently space allows for roughly one-half of a graduate class year and one-half of an undergraduate class year to take advanced graphics in any given year. It is essential that students not just be introduced to these programs but be given opportunities to acquire proficiency.

The class titled Advanced Graphics, currently includes instruction in advanced Photoshop, advanced Illustrator, advanced SketchUp, Lumion, Twinmotion and Adobe Rush. In Fall 2021, Assistant Professor Dr. Jessica Fernandez received a grant to add Virtual Reality equipment to the course and the VR/rendering programs Enscape and Open Brush are being introduced, as well as bringing Twinmotion into VR. Also, there is an increasing demand for knowledge of Revit, Rhino and other 3-D modeling programs.

In Fall 2021, Associate Professor David Spooner received a UGA Learning Technology Grant (LTG) to expand access to advanced digital drawing technology supporting the purchase of fifteen new iPad Pros and Apple pencils, as well as software: Procreate and Morpholio Trace. These tools are being integrated into LAND 2210 and LAND 6210. Once the pedagogy is worked out, additional funding will be needed to expand use across all sections of LAND 2210 and 6210.

CED would benefit from support for the creation of its own fully equipped maker space. Faculty have for years expressed the desire for more sophisticated equipment such as CNC routers, water jet cutters, wood working and cutting equipment and 3-D printing. While our current Tech office offers two laser cutters, plotting, scanning, and other equipment, we lack the full capability of a robust workshop or maker space.

Since 2010, incoming graduate students have been required to bring laptops. This has minimized the need for dedicated computer labs. However, the minimum technical requirements for each student's laptop need to be constantly updated in order to accommodate the latest, most advanced versions of the software.

Facilities

The functions of the College are spread out over several buildings on North Campus. Offices of faculty who teach in both the BLA and MLA programs are distributed in Bishop House, the Jackson Street Building (JSB), Denmark Hall and the Tanner Building. Lecture courses may be taught in any of the facilities (except Bishop House), with some CED electives located in other UGA buildings. All MLA studios, except for elective options, are located in a single large studio on the upper floor of JSB. First-year and Second-year BLA studios are located on the bottom floor of JSB. Third-year and Fourth-year BLA studios share one large studio on the main floor of

JSB. MLA students have individual desk assignments, except during semesters when they are not taking a studio course. In this circumstance, they may claim use of any open desks. BLA students typically have an individual desk assignment for their main studio, but other courses taught in the studio spaces may utilize student desks during class periods.

All four CED buildings – Bishop House, the Jackson Street Building, Denmark Hall, and the Tanner Building – lack elevators and have issues with accessibility. While both floors of the Jackson Street Building and the Tanner Building are handicap-accessible (although from the exterior only), the upper floor of Denmark Hall is only accessible through stairs and thus wheelchair-inaccessible. Special accommodations have been made to locate classrooms in accessible spaces when students or faculty with special needs have been affected.

6. Substantial Changes in the Programs

Administrative changes:

- Dr. Sonia Hirt replaced Professor Dan Nadenicek as Dean on July 1, 2018.
- Associate Professor David Spooner replaced Full Professor Gregg Coyle as Associate Dean on January 1, 2016.
- Associate Professor Ashley Steffens replaced Associate Professor David Spooner as Associate Dean on July 1, 2020.
- Associate Professor Brad Davis replaced Associate Professor David Spooner as BLA Coordinator on January 1, 2016.
- Associate Professor Brad Davis replaced Associate Professor Georgia Harrison Hall as MLA Graduate Coordinator on July 1, 2020.
- Associate Professor Ron Sawhill replaced Associate Professor Brad Davis as BLA Coordinator on July 1, 2020.

The full CED administrative structure is currently the following:

Dean - Dr. Sonia Hirt
Associate Dean of Academic Affairs - Ashley Steffens
Environmental Ethics Certificate Program Coordinator – Alfie Vick
Graduate Coordinator of Master of Landscape Architecture – Brad Davis
Graduate Coordinator of Master of Historic Preservation - James Reap
Graduate Coordinator of Urban Planning and Design - Umit Yilmaz
Graduate Coordinator for PhD in Environmental Design & Planning– Dr. Rosanna Rivero
Undergraduate Coordinator of Bachelor of Landscape Architecture – Ron Sawhill

Curriculum Changes:

Accelerated MLA

In 2015 the Dean of the Graduate School approved a third plan of study for the Accelerated program, increasing the number of options to three different requirements for total credit hours – 30, 41, and 52. The addition of a 41-credit hour degree provided more flexibility in recruiting and admissions. The change affected two different student profiles:

1. BLA graduates who have 5+ years of professional experience in the field. Qualified applicants with an approved portfolio can enroll in a plan of study totaling 41 credits, halfway between the two previous options for recent BLA graduates and those with 10+ years of experience (see tables below).
2. BLA graduates who have been awarded their degree from the University of Georgia. Qualified applicants with an approved portfolio can enroll in a plan of study with 41 credits.

We believe that the UGA BLA student market is one that we should capture. These students have already taken equivalent courses taught by some of the same faculty that they would have in courses in the graduate program. The UGA BLA to MLA track has stringent admission requirements to maintain the integrity of the degree, including an approved portfolio and high GPA and GRE scores. This option targeted our best BLA graduates.

MLA DEGREE (78 credit hrs.)
(3-year path for students with non-design degrees)

Fall 1 st year			Spring 1 st year		
LAND 6010	5 hrs.	Foundations	LAND 6020	5 hrs.	Site Applications
LAND 6210	3 hrs.	Representation I	LAND 6220	3 hrs.	Representation II
LAND 6320	3 hrs.	Plant Communities	LAND 6570	3 hrs.	Contemporary Theory
EDES 6550	3 hrs.	History of Built Environment	LAND 6340	3 hrs.	Landscape Engineering
	14 hrs.			14 hrs.	
Fall 2 nd year			Spring 2 nd year		
LAND 6030	5 hrs.	Nature and Sustainability	LAND 6040	5 hrs.	Community and Place
LAND 6900	3 hrs.	Research Strategies	EDES 7350	3 hrs.	Landscape Management
LAND 6310	3 hrs.	Landscape Ecology		6 hrs.	Electives
LAND 6330	3 hrs.	Landscape Construction			
	14 hrs.			14 hrs.	
Fall 3 rd year			Spring 3 rd year		
LAND 7050	5 hrs.	Signature Studio/Engagement	LAND 7300	9 hrs.	Thesis
LAND 6710	2 hrs.	Professional Practice		3 hrs.	Elective
	3 hrs.	Elective			
	10 hrs.			12 hrs.	

ACCELERATED DEGREE (52 credit hrs.)
(2-year path for BLA or BARCH graduates)

Fall 1 st year			Spring 1 st year		
LAND 6030	5 hrs.	Nature and Sustainability	LAND 6040	5 hrs.	Community and Place
LAND 6900	3 hrs.	Research Strategies	LAND 7350	3 hrs.	Landscape Management
LAND 6310	3 hrs.	Landscape Ecology (or Elective)	LAND 6340	3 hrs.	Engineering (or Elective)
LAND 6330	3 hrs.	Construction (or Elective)		4 hrs.	Elective
	14 hrs.			15 hrs.	
Fall 2 nd year			Spring 2 nd year		
LAND 7050	5 hrs.	Signature Studio/Engagement	LAND 7300	9 hrs.	Thesis
LAND 6710	3 hrs.	Pro Practice (or Elective)			
	6 hrs.	Electives			
	14 hrs.			9 hrs.	

ACCELERATED MLA (30 credit hrs.)
(1-year path for BLA's with 10+ years of professional experience)

Fall 1 st year			Spring 1 st year		
LAND 7050/6030	5 hrs.	Nature and Sustainability	LAND 7350	3 hrs.	Landscape Management
LAND 6900	3 hrs.	Research Strategies	LAND 7300	9 hrs.	Thesis

	3 hrs.	Elective		3 hrs.	Elective
	4 hrs.	Elective			
	15 hrs.			15 hrs.	

ACCELERATED MLA (41 credit hrs. – 2 semesters plus thesis)

(1½ year path for BLA's with 5+ years of professional experience demonstrated with approved portfolio)

Fall 1 st year			Spring 1 st year		
LAND 7050/6030	5 hrs.	Nature and Sustainability	LAND 6040	5 hrs.	Community and Place
LAND 6900	3 hrs.	Research Strategies	LAND 7350	3 hrs.	Landscape Management
	3 hrs.	Elective		3 hrs.	Elective
	3 hrs.	Elective		4 hrs.	Elective
	14 hrs.			15 hrs.	
Fall 2 nd year			Spring 2 nd year		
LAND 7300	9 hrs.	Thesis			
	3 hrs.	Elective			
	12 hrs.				

ACCELERATED MLA DEGREE for UGA BLA's (41 credit hrs.)

(1½ year path for UGA BLA'S)

Fall 1 st year			Spring 1 st year		
LAND 6030	5 hrs.	Nature and Sustainability	PLAN 6540	4 hrs.	Environmental Planning Studio
LAND 6950	3 hrs.	Research Strategies	LAND 7350	3 hrs.	Landscape Management
	6 hrs.	Electives		8 hrs.	Electives
	14 hrs.			15 hrs.	
Fall 2 nd year			Spring 2 nd year		
LAND 7300	9 hrs.	Thesis			
	3 hrs.	Elective			
	12 hrs.				

Double Dawg BLA + MLA

In 2017 UGA initiated the Double Dawg program to enable UGA's graduate programs to keep UGA's talented undergraduates following graduation. For the students it provides an opportunity to save both time and money, while obtaining a competitive advantage in the workplace with an advanced degree. CED has created several Double Dawg tracks, including the BLA + MLA and BLA + MUPD.

YEAR ONE					
LAND 2010	LA Studio I	4	LAND 2020	LA Studio II	4
LAND 2210	Design Communication I	3	LAND 2220	Design Communication II	3
LAND 1500	Design & the Environment	3	LAND 2320	Landscape Construction	2
LAND 2510	History of the Built Environment I	3	CORE	General Education	3
FYOS	Freshman Odyssey	1	CORE	General Education	3
			PE	Physical Education	1
		TOTAL 14			TOTAL 16

YEAR TWO					
LAND 3030	LA Studio III	4	LAND 3040	LA Studio IV	4
LAND 3330	Engineering	3	LAND 3340	Applied Engineering	2
LAND 3410	Plants of the South	3	LAND 2310	Introduction to Sustainability	3
CORE	General Education	3	CORE	General Education	3
CORE	General Education	3	CORE	General Education	3
		TOTAL	16		
				TOTAL	15
YEAR THREE					
LAND 4050	LA Studio V	4	LAND 4060	LA Studio VI	4
LAND 4350	Water Resources Management	3	LAND 4370	Applied Construction	2
LAND 4360	Applied Ecology	3	LAND 4710	Profession Practice	2
CORE	General Education	3	CORE	General Education	3
CORE	General Education	3	CORE	General Education	3
		TOTAL	16		
				TOTAL	14
SUMMER					
LAND 4700	Professional Internship	3			
		TOTAL	3		
YEAR FOUR					
LAND 40xx	Signature Studio (4070, 4090, 4095)	4	PLAN 6540	Planning Studio II	4
LAND 4380	Implementation Documents	3	EDES 7350	Landscape Management	3
LAND 6900	Research Strategies	3	ELECTIVE	CED Elective	3
CORE	General Education	3	ELECTIVE	CED Elective (6000 level)	3
CORE	General Education	3	ELECTIVE	CED Elective (6000 level)	3
		TOTAL	16		
				TOTAL	16
SUMMER					
LAND 4900	Capstone Studio	4			
		TOTAL	4		
YEAR FIVE					
LAND 6030	Nature and Sustainability Studio	5	LAND 7300	Thesis	9
ELECTIVE	CED Elective (6000 level)	3	ELECTIVE	CED Elective (6000 level)	3
ELECTIVE	CED Elective (6000 level)	3			
ELECTIVE	CED Elective (6000 level)	3			
		TOTAL	14		
				TOTAL	12

Non-Thesis Option

In 2020 a non-thesis option was submitted for approval. The addition of a non-thesis option for the MLA would help satisfy student demand for professional preparation that better aligns with skills required in industry jobs with limited research applications. The program would provide graduates with knowledge that would enable them to be competitive in the job market by providing additional design exploration, guided by relevant theory, in a direct application of contemporary problems in the discipline of landscape architecture.

A design research non-thesis option in the Master of Landscape Architecture would integrate written and graphic studies, with an emphasis on design and graphic communication as the vehicle to explore research and its application to contemporary trends. Similar in other ways to

the existing thesis track, design research option in the MLA program should tell a clear story of how concepts were derived from applicable literature and theory, in some combination of written or graphic form, depending on the individual student and exploration. Design research is focused on mastery of existing knowledge more than development of new knowledge and may be in the form of an application of existing knowledge to a unique site or new situation. Five key elements must be delineated:

1. Identification of the design program and objectives;
2. Definition of the research question;
3. Review of relevant literature and precedent designs, e.g., the identification of seminal readings and other resources, accompanied by a description of their relevance and value in supporting evidence-based design;
4. Articulation of the site-specific design research, whether that is primarily written or graphic, from analysis, to concept idea, to alternatives, to evaluation of those alternatives, to final design;
5. Reflection on the process and outcome of the design research in the form of evaluation, discussion, and conclusion.

To improve the research sequence for both the thesis and non-thesis tracks, coursework has recently been modified from the existing sequence, but is designed to be equivalent for both options. The multi-semester focus on research is prescribed as follows:

- I. **Fall Semester** LAND 6950, Research Strategies (3 hours):
Research Strategies focusing on methods, identification, and development of the research question, including a CED colloquium (ideally cross-program) featuring faculty research (3 hours);
- II. **Spring Semester** LAND 6911, Independent Project (3 hours):
Proposal Development and research methodology (3 hours guided collectively as a required course);
- III. **Fall-Spring Semesters** LAND 7200, Non-Thesis Course (3 hours) or LAND 7300, Master's Thesis (3 hours):
Design Research focusing on final execution of the research culminating in public presentation/defense/documentation (6 hours of LAND 7200 guided by a major professor).

MLA DEGREE (78 credit hrs.) (with proposed changes)
(3-year path for students with non-design degrees)

Fall 1 st year			Spring 1 st year		
LAND 6010	5 hrs.	Foundation Studio	LAND 6020	5 hrs.	Application Studio
LAND 6210	3 hrs.	Representation I	LAND 6220	3 hrs.	Representation II
LAND 6320	3 hrs.	Plant ID	LAND 6570	3 hrs.	Contemporary Theory
EDES 6550	3 hrs.	History of Built Environment	LAND 6340	3 hrs.	Engineering
Fall 2 nd year			Spring 2 nd year		
LAND 6030	5 hrs.	Ecology Studio	LAND 6040	5 hrs.	Community and Place Studio
LAND 6310	3 hrs.	Landscape Ecology	EDES 7350	3 hrs.	Landscape Management
LAND 6330	3 hrs.	Construction		6 hrs.	Electives
LAND 6950	3 hrs.	Research Strategies	LAND 6911	3 hrs.	Proposal Development
Fall 3 rd year			Spring 3 rd year		
LAND 7050	5 hrs.	Signature Studio		3 hrs.	Elective

LAND 6710	2 hrs.	Pro Practice	LAND 7200/7300	3 hrs.	Non-Thesis/Thesis
	3 hrs.	Elective			
LAND 7200/7300	3 hrs.	Non-Thesis/Thesis			

ACCELERATED DEGREE (52 credit hrs.) (with proposed changes)
(2-year path for BLA or BARCH graduates)

Fall 1 st year			Spring 1 st year		
LAND 6030	5 hrs.	Ecology Studio	LAND 6040	5 hrs.	Community and Place Studio
LAND 6310	3 hrs.	Landscape Ecology	LAND 7350	3 hrs.	Landscape Management
LAND 6330	3 hrs.	Construction	LAND 6340	3 hrs.	Engineering
LAND 6950	3 hrs.	Research Strategies		3 hrs.	Elective
			LAND 6911	3 hrs.	Proposal Development
Fall 2 nd year			Spring 2 nd year		
LAND 7050	5 hrs.	Signature Studio		2 hrs.	Elective
LAND 6710	2 hrs.	Pro Practice (or Elective)	LAND 7200/7300	3 hrs.	Non-Thesis/Thesis
	6 hrs.	Electives			
LAND 7200/7300	3 hrs.	Non-Thesis/Thesis			

MLA/MUPD Dual Degree

The creation of a dual degree with the Master of Urban Planning and Design (MUPD) is under discussion at the time of this writing. The intention is to shorten the time required to receive both degrees from 4 years to 3½ years, while reducing the credit hour requirement from 110 credit hours to 92 hours. If approved, the dual degree would require only one terminal/summative project – a choice of a thesis, non-thesis or practicum.

Curriculum Changes:

BLA DEGREE (120 credit hrs.)

- Standard 4-year path
- Fall Transfer Program (discontinued 2017)
- Spring Entry Transfer Program (initiated 2017)

The standard program of study is shown in the table below. Following the standard program is the Transfer Program initiated in 2017, which has now been replaced by the Spring Entry Transfer Program (third table). As noted above, the major benefits of the change to Spring Entry are that it offers an opportunity for external and internal Spring transfer students to begin immediately in the

major and by attending one summer semester, they can move directly into the second year of the program without losing a year, by having to wait to start in the Autumn. The program also restores the Signature Studio, so that all students, regardless of when they enter the program, complete all eight studios. Lastly, the internship moves from summer of the second year and returns to summer of the third year, which gives the students one more year to train and prepare for their internship.

BLA Program of Study (120 Hours + PE)

79 BLA hours + Core + 1 hr PE

FALL 1st YEAR (14 Hrs)			SPRING 1st YEAR (12 Hrs Coursework + 1 hr PE)		
Course #	Cr Hrs	Course Name	Course #	Cr Hrs	Course Name
LAND 2010	4	Studio I – Visual Design	LAND 2020	4	Studio II – Landscape Design
LAND 2210	3	Design Communication I	LAND 2220	3	Design Communication II
LAND 1500	3	Intro to Landscape Architecture - Area IV <i>Preferred</i> Humanities	LAND 2320	2	Landscape Construction
LAND 2510	3	History of Built Env I -Landsc. Arch. - Area VI major req.	LAND 2520	3	History of Built Env II - Arch. Area IV <i>Preferred</i> World Lang. Culture
FYOS	1	Freshman Odyssey	PE	1	Physical Education
FALL 2nd YEAR (16 Hrs)			SPRING 2nd YEAR (15 Hrs)		
LAND 3030	4	Studio III - Planting Design	LAND 3040	4	Studio IV: Residential / Community Design Studio
LAND 3330	3	Landscape Engineering	LAND 3340	2	Applied Engineering
LAND 3410	3	Plants of the South	LAND 2310	3	Introduction to Sustainability
Core Class	3	Area I - ENGL 1101	Core Class	3	Area I - ENGL 1102
Core Class	3	Area I - MATH 1101	Core Class	3	Area V Social Science - HIST 2111/2112
FALL 3rd YEAR (16 Hrs)			SPRING 3rd YEAR (15 Hrs)		
LAND 4050	4	Studio V - Region/Site/Place	LAND 4060	4	Studio VI - Urban Design
LAND 4350	3	Soil and Stormwater Management	LAND 4370	2	Applied Construction
LAND 4360	3	Applied Landscape Ecology	LAND 4710	2	Professional Practice
Core Class	3	Area V Social Science- POLS 1101	Core Class	3	Area III - Quantitative Reasoning
Core Class	3	Area II - Physical or Life Science	Core Class	4	Area II -Physical or Life Science & 1-hour Lab
Summer 3rd YEAR: LAND 4700 (3 Hrs) Internship					
FALL 4th YEAR (13 Hrs)			SPRING 4th YEAR (13 Hrs)		
Signature Studio	4	Studio VII – Signature Studio LAND 4070/80/85/90/95	LAND 4900	4	Studio VIII - Senior Project Studio
LAND 4380	3	Implementation Documents	*MAJOR ELECTIVE	3	LAND, HIPR, PLAN, EETH, EDES prefixes 3000 level or above

*MAJOR ELECTIVE	3	LAND, HIPR, PLAN, EETH, EDES prefixes 3000 level or above	*MAJOR ELECTIVE	3	LAND, HIPR, PLAN, EETH, EDES prefixes 3000 level or above
Core Class	3	Area IV - World Language & Culture	Core Class	3	Area V - Social Science

Standard 4-year Program of Study

BLA Fall Transfer Program of Study (120 Hours + PE)

81 BLA hours + Core + 1 Hr. PE

FALL 1st YEAR (13 Hrs)			SPRING 1st YEAR (15 Hrs)		
Course #	Cr Hrs	Course Description	Course #	Cr Hrs	Course Description
LAND 2010	4	Studio I - Visual Design	LAND 2020	4	Studio II – Landscape Design
LAND 2210	3	Design Communication I	LAND 2220	3	Design Communication II
LAND 1500	3	Intro to Landscape Architecture - Area IV Preferred Humanities	LAND 2320	2	Landscape Construction
LAND 2510	3	History of Built Env I -Landsc Arch. - Area VI major req.	LAND 2520	3	History Built Env II - Arch. Area IV Preferred World Lang. Culture
			FLEX	3	Core, Minor/Certificate, or Elective as needed
FALL 2nd YEAR (13 Hrs)			SPRING 2nd YEAR (14 Hrs)		
LAND 3030	4	Studio III - Planting Design	LAND 3040	4	Studio IV - Residential / Community Design
LAND 3330	3	Landscape Engineering	LAND 3340	2	Applied Engineering
LAND 3410	3	Plants of the South	LAND 2310	3	Introduction to Sustainability
FLEX	3	Core, Minor/Certificate, or Elective as needed	LAND 4710	2	Professional Practice
			*MAJOR ELECTIVE	3	LAND, HIPR, PLAN, EETH, EDES prefixes 3000 level or above
Summer 3rd YEAR: LAND 4700 (3 Hrs) Internship					
FALL 3rd YEAR (13 Hrs)			SPRING 3rd YEAR (15 Hrs)		
LAND 4050	4	Studio V – Region/Site/Place	LAND 4060	4	Studio VI - Urban Design
LAND 4350	3	Soil and Stormwater Management	LAND 4370	2	Applied Construction
LAND 4360	3	Applied Landscape Ecology	*MAJOR ELECTIVE	3	LAND, HIPR, PLAN, EETH, EDES prefixes 3000 level or above
LAND 4380	3	Implementation Documents	*MAJOR ELECTIVE	3	LAND, HIPR, PLAN, EETH, EDES prefixes 3000 level or above
			FLEX	3	Core, Minor/Certificate, or Elective as needed
Summer 3rd YEAR: LAND 4900 (4 Hrs) Senior Project Studio					

Discontinued Transfer Program of Study

BLA Spring Entry Transfer Program of Study (120 Hours + PE)

79 BLA hours + Core + 1 hr PE

SPRING 1st YEAR (9 Hrs)					
Course #	Cr Hrs	Course Name			
LAND 2010	4	Studio I - Visual Design			
LAND 2210	3	Design Communication I			
LAND 2320	2	Landscape Construction			
Summer 1st YEAR (7)					
LAND 2020 (4hrs) Studio II - Landscape Design					
LAND 2220 (3hrs) Design Communication II					
FALL 2nd YEAR (13 Hrs)			SPRING 2nd YEAR (9 Hrs)		
Course #	Cr Hrs	Course Name	Course #	Cr Hrs	Course Name
LAND 3030	4	Studio III - Planting Design	LAND 3040	4	Studio IV - Residential / Community Design
LAND 3330	3	Landscape Engineering	LAND 3340	2	Applied Landscape Engineering
LAND 3410	3	Plants of the South	LAND 2310	3	Introduction to Sustainability
LAND 2510	3	History of Built Env I - Landsc. Arch. - Area VI major requirement			
FALL 3rd YEAR (10 Hrs)			SPRING 3rd YEAR (8 Hrs)		
LAND 4050	4	Studio V - Region/Site/Place	LAND 4060	4	Studio VI - Urban Design
LAND 4350	3	Soil and Stormwater Management	LAND 4370	2	Applied Construction
LAND 4360	3	Applied Landscape Ecology	LAND 4710	2	Professional Practice
Summer 3rd YEAR					
LAND 4700 (3hrs) Internship					
FALL 4th YEAR (10 Hrs)			SPRING 4th YEAR (10 Hrs)		
Signature Studio	4	Studio VII –Signature LAND 4070/80/90/95	LAND 4900	4	Studio VIII - Senior Project
LAND 4380	3	Implementation Documents	*MAJOR ELECTIVE	3	LAND, HIPR, PLAN, EETH, EDES prefixes 3000 level or above

*MAJOR ELECTIVE	3	LAND, HIPR, PLAN, EETH, EDES prefixes 3000 level or above	*MAJOR ELECTIVE	3	LAND, HIPR, PLAN, EETH, EDES prefixes 3000 level or above
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Current Transfer Program of Study

7. Self-Evaluation Report Participants

FACULTY	
Georgia Harrison Hall <i>Associate Professor and former MLA Coordinator</i> Brad Davis <i>Associate Professor and MLA Coordinator</i> Ron Sawhill <i>Associate Professor and BLA Coordinator</i>	Introduction, Long Range Planning Process, Program Disclosure, Commitment to Diversity, Faculty Participation, Faculty Numbers, Curriculum, Curricular Expression of the Mission and Objectives, Syllabi, Student Learning Outcomes, Advising, Faculty Credentials
Shelley Cannady, <i>Associate Professor</i> Katherine Melcher, <i>Associate Professor</i>	Program Mission
Shelley Cannady, <i>Associate Professor</i> Katherine Melcher, <i>Associate Professor</i> Jon Calabria, <i>Associate Professor</i> Alison Smith, <i>Associate Professor</i> Marianne Cramer, <i>Associate Professor</i> Ron Sawhill, <i>Associate Professor</i> Doug Pardue, <i>Associate Professor</i> Georgia Harrison Hall, <i>Associate Professor</i> Brian Orland, <i>Professor</i> Alfie Vick, <i>Professor</i>	Educational Goals and Objectives
Ashley Steffens, <i>Associate Professor and Associate Dean of Academic Affairs</i> David Spooner, <i>Associate Professor and former Associate Dean of Academic Affairs</i>	Program Administration, Institutional Support, Facilities, Information Systems and Technical Equipment, SER Review
Brad Davis, <i>MLA Coordinator</i> Ron Sawhill, <i>BLA Coordinator</i>	
Jon Calabria, <i>Associate Professor</i> Doug Pardue, <i>Associate Professor</i> Alfie Vick, <i>Professor</i>	Augmentation of Formal Educational Experience
Marianne Cramer, <i>Associate Professor</i> Sungkyung Lee, <i>Associate Professor</i>	Research/Scholarly Methods
Sonia Hirt, <i>Dean</i>	Faculty Development and Retention, SER Review
Jennifer Lewis, <i>Director Public Service and Outreach</i>	Interaction with the Institution and Public

Jennifer Messer, <i>Director Fundraising and Alumni Relations</i>	Interaction with the Profession, Alumni, and Practitioners
Melissa Tufts, <i>Former Director Owens Library and Circle Gallery</i>	Interaction with the Institution and Public, Library Resources
STAFF – General help with all sections	
Lee Cornell	<i>Director, Technology & Facilities</i>
Donna Gabriel	<i>Graduate Programs Academic Advisor, retired January 2021.</i>
Jennifer Lewis	<i>Director, Public Service and Outreach</i>
Jennifer Messer	<i>Director, Fundraising and Alumni Relations</i>
Chris Robey	<i>Graduate Assistant</i>
Patricia Stupp	<i>Graduate Assistant</i>
Melissa Tufts	<i>Former Director, Owens Library & Circle Gallery</i>
Kathleen Kern	<i>Interim Director, Owens Library</i>
Vickie Poole	<i>Director, Administrative Finances</i>
LaToya Norman	<i>Senior Accountant</i>
Leah Melnik	<i>Graduate Programs Academic Advisor (Jan. 2021 – present)</i>

1. PROGRAMS 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.M. MLA Program Mission

1. Current Mission (adopted March 2020):

The mission of the Master Degree in Landscape Architecture (MLA) at the University of Georgia's College of Environment and Design (CED) is to prepare students to lead the profession as outstanding practitioners, educators and scholars in the planning, design, and management of the natural and built environment. To support this mission, the program:

- provides instruction in skills of critical thinking, technical knowledge, creative design and management needed to engage in both public service and private practice of landscape architecture.
- affords students the opportunity to focus and define their unique position within the profession through scholarly discovery, preparing them for future contributions in research and evidence based creative practice and academia.
- promotes development of the knowledge, skills and values required to attend to the health, safety and welfare needs of people, communities and environments through community engagement in service-learning projects.

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

The fact that the University, College and MLA program strategic plans were prepared in sequence, within the 2019-2020 academic year, provided the opportunity for direct alignment of the mission and goals.

The 2025 Strategic Plan for the University of Georgia provides the roadmap for the University community and is grounded in three broad and mission-centered strategic directions:

1. Promoting excellence in teaching and learning
2. Growing research, innovation, and entrepreneurship
3. Strengthening partnerships with communities across Georgia and around the world (See Appendix I.B., "The Mission of the University of Georgia.")

The MLA's mission aligns with the mission statement of the University of Georgia in that each of the three strategic directions are addressed, especially regarding the experience for students.

The MLA mission statement also mirrors the values of the CED (see full CED mission statement in Appendix I.C) which "strives to be a renowned school of design, planning and preservation by contributing to understanding, managing and shaping the built environment." Like the UGA mission statement, the CED mission also addresses the three components of Teaching, Research and Service, including addressing the needs and aspirations of both students and faculty in its intended scope.

A.B. BLA Program Mission

1. Current Mission (*draft, under faculty consideration*):

The mission of the Bachelor Degree in Landscape Architecture (BLA) at the University of Georgia's College of Environment and Design (CED) is to prepare students to be outstanding practitioners in the planning, design, and management of the natural and built environment, and/or to be premier candidates for pursuing advanced degrees in landscape architecture and related fields. To support this mission, the program:

- provides instruction in the skills of critical thinking, technical knowledge, creative design and management needed to engage in both public service and private practice of landscape architecture.
- affords students the opportunity to focus, advance, and refine their knowledge and skills promoting individual professional development through a rich and versatile range of electives and studio offerings, while engaging students in individual and group inquiry, preparing them for future contributions in research and evidence based creative practice.
- promotes development of the knowledge, skills and values required to attend to the health, safety and welfare needs of people, communities and environments through community engagement in service-learning projects.

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

The 2025 Strategic Plan for the University of Georgia provides the roadmap for the University community and is grounded in three broad and mission-centered strategic directions:

1. Promoting excellence in teaching and learning
2. Growing research, innovation, and entrepreneurship
3. Strengthening partnerships with communities across Georgia and around the world
(See Appendix I.B., "The Mission of the University of Georgia.")

The BLA's mission aligns with the mission statement of the University of Georgia in that each of the three strategic directions are addressed, especially regarding the experience for students.

The BLA mission statement also mirrors the values of the CED (see full CED mission statement in Appendix I.C.) which "strives to be a renowned school of design, planning and preservation by contributing to understanding, managing and shaping the built environment." Like the UGA mission statement, the CED mission also addresses the three components of Teaching, Research

and Service, including addressing the needs and aspirations of both students and faculty in its intended scope.

B.M. MLA Educational Goals

1. The academic goals of the program:

These goals refer directly to the format and content of the CED goals but have been adapted to fit the MLA program needs.

I. PROMOTING EXCELLENCE IN TEACHING AND LEARNING

1. Provide foundational and experiential learning opportunities for all students.
2. Enhance training, support, and recognition for all who provide instruction.
3. Enhance infrastructure and support for cutting-edge and traditional teaching methods across the curriculum.
4. Promote students' academic access and success, especially students in underserved groups.
5. Enhance reputation as a premier professional school. Continue to receive high marks in professional accreditations.
6. Expand CED's academic options in collaboration with other UGA units and expand CED's curricular presence on campus and in the community.

II. GROWING RESEARCH, INNOVATION, AND ENTREPRENEURSHIP

7. Provide resources, support, and incentives to nurture a diverse and inclusive culture of excellence in research, design innovation, and creative practice.
8. Promote collaboration among academic units and between these units and external organizations to drive interdisciplinary research.
9. Enhance communications about the University's strengths in research, innovation, and entrepreneurship and the impact of those activities on local, state, and international communities.

III. STRENGTHENING PARTNERSHIPS WITH COMMUNITIES ACROSS GEORGIA AND AROUND THE WORLD

10. Increase collaboration, community-focused research, scholarship, technical assistance, and training in Georgia, across the nation, and world.
11. Broaden opportunities for MLA students to engage with the diversity of communities in Georgia and across the nation and world on locally identified needs and issues.
12. Strengthen communications regarding how the CED sustainably supports and benefits communities through research, teaching, and public service.

2. How the academic goals relate to the program's mission:

The academic goals elaborate on the basic premises in the program mission of preparing students to enter their professional careers by addressing contemporary problems and issues in our rapidly changing society and are achieved by adding to their knowledge, understanding, and application of design and materials, through the employment of professional means of communication, internships with professional firms, and service learning.

3. How the program regularly evaluates its progress in meeting its goals:

On-going evaluation of Teaching and Learning takes place through:

- class critiques,

- invited juries,
- displays of student work,
- peer teaching reviews,
- student course evaluations,
- student feedback during advisement,
- annual assessment of students in Studio IV with a rubric designed to assess Learning Outcome 1 in the MLA Assessment Plan: "Students should demonstrate knowledge of requisite tools and skills in graphic representation."
- annual assessment of student interns with a rubric designed to assess Learning Outcome 2 in the MLA Assessment Plan: "Students should demonstrate knowledge of engineering, materials and methods and construction."
- MLA Council meeting discussions,
- faculty meeting discussions,
- faculty retreats.

On-going evaluation of Research, Innovation and Entrepreneurship takes place through:

- thesis defense public presentation and oral arguments with committee members,
- student conference posters and presentations,
- faculty lecture series and discussion,
- tenure, promotion and five-year post-tenure review processes,
- annual reviews with the Dean,
- annual assessment of thesis students with a rubric designed to assess Learning Outcome 4 in the MLA Assessment Plan: "Students should be able to demonstrate knowledge of research methods that apply to planning design and management of the landscape."
- faculty retreats.

On-going evaluation of Strengthening Partnerships with Communities takes place through:

- annual record-keeping of completed service project lists,
- community feedback following charrette engagement opportunities,
- annual assessment of students on assistantship with external partners with a rubric designed to assess Learning Outcome 3 in the MLA Assessment Plan: "Students should be able to apply their knowledge, skills and values in service and outreach to the community."
- faculty retreats.

Learning Outcomes Assessment reports are due to the UGA Office of Academic Program Assessment in October of every year for each academic program at the University. At least one program outcome is required to be assessed per academic year.

In addition, the University Program Review and Assessment Committee assesses the progress of each academic unit on a six-year cycle. The College underwent its most recent PRAC review in fall 2020.

B.B. BLA Educational Goals

1. The academic goals of the program:

These goals refer directly to the format and content of the CED goals, but have been adapted to address the BLA program needs.

I. PROMOTING EXCELLENCE IN TEACHING AND LEARNING

1. Provide foundational and experiential learning opportunities for all students.
2. Enhance training, support, and recognition for all who provide instruction.

3. Enhance infrastructure and support for cutting-edge and traditional teaching methods across the curriculum.
4. Foster students' academic access and success, especially students in underserved groups.
5. Enhance the BLA's reputation as premier professional program. Continue to receive high marks in professional accreditations and regularly achieve high honors in national and international design competitions.
6. Expand the BLA's academic options in collaboration with other UGA units, and expand the BLA's curricular engagement on campus, with the profession, and in the community.

II. GROWING RESEARCH, INNOVATION, AND ENTREPRENEURSHIP

7. Provide ever-growing resources, support, and incentives to nurture a nationally recognized diverse and inclusive culture of excellence in undergraduate research, design innovation, and creative practice.
8. Become the undergraduate nexus for collaboration among UGA academic units and between these units and external organizations to drive interdisciplinary engagement and research.
9. Effectively communicate at the university and state level about the BLA's strengths in undergraduate research, innovation, and entrepreneurship, and the beneficial impact of these activities on local, state, and international communities.

III. STRENGTHENING PARTNERSHIPS WITH COMMUNITIES ACROSS GEORGIA AND AROUND THE WORLD

10. Increase collaboration, community-focused engagement, undergraduate scholarship, and technical assistance in Georgia, across the nation, and the world.
11. Broaden opportunities for BLA students to engage with the diversity of communities in Georgia and across the nation and the world on locally identified needs and issues.
12. Strengthen communications regarding how the BLA sustainably supports and benefits communities through undergraduate research, teaching, and public service.

2. How the academic goals relate to the program's mission:

The academic goals elaborate on the basic premises in the program mission of preparing students to enter their professional careers with strength by addressing contemporary problems and issues in our rapidly changing society, and are achieved by adding to their knowledge, understanding, and application of design and materials, through the employment of professional means of communication, internships with professional firms, and service learning.

3. How the program regularly evaluates its progress in meeting its goals:

The BLA curriculum committee meets regularly each semester (three-four times per semester) to review teaching issues and to assess future curricular direction and needs.

Although interrupted by COVID, the College typically holds an annual retreat to discuss issues involving strategic planning, the curriculum, learning outcomes, the college's administrative structure, facilities and faculty research. The latest retreat was in May, 2021.

Initiated by the BLA curriculum committee, both formal subcommittees and informal subsets of the faculty have met to discuss special topics relevant to the curriculum. Recent examples include ongoing discussions pertaining to information technology needs, and how best to integrate our existing and proposed study abroad opportunities and the required internship within the 4-year program (one less summer than we had in the 5-year). Formal subcommittees are charged with

specific evaluation tasks. Most recently, a subcommittee was charged in October 2020 to initiate a comprehensive curriculum review and update of the curriculum map based on the BLA mission statement. However, progress on this review was halted because of the need to update the mission statement in light of the finalized UGA and CED Strategic Plans plus the initiation of the Athens Charter process. Some of the subcommittee members were also sitting on the Charter committee, so it made more sense to wait for its completion. Another 2020-2021 subcommittee was active in developing a Design Thinking course for general student audiences and that course is currently in the approval process.

Reading Day faculty conferences are conducted at the end of each semester for semester pre-planning by year-level. These sessions allow faculty to discuss content, schedule, foci, method, etc., and to coordinate their courses across the year-level. Reading Day always falls on the day after the end of classes and prior to the week of exams. This approach has replaced what the College formerly called “Teaching Circles” that focused on Design, Graphics, and Construction as separate issues and conversations. Where professors were formerly assigned to be members of just one Teaching Circle, the current approach views these topics as more interrelated and does not limit the conversations to specific professors.

Professors instructing the same course but assigned different sections, and professors instructing allied courses, regularly meet to discuss course content, flow, sharing of lectures and information, establishing potential field trips, service-learning opportunities, and potential support needs.

On-going evaluation takes place through class critiques, peer teaching reviews, student course evaluations, advisement, faculty meetings, and displays of student work. In the spring of 2014, a College Jury Week was initiated to provide a forum for faculty, professional practitioners, and students to review studio work and assess the progression of learning outcomes through the year levels for all programs. Though it varies in scope each year, this event now occurs at the end of each spring semester.

Learning Objectives were developed by the faculty for the program in 2015, both for the entire curriculum and for each year level within the program in order to ensure that objectives across courses relate well to each other and follow a logical sequence. Learning Objectives are reviewed annually and submitted to the University as a part of a required annual University assessment of student learning.

The University of Georgia’s Program Review and Assessment Committee assesses the progress of each academic unit on a 6-year cycle. The College underwent its last PRAC review in 2020.

On-going evaluation of Teaching and Learning takes place through:

Means of Evaluation	Frequency
Class critiques	Multiple times per semester
Invited juries	Varies by course; often annually or better
Public displays of student work	Multiple times per semester
Student course evaluations	Each semester
Student feedback during advisement	Each semester
Peer teaching reviews	Minimum every 5 years
Student Learning Objective Assessment	Annually (see Standard IV C.1.). At least one SLO per year (we typically do at least two).
Internship Employer Evaluation of Interns	Annually (rising 4 th year students)
Post-graduation survey	Annually
BLA Council discussions	Monthly

CED Faculty discussions	Monthly
CED Faculty retreats	Annually

On-going evaluation of Research, Innovation and Entrepreneurship takes place through:

Means of Evaluation	Frequency
Student conference posters & presentations	Each semester or Annually
Honor student research and CURO symposium participation	Annually
LAF Olmsted Scholar Nominations	Annually
Student Learning Outcome 4	Annually
Assessment of BLA available advanced technology & facilities	At least Annually
Faculty lecture series and discussions	6 to 8 times per year
Promotion, tenure, and the 5-year post-tenure review process	Review committees meet annually
Faculty annual review with the Dean	Annually
CED Faculty retreats	Annually

On-going evaluation of Strengthening Partnerships with Communities takes place through:

Means of Evaluation	Frequency
Service Learning / Service Project documentation	Annually
Community feedback responses from Charrette Engagements	Annually (usually 2 or 3 projects per year)
Internship Employer evaluations (external partners)	Annually
Assessment of website traffic and media citations	Annually
CED Faculty retreats	Annually

In addition, the University Program Review and Assessment Committee assesses the progress of each academic unit on a six-year cycle. The College underwent its most recent PRAC review in fall 2020.

C.M. MLA Educational Objectives

1. The Educational objectives of the program are positioned beneath the various program goals within the three overarching themes of the mission (repeated here for reference):

I. PROMOTING EXCELLENCE IN TEACHING AND LEARNING

1. Provide foundational and experiential learning opportunities for all students.
 - a. Develop an understanding of the global interrelationships and interconnectedness between design, built environments, systems, materials and processes.
 - b. Instill a sense of stewardship of the land and landscape, and an awareness of the contemporary challenges to the conservation of resources in rapidly changing conditions.
 - c. Develop an understanding of the historical development and contemporary discourse in aesthetics, form, and expression in environmental and architectural design.
2. Enhance training, support, and recognition for all who provide instruction.
 - a. Encourage and support course development and experimentation, unique partnerships, and other creative teaching processes.
 - b. Use alternative measures to assess faculty teaching effectiveness and impact.

- c. Revisit promotion and tenure guidelines and post-tenure review guidelines to reflect increased appreciation of instruction.
- 3. Enhance infrastructure and support for cutting-edge and traditional teaching methods across the curriculum.
 - a. Harness unique powers of online aspects to expand design processes, for instance, the power of the web to put remote groups together simultaneously to share and discuss.
 - b. Provide experimental maker space for design, prototyping, and physical testing of ideas and materials in collaborative space.
- 4. Promote students' academic access and success, especially students in underserved groups.
 - a. Provide students with the requisite tools and skills in technology, graphic representation, materials and methods, engineering, construction and professional practice through coursework, experiential and service learning, as well as through a series of progressively more complex studio courses.
 - b. Capitalize on Athens' small size as an 'accessible design campus,' allowing deeper experimentation with physicality of material and experience.
- 5. Enhance reputation as a premier professional school. Continue to receive high marks in professional accreditations.
 - a. Create new knowledge in the planning, design and management of the landscape.
 - b. Facilitate student success in design competitions, conference presentations and publications.
- 6. Expand CED's academic options in collaboration with other UGA units and expand CED's curricular presence on campus and in the community.
 - a. Foster a spirit of collaboration in interdisciplinary learning environments within and outside of our college, as well as with outside agencies and disciplines.
 - b. Provide service and outreach to the community.

II. GROWING RESEARCH, INNOVATION, AND ENTREPRENEURSHIP

- 1. Provide resources, support, and incentives to nurture a diverse and inclusive culture of excellence in research, design innovation, and creative practice.
 - a. Provide off-campus research opportunities in community, regional, national and international programs;
 - b. Provide opportunities in studio learning, creative practice and design research to integrate research throughout the curriculum;
 - c. Align faculty research funding with student assistantships to engage graduate students in funded research projects;
 - d. Mentor students to publish research and creative works.
- 2. Promote collaboration among academic units and between these units and external organizations to drive interdisciplinary research.
 - a. Engage the thesis committee early in the thesis process to expand research collaboration and outside engagement with CED;
 - b. Support student involvement in existing and future CED research initiatives including the Environmental Ethics program, Carl Vinson Institute of Government, Cultural Landscape Lab, etc.;
 - c. Support and encourage student engagement in individual research efforts through external programs both within and without the University;
 - d. Identify and promote opportunities to engage students in research and creative problem solving opportunities with the sciences and humanities.

3. Enhance communications about the College's strengths in research, innovation, and entrepreneurship and the impact of those activities on local, state, and international communities.
 - a. Provide targeted opportunities for students to participate in faculty and professional staff research, innovation and entrepreneurship projects;
 - b. Enhance student engagement with faculty research through opportunities for presentation, discussion, and debate;
 - c. Encourage production and dissemination of research findings and creative works to the academic, professional and popular press.

III. STRENGTHENING PARTNERSHIPS WITH COMMUNITIES ACROSS GEORGIA AND AROUND THE WORLD

1. Increase collaboration, community-focused research, scholarship, technical assistance, and training in Georgia, across the nation, and world.
 - a. Provide and encourage off-campus learning opportunities in international, national, and regional programs;
 - b. Develop effective visual, oral and written communication skills to facilitate engagement with community partners to establish mutually beneficial relationships.
2. Broaden opportunities for MLA students to engage with the diversity of communities in Georgia and across the nation and world on locally identified needs and issues.
 - a. Facilitate understanding of the interrelatedness of the global environment and how that affects each individual, each site, and each community.
 - b. Engage students in projects working with underserved and rural areas.
3. Strengthen communications regarding how the CED sustainably supports and benefits communities through research, teaching, and public service.
 - a. Prominently feature MLA student engagement efforts on the CED website and all CED communications;
 - b. Encourage dissemination of service-related research in peer-reviewed publications.

2. How educational objectives fulfill the educational and mission goals:

The objectives provide opportunities for the practical implementation of the mission and goals in their suggestions for the use of studio projects, research requirements and community engagement to enhance the student learning experience. They provide context for:

- Attainment of a high skill level in designing and implementing built environments enables students to advance solutions that will address societal needs for sustainable, aesthetic, cultural and socially-conscious solutions.
- Preparation of scholarly research prepares students to utilize critical thinking, problem solving and synthesis methods in addressing contemporary problems in the planning, design and management of built environments.
- Engagement of students in outreach and service-learning projects provides students an opportunity to apply learned skills of design and communication, acclimates them to the importance of addressing client needs and introduces them to the context of working within teams in an interdisciplinary environment.

C.B. BLA Educational Objectives

1. The Educational objectives of the program are positioned beneath the various program goals within the three overarching themes of the mission (repeated here for reference):

The primary instructional educational objectives are incorporated in item I.1. However, to facilitate learning and to provide an environment where students can excel requires many essential programmatic objectives which are integral to achieving the more strictly defined educational objectives. (These programmatic objectives are linked to specific educational objectives below).

I. PROMOTING EXCELLENCE IN TEACHING AND LEARNING

1. Provide foundational and experiential learning opportunities for all students.
 - a. Provide a sound and balanced background in the arts and sciences.
 - b. Develop an understanding of the interrelationships between natural systems and the built environment, as well as natural materials and processes.
 - c. Instill a sense of stewardship of the land and landscape, and an awareness of the contemporary challenges to the conservation of resources in rapidly changing conditions.
 - d. Develop an appreciation and understanding of the history and context of man's development of the environment through landscape architecture, architecture, and urban design.
 - e. Develop an appreciation for aesthetics and design, and the ability to discern qualitative differences.
 - f. Provide students with the requisite tools and skills in technology, graphic communication, materials and methods, engineering, construction, and professional practice.
 - g. Foster a spirit of collaboration in interdisciplinary learning environments inside and outside the College, as well as with outside agencies and disciplines.
 - h. Provide service and outreach to the community, locally, state-wide, and beyond.
 - i. Facilitate understanding of the interrelatedness of the global environment and how that environment affects each individual, each site, and each community.
 - j. Facilitate participation in an international or off-campus study experience for each student.
2. Enhance training, support, and recognition for all who provide instruction.
 - a. Encourage and support course development and experimentation, unique partnerships, and other creative teaching processes;
 - b. Facilitate access and training in new technology;
 - c. Publicly promote teaching achievements by faculty to the students, recruits, the university and alumni.
3. Enhance infrastructure and support for cutting-edge and traditional teaching methods across the curriculum.
 - a. Harness unique powers of online aspects to expand design processes, for instance, the power of the web to put remote groups together simultaneously to share and discuss;
 - b. Provide experimental maker space for design, prototyping, and physical testing of ideas and materials in collaborative space.
4. Foster students' academic access and success, especially students in underserved groups.
 - a. Provide all students with the requisite tools and skills to be "profession-ready" upon graduation.
 - b. Provide many options for focal interests and excel in professional, social, and environmental relevance of study in coursework and studio problems.

- c. Capitalize on Athens' small size as an 'accessible design campus,' allowing deeper experimentation with physicality of material and experience.
- d. Expand resources and recruitment to broaden student body diversity, promoting a vibrant learning and design environment.
- 5. Enhance the BLA reputation as a premier professional program. Continue to receive high marks in professional accreditations and regularly achieve high honors in national and international design competitions.
 - a. Build a nationally recognized and professionally engaged student culture of excellence.
 - b. Facilitate annual student success in design competitions, conference presentations and publications.
 - c. Be the most highly recruited program for hiring BLA graduates.
- 6. Expand the BLA's academic offerings in collaboration with other UGA units, and expand the BLA's curricular engagement on campus, with the profession, and in the community.
 - a. Foster a spirit of collaboration in interdisciplinary learning environments inside and outside of the College, as well as with outside agencies and disciplines;
 - b. Provide service and outreach at the community level across the state.
 - c. Provide and promote high demand university-wide courses that engage the broader student population in design ideas and engagement with the landscape.

II. GROWING RESEARCH, INNOVATION, AND ENTREPRENEURSHIP

- 7. Provide ever-growing resources, support, and incentives to nurture a diverse and inclusive culture of excellence in undergraduate research, design innovation, and creative practice.
 - a. Provide off-campus learning and research opportunities in community, regional, national and international programs;
 - b. Provide opportunities in studio learning, creative practice and design research to integrate research throughout the curriculum;
 - c. Align faculty funding to engage undergraduate students in active research projects.
 - d. Mentor students to publish research and creative works.
 - e. Promote student engagement with innovative practitioners and alumni.
 - f. Grow student enrollment to a minimum sustained 4-year student body of 240.
 - g. Recruit and maintain at least an 8.3% enrollment of honors students in the program.
- 8. Become the undergraduate nexus for collaboration among academic units and between these units and external organizations to drive interdisciplinary engagement and research.
 - a. Identify and promote opportunities to engage undergraduate students in research and creative problem-solving with the sciences and humanities.
 - b. Structure third- and fourth-year studios and coursework to support engagement with other UGA units, facilitating broad student collaborations for national and international design competitions.
 - c. Support undergraduate student involvement in existing and future CED research initiatives including the Environmental Ethics program, Carl Vinson Institute of Government, Cultural Landscape Lab, etc.
 - d. Support and encourage student engagement in individual research efforts through external programs both within and without the University.
- 9. Enhance communications about the BLA's strengths in undergraduate research, innovation, and entrepreneurship and the impact of those activities on local, state, and international communities.
 - a. Incorporate public promotion and dissemination of student work into the fabric of studio and undergraduate research.
 - b. Promote regular engagement with university-level communications opportunities.

- c. Encourage production and dissemination of research findings and creative works to the academic, professional and popular press.

III. STRENGTHENING PARTNERSHIPS WITH COMMUNITIES ACROSS GEORGIA AND AROUND THE WORLD

10. Increase collaboration, community engagement, undergraduate scholarship, and technical assistance in Georgia, across the nation, and world.
 - a. Provide and encourage off-campus learning opportunities in international, national, and regional programs;
 - b. Develop effective visual, oral and written communication skills to facilitate engagement with community partners to establish mutually beneficial relationships.
 - c. Structure third- and fourth-year studios and coursework to support longer-term, more complex, and/or more distant opportunities for engagement.
11. Broaden opportunities for BLA students to engage with the diversity of communities in Georgia and across the nation and world on locally identified needs and issues.
 - a. Facilitate understanding of the interrelatedness of the global environment and how that environment affects each individual, each site, and each community.
 - b. Engage students in projects working with underserved and rural areas.
 - c. Develop funding to facilitate projects serving underserved communities, rural areas, and distant sites.
12. Strengthen communications regarding how the BLA sustainably supports and benefits communities through undergraduate research, teaching, and public service.
 - a. Prominently feature BLA student engagement efforts on the CED website and all CED communications;
 - b. Encourage dissemination of service-related research in peer-reviewed publications.
 - c. Promote a national and international presence in the profession.

2. How educational objectives fulfill the educational and mission goals:

The objectives provide opportunities for the practical implementation of the mission and goals in their suggestions for the use of studio projects, research requirements and community engagement to enhance the student learning experience. They provide context for:

- Attainment of a high skill level in designing and implementing built environments enables students to advance solutions that will address societal needs for sustainable, aesthetic, cultural and socially conscious solutions.
- Preparation and presentation of scholarly research prepares students to utilize critical thinking, problem solving and synthesis methods in addressing contemporary problems in the planning, design and management of built environments.
- Engagement of students in outreach and service-learning projects provides students an opportunity to apply learned skills of design and communication, acclimates them to the importance of addressing client needs and introduces them to the context of working within teams in an interdisciplinary environment.

D. MLA and BLA Long Range Planning Process

1. The programs' long-range planning process:

Strategic Planning for UGA, CED and MLA and BLA all occurred in tandem in the 2019-2020 academic year, resulting in five-year (FY2021-FY2025) strategic plans that are consistent and in alignment. (see Appendix I.C.) CED Dean Sonia Hirt participated in strategic planning discussions at the university level and brought the UGA evolving mission statement, goals and objectives to the CED to facilitate our college-wide discussions. A facilitator from Carl Vinson Institute of Government, Leigh Elkins, who specializes in leading strategic planning processes, was hired to lead the effort at CED. A CED strategic planning committee of administrators, faculty, staff, students and a representative of the Dean's Advisory Council was formed and met beginning in spring 2019, continuing throughout the fall 2019 semester. Subgroups were formed to write the college mission statement and to frame goals and key performance indicators for each of three subject areas - teaching, research and service. Each subgroup chair reported the outcomes of subgroup discussions in spring 2020, and final documentation of the CED Strategic Plan was completed in the summer of 2020. An additional faculty initiative, the Athens Charter, was launched in 2020, with the goal of exploring the College's aspirations and core beliefs in finer detail. The "Starter Charter" was summarized at the end of the semester in Spring 21, with finalization of findings and recommendations, and consideration of how the charter will blend and inform the completed CED Strategic Plan, ongoing.

During the spring semester of 2020, the MLA Council (comprised of faculty who teach courses in the MLA plan of study) voted to approve a revised and updated mission statement that was framed in alignment with those of the college and university. The MLA Council then participated in preparation of goals and objectives specific to the MLA program, but aligned with those of the college.

The BLA Council, chaired by the BLA program coordinator is charged with the responsibility for long-range planning and curriculum development and review. After deciding to launch the re-accreditation process for the BLA **two-years** early due to the COVID postponement of the MLA re-accreditation by one year, and for the purpose of bringing both programs onto the same accreditation cycle, the program is still in process of updating its mission, goals and objectives in response to the Strategic Plan and Athens Charter. The BLA Council meets regularly to review program progress, assess needs, consider new course proposals, and advise the BLA coordinator.

Long-range planning at the college level is also informed by input from the Dean's Advisory Council (DAC). Established in 2010, the council is comprised of 15 members of alumni and outside professionals, representing all programs of study. The purpose of the DAC is to assist the college by supporting its strategic planning initiatives, cultivating a professional network across disciplines, sharing information and industry trends, and advising the dean on innovations, historic values, and funding resources in pursuit of a successful and exceptional future for our students.

2. How the long-range plan describes the means by which the program mission and objectives will be met, and how it documents the review and evaluation process:

The UGA Strategic Plan requires "key performance indicators" (KPI), defined as "the data or information that will be used to measure progress towards each unit goal. This may be quantitative or qualitative data, direct or indirect measures, or key milestones in program or service development." Annual targets are required to demonstrate conformance with data points or steps in program development.

Because the MLA program's strategic plan was prepared immediately following the college's plan, it was not fully complete prior to the deadline for this report. Work remains to be done to determine KPIs that are specific to the program

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

College committees typically work throughout the academic year on specific objectives related to facilities, technology, communication and public outreach, and program curricula. At the program level, the MLA Council meets on a regular basis (two to four times per semester) to review class/studio results and to assess future curricular direction and needs.

End-of-semester meetings are typically held on Reading Day with faculty who teach courses within the curriculum. These focus primarily on discussing and coordinating coursework for the upcoming semester.

General evaluation of progress toward the attainment of program objectives also takes place through annual assessment of program learning outcomes, class critiques, peer teaching reviews, student course evaluations, advisement, faculty meetings, and displays of student work.

4. How the program has responded to recommendations and considerations for improvement from the previous accreditation review, including efforts to rectify identified weaknesses:

The previous MLA accreditation review generated no recommendations and six suggestions (now referred to as "considerations for improvement"). The previous BLA accreditation review generated one recommendation and two considerations for improvement. Each of these, along with the college's response, is summarized in this report's Introduction, Section 3.

E. MLA and BLA Programs Disclosure

1. How program information is disseminated to the public:

Program information is disseminated to the public through the College's website, social media, the official MLA brochure, BLA brochure, the *Graduate Bulletin*, the *UGA Bulletin*, and various events organized and attended by the College's students, staff, and faculty. Prospective students receive information about the program from the website, alumni, brochure mailings to advisors and chairs at peer institutions and promotional material packages. Prospective graduate students are encouraged to contact the MLA Coordinator and CED Graduate Program Advisor with questions; prospective BLA students are encouraged to contact the BLA Coordinator and the BLA Academic Advisor. Prospective students are encouraged through emails and phone calls to visit the College and meet with the appropriate coordinator, other faculty and current students to gain further insight and see facilities first-hand. At that time, more detailed information about the plan of study, funding opportunities and associated costs are shared with the student.

The MLA program's mission, goals and objectives are described in the *Graduate Bulletin*. The educational experiences available to MLA students, including the program of study, study abroad opportunities, and public service and outreach engagement can be found on the website and in the MLA brochure. The accreditation status of the program is stated on the website. Student

achievements and activities are highlighted on the website under the heading "News + Events" they are also shared via Facebook and Instagram.

MLA and BLA program costs of tuition and fees, estimated housing costs, and other costs (books and supplies) are listed on the University-wide website: <http://busfin.uga.edu/bursar/> with a link provided on the MLA and BLA webpages. Statistics about the programs, such as student retention and graduation rates, number of degrees per year, demographics, sums of scholarships awarded, percentage of students with timely graduation (within 3 and 4 years) and post-graduation employment are available on the CED website at: <http://www.ced.uga.edu/degrees/publicinfo/>

Website and Social Media:

Program information is disseminated to the public primarily through the College's website: www.ced.uga.edu. The website includes detailed information about all aspects of the MLA and BLA programs, including faculty, facilities, requirements, events, exhibits, and student opportunities as well as information about the College's other degree and certificate programs, and links to the University tuition web page. The MLA website also includes a link to the Graduate Bulletin. Additionally, the College disseminates information about its programs and events on Facebook, Twitter, Instagram and LinkedIn.

MLA Brochure:

The official MLA brochure describes the program, the MLA curriculum, the studio sequence, certificate opportunities, experiential learning, funding opportunities, admission requirements and contact information. It is given to prospective students, to undergraduate advisors at UGA and peer institutions and it is handed out at recruiting events attended by the MLA Graduate Coordinator and the CED Graduate Program Advisor.

The Graduate Bulletin:

The *Graduate Bulletin* describes the mission of the MLA program, the program's curriculum requirements, the advisement procedure, academic policies, thesis requirements, and contact information.

<https://grad.uga.edu/index.php/degree/landscape-architecture-mla/>

BLA Brochure:

The official BLA brochure describes the program, the BLA curriculum, the studio sequence, certificate opportunities, experiential learning, funding opportunities, admission requirements and contact information. It is given to prospective students, to undergraduate advisors at UGA and peer institutions and it is handed out at recruiting events attended by the BLA Coordinator and the BLA Academic Advisor. Because of recent program changes, the existing edition is currently being revised to reflect those changes (Available in 2022).

Public events hosted by the College:

Public events hosted by the College, including the lecture series, Circle Gallery openings, and charrettes facilitated by the Office of Public Service and Outreach, provide opportunities for sharing information about the MLA and BLA programs with the general public.

2. PROGRAMS AUTONOMY, GOVERNANCE & ADMINISTRATION

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

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

A. Programs Administration

1. How the programs are viewed as discrete and identifiable programs within the institution:

The College of Environment and Design is one of seventeen (17) schools and colleges of the University of Georgia. Within the College, there are five degree programs: the Master Degree of Historic Preservation (MHP), the (accredited) Master Degree of Landscape Architecture (MLA) the (accredited) Bachelor Degree in Landscape Architecture (BLA), the (accredited) Master Degree in Urban Planning and Design (MUPD/previously MEPD), and the Doctoral Degree in Environmental Design and Planning (Ph.D.).

2. Program Administrator's faculty appointment details:

The MLA coordinator assumed the position on July 1, 2020. Prior to this appointment, he served as BLA coordinator from January 2016-June 2020. He holds a faculty appointment in landscape architecture and his EFT is currently apportioned as follows:

0.188	EFT	Instruction
0.281	EFT	Administration
0.188	EFT	Research, Creative Activities
<u>0.094</u>	EFT	Service
0.750		

The previous coordinator of the MLA program held the position from July 1, 2013-June 30, 2020. She holds a faculty appointment in landscape architecture. While in the position, her EFT was apportioned as follows:

0.188	EFT	Instruction
0.281	EFT	Administration
0.188	EFT	Research, Creative Activities
<u>0.094</u>	EFT	Service
0.75		

The BLA coordinator assumed the position on July 1, 2020. Prior to this appointment, he served as Internship coordinator from July 2013-June 2019. He holds a faculty appointment in landscape architecture and his EFT is currently apportioned as follows:

0.225 EFT Instruction
0.450 EFT Administration
0.038 EFT Research, Creative Activities
0.037 EFT Service
0.750

3. How the program administrator exercises the leadership and management functions of the program:

3.A The MLA Program Coordinator is responsible for overall decision-making regarding the planning and management of the Master of Landscape Architecture Program in the College of Environment and Design. This position reports to the Associate Dean for Academic Affairs.

Leadership and management:

- consults with and assists the College's Associate Dean of Academic Affairs concerning matters of student and faculty affairs, programmatic adjustments, teaching assignments, course offerings, technology requirements, and facilities;
- chairs, calls to order and works with the MLA Curriculum Committee to adjust the program's academic content and direction;
- informs the MLA Council (Curriculum Committee) of the Dean's initiatives discussed within the Executive Committee (PPC) meetings;
- organizes the College's MLA reaccreditation process, including serving as point of contact for members of the accrediting body, preparing report documents, displaying work as evidence of student achievement, responding to the accreditation team's findings, and reporting the findings to the College;
- represents the CED at international, national, regional, and local professional meetings and functions;
- represents the program in the College Executive Committee and Faculty meetings;
- upholds the institution's Graduate School regulations and guidelines within the MLA program;
- accepts and approves proposals from faculty concerning field study courses.

3.B The BLA Program Coordinator is responsible for overall decision-making regarding the planning and management of the Bachelor of Landscape Architecture Program in the College of Environment and Design. This position reports to the Associate Dean for Academic Affairs.

- Leadership and Management
- Consult with the Associate Dean of Academic Affairs concerning matters of student and faculty affairs, programmatic adjustments, teaching assignments, technology requirements, and facilities.
- Supervise BLA administrative staff to ensure job duty compliance.
- Create and implement an undergraduate recruitment plan with a target of attracting 60 new students per year to build enrollment towards the goal of 240 total students.
- Plan and direct the summer Design Camp program.

- Chair and call to order and work with the BLA Council and Curriculum Committee to adjust the program's academic content and direction.
- Complete academic assessment requirements for UGA, CELA and LAAB as required.
- Accept and approve proposals from faculty concerning field study courses.
- Develop new undergraduate student programs of study (majors, minors, and certificates as appropriate).
- Represent the program in the college level Program Coordinator and Faculty meetings.
- Relay to the BLA Council the Dean's initiatives brought forth within the Program Coordinator meetings.
- Represent the CED at international, national, regional, and local profession meetings and functions.
- Uphold the University's regulations and guidelines within the BLA program.

Being new to the role, the past 18 months (once you omit COVID issues and regular reporting) have been focused on building a clearer understanding of program flow and student trends, building useful graphic representations of the program, and collecting and organizing data to facilitate long range planning, curriculum review and course assignment. Because of the completed transition from the original Fall Transfer Program to our current Spring Entry Program, current foci include modifications to all three Double Dawg programs to accommodate the senior studio semester shift and resolve consequent scheduling issues, as well as addressing policy issues related to when undergraduates can start taking graduate courses. With the recent steady rise in undergraduate enrollment and the anticipated 25% jump in 2022-23 enrollment due to the structural change effect from the transfer program shift, careful long-range planning is warranted to provide sufficient class sections, classrooms spaces, and faculty assignments. The BLA Council is scheduled to conduct a full assessment of the 4-year curriculum beginning in Spring 2022.

B. Institutional Support

1. Funding available to assist faculty and other instructional personnel with continued professional development, including support in developing funded grants and attendance at conferences. Funding sufficient to maintain computers and appropriate software, other types of equipment and technical support:

The University participates in a Budget Development process, which begins in January of each year. UGA's administration coordinates with the University System of Georgia Board of Regents, the Governor's Office of Planning and Budget, the Georgia General Assembly, and others to develop report guidelines for information needed from each College/University unit. By early February, each College/unit has analyzed the requested information and submits a detailed report with items such as planned program eliminations, consolidations, new program requests, planned faculty changes, performance analysis, critical needs, etc. UGA's administration reviews these submissions and meets individually with the Dean of each College/unit in February/March to discuss funding and program needs for the upcoming fiscal year.

In late spring, the College is given a state appropriated budget for the upcoming fiscal year. The Dean, Associate Dean, and financial director review prior year spending allocations and make strategic financial allocations for the upcoming year. Faculty and staff are encouraged to submit funding requests for consideration. Each College sub-unit (e.g. MLA, BLA, MHP, MUPD and PhD programs) typically receives both a state allocation, and a discretionary

allocation from privately generated sources. Program coordinators have a wide range of control over how their allocation is used as long as UGA policies and procedures are followed.

Allocations, such as faculty dissemination/conference funds, are administered through individual requests for specific trips as they occur. Throughout the fiscal year, the Financial Director monitors the allocations and expenditures and discusses additional funding requests with the Dean and Associate Dean as needed.

The table below shows the total state expenditures in the College of Environment and Design. The College supports five degree programs, several labs, multiple community partnerships, and a certificate program so expenditures for general resources such as the library, exhibit gallery, technology support, general advertising, and facilities management are not tracked to a particular program. More direct expenses such as guest lecturers, particular studio upgrades, and travel costs are also not tracked by program since students typically cross-register among the program courses, faculty generally teach in more than one program, and college studios and classroom space are shared across programs.

Total State Expenditures in the College of Environment + Design							
	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019*	2019-2020	2020-2021
Salaries:							
Teaching, Research	3,190,844	3,119,238	3,191,598	3,230,061	3,058,772	3,308,418	3,179,713
Visiting Lectures	6,000	12,500	13,000	11,694	14,019	19,083	208
Student Assistants	189,704	174,009	266,425	217,830	205,095	364,739	452,442
Staff Support	661,525	725,774	747,375	772,984	820,150	799,654	702,133
Allotments:							
Supplies	397,983	319,602	316,697	318,606	291,633	70,670	53,869
Equipment	5,805	30,455	8,216	8,839	0	130,118	478,803
Maintenance	11,500	12,042	9,939	2,878	76,077	8,072	3,106
Travel	104,000	104,316	121,721	112,047	118,867	80,787	4,959
Total	4,567,361	4,497,936	4,674,971	4,674,939	4,511,713	4,781,541	4,875,233

(UGA defines equipment as items of non-expendable nature, costing \$5,000 or more.)

*In 2019 the University of Georgia implemented a new financial system, PeopleSoft. This system upgrade changed the overall reporting system. Previously, reporting did not breakdown the faculty salary components. Previous years reporting included the total salary for all faculty, which included teaching, research, and administration. The new reporting system displays the breakdown of costs for faculty: teaching, research, and administration. This is now reflected correctly in the 2018-2019 totals for teaching and research salary expenses, administration is no longer included.

2. Student/faculty ratios in studios/How student faculty ratios are influenced by the program/Normal ratios within the institutional culture:

MLA Student / Faculty ratios by year and class: (the 6-year average is 12:1)

2015: Yr.1: 10:1, Yr.2: 14:1, Yr.3: 6:1
 2016: Yr.1: 12:1, Yr.2: 15:1, Yr.3: 7:1
 2017: Yr.1: 12:1, Yr.2: 17:1, Yr.3: 6:1
 2018: Yr.1: 16:1, Yr.2: 9:1, Yr.3: 7:1
 2019: Yr.1: 10:1, Yr.2: 16:1, Yr.3: 9:1
 2020: Yr.1: 13:1, Yr.2: 11:1, Yr.3: 11:1

Each fall, approximately 12 students enter the three-year 1st Professional Degree program, and approximately 6 new students begin the two-year 2nd Professional Degree track. The first year of the three-year program has a single studio section. In the second year, one or two faculty will teach sections of the studio in order to accommodate the new 2nd Professional Degree students. In the final year of the program, students are only required to take a studio in the fall semester and have several different options to choose from, depending on their interests, which can lead to smaller class sizes.

BLA Student / Faculty Ratio by year and class. (The average over the entire period is 15:1).

STUDIO		2017-18	2018-19	2019-20	2020-21	2021-22
		AVG	AVG	AVG	AVG	AVG
F/SP	2010	15	12	21	16	14
SPR	2020	14	14	14	14	0
FALL	3030	13	15	14	19	19
SPR	3040	12	14	14	17	0
FALL	4050	14	20	14	21	17
SPR	4060	19	14	15	13	0
FALL	4070	0	0	0	0	15
FALL	4080	0	0	0	0	0
FALL	4085	0	0	0	0	0
FALL	4090	0	0	0	0	0
FALL	4095	13	10	13	15	0
F/SP	4900	9	7	12	13	0
F/SP	4912	0	0	0	0	8
SUM	2020	0	0	18	16	0
SUM	4900	11	23	18	13	0
SUM	Cortona	16	12	0	0	0
Avg by AY		14	14	16	16	16
						(Fall only)

Increasing enrollment in the last three years, particularly as relates to the Spring Entry Transfer Program, has created larger than average studios at specific points in the program which we are working to address.

3. Adequacy of funding for student support, i.e., scholarships, work-study, etc.:

Funding is adequate for student support; however, additional funds for student travel to LABASH and ASLA local, regional, and national conferences, or entry fees for design competitions are not always readily available.

Scholarships: funding for student scholarships is superior; the CED's Director of Development stewards existing CED scholarships and is always seeking out new sources of funding, endowments, and donor-based scholarships. The graphic below indicates MLA scholarship dollar awards and particulars since the last accreditation (2015). The discrepancy between "Available Funding" and "\$ Amount Awarded" occurs because most of the CED's scholarship funds are not exclusively available to MLA students, but can also be awarded to students from the other degree programs. The CED's Scholarship Coordinator also maintains an extensive linked listing of external scholarships available to MLA students on the College's official webpage.

UGA College of Environment & Design MLA			
FISCAL YEAR	# MLA RECIPIENTS	\$ AMOUNT AWARDED TO MLAs	\$ AMOUNT AWARDED TOTAL
2015-16	16	\$41,500	\$83,200
2016-17	15	\$37,978	\$106,500
2017-18	16	\$31,438	\$105,250
2018-19	23	\$30,375	\$128,050
2019-20	21	\$66,645	\$122,450
2020-21	13	\$67,515	\$151,434

Scholarship awards across the College for FY22 (AY 21-22) were distributed as follows. The \$47,200 not awarded was due to travel suspension because of COVID-19.

CED Scholarship Award Summary FY22 (includes only those funds overseen by the CED Scholarship Coordinator)								
Awards by Program				Semester to be Disbursed				
Prog	No. of Students	Total Awards	Avg \$ / Student	SUM21	F21	SP22	Asstshp ¹	SubT
BLA	25	\$ 89,550	\$ 3,582	\$ 25,200	\$ 56,800	\$ 7,550	---	\$ 89,550
MHP	4	\$ 6,450	\$ 1,613	\$ -	\$ 6,450	\$ -	\$ -	\$ 6,450
MLA	11	\$ 40,550	\$ 3,686	\$ 9,300	\$ 5,250	\$ -	\$ 26,000	\$ 40,550
MUPD	6	\$ 14,884	\$ 2,481	\$ -	\$ 7,650	\$ 1,000	\$ 6,234	\$ 14,884
TOTAL²	46	\$ 151,434	\$ 3,292	\$ 34,500	\$ 76,150	\$ 8,550	\$ 32,234	\$ 151,434
Funds not Awarded								
	Travel Schol.	\$ 47,200						

¹ Assistantship fund distribution semester was undetermined at the time of the awards

² The MUPD Assistantship received additional funding after the scholarship committee met; the actual amount was not reported to the Scholarship Coordinator. The total of awards will be slightly higher than shown once that amount is included. Other assistantship funds are managed by the College.

Work-study: hourly positions in the CED's office of Technology Services are available for students from all CED degree programs.

At the university level, the following programs are available:

- The [Affordable Learning Georgia initiative](#). The Board of Regents requires USG institutions to identify undergraduate courses with no associated material costs and courses with low material costs. CED faculty provide this information to the registrar prior to each semester's registration period and it is incorporated into the available course listings published to the students.
- The University Office of Student Financial Aid provides policy and application resources for students addressing available aid, program, tuition and fee waivers, student eligibility, etc. Please see: <https://osfa.uga.edu/policies/tuition-and-fee-waivers/>
- "To reduce financial barriers for students, UGA has increased need-based scholarships. The Georgia Commitment Scholarship program has created over 640 student scholarships and committed \$95 million toward need-based awards. For the 2020-2021 academic year, the Office of Student Financial Aid disbursed \$382.9 million of federal, state, institutional and other/external aid to 29,243 unique undergraduate students. UGA also has eliminated lab and course material fees, saving students an estimated \$1.2 million annually." (*UGA Today*, 12/6/21).

4. Support personnel available to accomplish programs' missions and goals:

Personnel providing support to the program consist of the following:

Financial: 2

Grants Administration: 1

Alumni Relations: 1

Development: 1

Clerical: 1

Advisement/Clerical: 1

Technology: 2

Librarian: 1

Graduate Assistants: varies per semester

Gender and Ethnic composition of staff for the past 2 years:

Male 3 - White 3

Female 5 - White 4, 1 Black

The current support personnel are adequate to support the mission and goals of the program. Projected growth in the BLA program may begin to strain that support particularly in the academic advising capacity.

C. Commitment to Diversity

1. How the programs demonstrate commitment to diversity, equity and inclusion in the recruitment and retention of students, faculty and staff through concrete steps geared to meet this Standard:

Racial and ethnic diversity are longstanding challenges for the profession of landscape architecture nationwide; the profession has a demographic profile that is not representative of the U.S. population. Currently, the MLA program has 24 female and 12 male students. Minority representation remains lower than desired. The BLA program current student composition is 115 females, 68 males, and one unreported. Similar to the MLA program, minority representation in the BLA program remains lower than desired with 74% White, 10% Hispanic or Latino, 7% Asian, 5% Two or more races, 2% Black or African-American, 2% Not Reported, and 1% Hawaiian or Other Pacific Islander.

To promote diversity and inclusion in the program, the College adopted the first diversity and inclusion plan in the fall of 2014. Additionally, the College has worked with the Office of Outreach and Diversity at UGA. The office proactively seeks to promote diversity and inclusion by encouraging enrollment of students from historically underrepresented groups. The College also emphasizes the significance of an institutional climate that values diversity, equity and inclusion for student retention. The programs have supported students' proactive initiatives to address cultural differences and racial gaps in the profession. The programs also offer several studio courses (LAND 6040, LAND 4912/7050, and LAND 4900/6912) that have engaged the students with design problems in the under-represented communities of Athens and continue to seek out other community and outreach opportunities to understand the complex issues with cultural and racial diversity in the profession. The BLA program was awarded a grant in 2019 to fund a Pre Collegiate Summer Design Camp in response to the New Approaches in Diversity and Inclusion RFP. The initially planned residential summer camp had to be postponed due to COVID, but did launch as an abbreviated online version. The funds are in reserve for a hopeful full scale camp in Summer 22.

The College has a new DEI committee open to all faculty, staff and students. Students have started a diversity and inclusion subcommittee under GSLA and is currently working on developing a diversity mentorship program with GA ASLA. We are also in the process of updating our College's DEI plan (under review by the faculty/ due to the University by summer 2022) to meet UGA's Diversity and Inclusion Excellence Plan.

During the 2020-2021 AY the CED was pleased to nominate MLA student Whitney Barr and she was awarded the first ever national CELA Fountain Scholar award.

For faculty and staff, the College applies equal opportunity to recruitment and retention. The University's commitment to equal opportunity and efforts to encourage women and minority applicants are clearly communicated to potential candidates during faculty/staff search and hiring processes.

D. Faculty Participation

1. Faculty recommendations on the allocation of resources and responsibility to develop, implement, evaluate, and modify the program's curriculum and operating practices:

The full faculty of the College is empowered with the opportunity to suggest curricular and operating strategies that serve in the best interest of the College and programs. Regular and called faculty meetings are the usual forum for these initiatives and subsequent discussions. College-

wide initiatives are at times initiated by the University's Administration, by the Associate Dean and Dean of the CED, and by CED faculty. At the program level, the MLA graduate coordinator calls meetings of the MLA Council (Curriculum Committee) and the BLA coordinator calls meetings of the BLA Council (Curriculum Committee) to discuss pressing issues regarding the curriculum, accreditation, learning outcomes, or new program initiatives. Faculty are encouraged to propose alternatives, suggestions, and solutions regarding issues. Faculty participate in strategic planning at both college and program level. Beginning in the fall of 2020 faculty are invited to a monthly open forum.

Resource allocations related to personnel initiatives are addressed during annual reviews.

2. Faculty participation (in accordance with institutional guidelines) in developing criteria and procedures for annual evaluation, promotion and tenure of faculty:

Promotion and tenure are governed by *the University of Georgia Guidelines for Appointment, Promotion and Tenure*, supplemented by administrative guidelines on the web site of the university's Provost, and implemented at the College level by the College's *Promotion and Tenure Procedures and Standards, College of Environment and Design*. The College document was adopted by the Faculty and Dean according to university-required procedures in 2015. It establishes promotion and tenure procedures and standards that are specific to the College. The document defines the College's three-member Promotion and Tenure Committee as the faculty unit that oversees the College's P&T procedures, establishes uniform documentation format, defines the College expectations for annual review, and lists criteria for teaching, research and creative activity, and service. Under these documents, progress toward P&T is guided by annual review by the dean, a third-year peer review, and a second peer review prior to entering the P&T procedure. Rank requirements and expectations are explained for promotion to both Associate and Full ranks. See Appendix item II.A.

3. Faculty participation, in accordance with institutional guidelines, in developing and applying criteria and procedure for the appointment and assessment of program and academic unit leadership:

Faculty participate in external searches for the College Dean. During the most recent dean search in fall 2017, six faculty were appointed by the Associate Dean to the search group, which was chaired by a Dean from another college at the university. The committee also included one outside professional, a member of the staff and two students.

Program Coordinators are selected by the College Dean, with counsel from the Associate Dean and recommendations from the outgoing Coordinator.

4. Program's/Institution's communication and mentoring of faculty regarding policies, expectations and procedures for annual evaluations, and for tenure and promotion to all ranks:

Third-year review, P&T review, and Post-Tenure review all require a Peer Review of Teaching as input. Initiation and conduct of review are defined in *Peer Review of Teaching*, which was adopted by the faculty in 2006. Under this document, a faculty member agreeable to the reviewee conducts the review by observing a course in session, reviewing class documents, and interviewing students. The resulting report is in addition to student class evaluations, which are conducted in every class, every semester, for every instructor. See Appendix item II.B.

Following the attainment of tenure, the university requires continuing annual review by the Dean and Post-Tenure Review every five years. The Post-Tenure Review is conducted according to the College's *Policy for Post-Tenure Review*, adopted by the faculty according to university requirements in 1997 and revised through 2006. Under that policy, three tenured faculty members, to whom the reviewee does not object, conduct each review. In the event of an unsatisfactory review, the College is to follow the university's Policy for Review of Tenured Faculty. See Appendix item II.C.

The College has just completed revisions to the peer-mentoring policy which is due for faculty vote in January 2022. The revised policy addresses all instructional ranks including non-tenured faculty. The College Promotion and Tenure Committee also serves as a resource for assistant professors advancing to associate rank and applying for tenure.

E. Faculty Numbers

Faculty Resources: The College offers first professional degree programs at both bachelor's and master's levels with continuing full accreditation status. It exceeds the requisite seven full-time instructional faculty, with at least five holding professional degrees in landscape architecture.

Each year approximately thirteen full-time tenured faculty teach in the MLA program, and approximately 20 full-time tenured and tenure-track faculty teach in the BLA program. (Refer to Addenda items A. Program Details and H. Faculty Information)

1. Student/faculty ratios in studios (typically not greater than 15:1):

MLA Student / Faculty ratio by year and class: (the 6-year average is 12:1)

2015: Yr.1: 10:1, Yr.2: 14:1, Yr.3: 6:1
2016: Yr.1: 12:1, Yr.2: 15:1, Yr.3: 7:1
2017: Yr.1: 12:1, Yr.2: 17:1, Yr.3: 6:1
2018: Yr.1: 16:1, Yr.2: 9:1, Yr.3: 7:1
2019: Yr.1: 10:1, Yr.2: 16:1, Yr.3: 9:1
2020: Yr.1: 13:1, Yr.2: 11:1, Yr.3: 11:1

BLA Student / Faculty Ratio by year and class. (The average over the entire period is 15:1).

STUDIO		2017-18	2018-19	2019-20	2020-21	2021-22
		AVG	AVG	AVG	AVG	AVG
F/SP	2010	15	12	21	16	14
SPR	2020	14	14	14	14	0
FALL	3030	13	15	14	19	19
SPR	3040	12	14	14	17	0
FALL	4050	14	20	14	21	17
SPR	4060	19	14	15	13	0
FALL	4070	0	0	0	0	15
FALL	4080	0	0	0	0	0
FALL	4085	0	0	0	0	0
FALL	4090	0	0	0	0	0
FALL	4095	13	10	13	15	0
F/SP	4900	9	7	12	13	0
F/SP	4912	0	0	0	0	8
SUM	2020	0	0	18	16	0
SUM	4900	11	23	18	13	0
SUM	Cortona	16	12	0	0	0
Avg by AY		14	14	16	16	16
						(Fall only)

2. Adequacy of the number of faculty to achieve the program’s mission, goals and objectives of the program (such as duties in teaching, research, service, program administration, academic advising, and creative professional development):

Currently, the number of faculty assigned to the program is adequate to carry out the mission, goals, and objectives of the MLA and BLA programs. Likely retirements and increasing enrollment will require additional faculty to maintain adequate faculty numbers.

3. PROFESSIONAL CURRICULA

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 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 professional degree at the master's level shall provide instruction in and application of research and scholarly methods.***
- c. ***A 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. above.***

INTENT: Each landscape architecture curriculum shall be designed to achieve the learning goals stated in the mission and specific educational objectives of the program. The curriculum shall encompass both coursework and other co-curricular opportunities intended to develop students' knowledge and skills in landscape architecture.

A.M. MLA Curricular Expression of the Mission and Objectives

1. How the program's curriculum addresses the mission, goals and objectives:

Below are the major themes within the mission, goals and objectives of the MLA program and a brief explanation of how they are related to courses in the curriculum:

PROMOTING EXCELLENCE IN TEACHING AND LEARNING

To develop foundational skills and appreciation for aesthetics, form and expression:

- *LAND 6010: Foundations* and *LAND 6020: Applications* studios within year one focus on developing elementary knowledge and skills in design process and criticism; but other studios in the sequence continue to refine student abilities in this area. This is also reinforced in graphics courses *LAND 6210: Representation I* and *LAND 6220: Representation II*.

To develop an appreciation for, and knowledge of, the history and context of man's development of the environment.

- *EDES 6550: History of the Built Environment*, *LAND 6570: Contemporary Landscape Design Theory* address the direct educational content of history and culture; further understanding of these concepts is obtained in the off-campus programs described in Section 6.A.1.

To provide students with the requisite tools and skills in materials, technology, graphic representation, engineering, construction and professional practice through coursework, experiential and service learning:

- *LAND 6210: Representation I, LAND 6220: Representation II, LAND 6330: Constructing Landscapes II* (engineering), *LAND 6340: Constructing Landscapes I* (construction materials and methods), *LAND 6320: Plants*, and *LAND 6710: Professional Practice* introduce the tools and skills in the above mentioned areas and they are refined in the studio sequence.

To instill a sense of stewardship of the land and landscape, and an awareness of the contemporary challenges to the conservation of resources in rapidly changing conditions;

- While 2 courses, *LAND 6310: Landscape Ecology* and *LAND 6030: Nature and Sustainability* are generally regarded as containing the primary educational content relating to conservation of natural systems, it should be noted that every course in the curriculum, from studios to construction courses, integrate knowledge, skills and values related to natural systems.
- *LAND 6570: Contemporary Landscape Design Theory, EDES 7350: Landscape Management* are charged with presenting reflections on the contemporary challenges to the conservation and management of our resources.

To foster a spirit of collaboration in interdisciplinary learning environments within and outside of our College, as well as with outside agencies and disciplines:

- Popular elective courses in other disciplines within the CED include *HIPR 6120: Historic Site Interpretation, HIPR 6460: Rural Preservation, HIPR 6480: Introduction to Cultural Landscape Conservation, PLAN 6430: Urban Infrastructures, EDES 6270: Environmental Use of GIS, EDES 6650: City Planning*.
- Electives are also frequently taken in ecology, forestry, geography and horticulture departments, among others.

GROWING RESEARCH, INNOVATION AND ENTREPRENEURSHIP

To create a culture of excellence in research, design innovation and creative practice:

- *LAND 6950: Research Strategies, LAND 7300: Thesis, and LAND 7200 Non-Thesis*: teach students the knowledge, skills and values necessary for conducting thorough, accurate, productive and innovative research and to apply it to a self-directed thesis process. Concepts are introduced in the research strategies course and applied in the independently conducted thesis process. Students are guided through the progression of framing a research question, conducting a research methodology and formulating conclusions with the help of a major professor and a reading committee of advisors. Students are encouraged to select a design application topic for their thesis exploration, basing their design concepts on thorough research and a question-based methodology. The recently approved Non-thesis option further enhances design research explorations by focusing on design as a primary method of research inquiry as well as the more traditional role of the result. Students who select this option complete a design thesis which carries the dubious label of a “non-thesis” by the UGA graduate school. This designation is significant in that students are free to format the design thesis using their design and layout skills to produce an overall thesis in line with creative products produced by the profession and by allied design professionals.

Students choosing this path complete a final 6 credit hours of the new non-thesis (LAND 7200) rather than LAND 7300. As of the writing of this report, a new spring course, LAND 6911 Design Research/Proposal Development, will be required of all MLA students. This course will serve as the bridge between the first course Research Strategies and the final year work with the major professor.

STRENGTHENING PARTNERSHIPS WITH COMMUNITIES ACROSS GEORGIA AND AROUND THE WORLD

To broaden opportunities for students to engage with the diversity of communities in Georgia, across the nation and the world:

- Studios *LAND 6020: Site Applications*, *LAND 6030: Nature and Sustainability*, *LAND 6040: Community and Place* and *LAND 7050: Engagement* provide opportunities for students to engage with clients and users. Many projects are local to Athens and involve pressing socio-political community issues, such as poverty and environmental justice. *EDES 7350: Landscape Management* engages students in service projects both on-campus and within the greater Athens community involving the hands-on restoration of degraded landscapes.

2. How the program identifies the knowledge, skills, abilities and values it expects students to possess at graduation:

The program standards and guidelines set by the LAAB provide a basis for the expectations of a graduate from an accredited MLA program. Attendance of administrators, faculty and students at national and regional conferences, especially CELA and ASLA, provides insight into professional trends, and how our curriculum needs to be adjusted to remain relevant. Students performing internships gain insight into the needs of the profession and how well they are prepared for their first position. Teaching the review sessions for the LARE, which CED offers every fall and spring, provides a forum for recent graduates of CED and peer programs to share insight and perspective.

Faculty discuss current needs and trends in MLA Council meetings and CED faculty meetings. Feedback and opinions from students are solicited through their participation in the Dean's Advisory Council, the Graduate Students' Advisory Council, the Technology Committee and the MLA Council. Also, the graduate coordinator solicits student input during each semester's advising. Exit surveys are conducted annually. Alumni and current student surveys are conducted during every accreditation cycle.

All instructors are required to conduct the standard student course evaluations for all courses. This is done to ensure sufficient feedback to all faculty as well as to the administration of the College. The process allows the faculty to review the effectiveness of their own teaching techniques and processes. The actual evaluation is conducted and processed online, with all of the results and comments being provided to the individual faculty members as well as being reviewed by the Dean and Associate Dean of the College.

An institutional peer-review process for teaching effectiveness was put into effect in 1998. This process provides several avenues for colleagues in the College to conduct peer review of teaching including student interviews, direct observation of teaching, and consultation on course development. This process is required at least once per five years for post-tenure review.

A.B. BLA Curricular Expression of the Mission and Objectives

1. How the program's curriculum addresses the mission, goals and objectives:

Overview

The four-year BLA curriculum prepares students for a professional career in landscape architecture through a sequence of courses developed to systematically teach skills and ideas of design techniques, theory, history, technical knowledge, communication technologies, and environmental understanding of landscape systems. In addition to major-required courses, students are required to meet University of Georgia core educational requirement which include nine (9) hours of foundational courses in English and Math, seven or eight (7-8) hours of Physical and Life Sciences including a lab, three or four (3-4) hours of Quantitative Reasoning, nine (9) hours of Global Culture, three (3) hours of Humanities and the Arts, nine (9) hours of Social Sciences, and one (1) hour of Physical Education. While some of the core requirements can be met by elective courses offered within the CED, students largely take courses from across the university to meet these requirements.

The professional curriculum commences with a broad overview of the design disciplines and the profession of landscape architecture in (*LAND 1500, Introduction to Landscape Architecture*). The first year immerses students in design thinking and design culture through intense skill-building in hand and digital graphics and visual communication (*LAND 2210: Design Communication 1* and *LAND 2220: Design Communication 2*), basic design principles as they relate to landscape architecture (*LAND 2010: Design Studio 1* and *LAND 2020 Design Studio 2*), history and theory of landscape architecture and the design professions (*LAND 2510 History of Landscape Architecture* and *LAND 2520 History of Architecture*), and the beginning of the construction sequence begins to build an understanding of materials for construction (*LAND 2320 Landscape Construction*).

The second year builds on this knowledge through a more advanced and complex studio and technical sequence. The fall studio (*LAND 3030 Planting Design*) works together with the plant materials course (*LAND 3410 Plants of the South*) to help students learn ecological principles in relationship to landscape architecture and the use of plants and plant communities as a design material, generally on a small to large scale progression. This content is reinforced and expanded during the spring semester course in sustainability (*LAND 2310 Introduction to Sustainability*). The second year initiates the engineering sequence (*LAND 3330 Engineering* and *LAND 3340 Applied Engineering*). These courses bridge content from courses on sustainability, plants, and ecological systems and give students skills in site grading and drainage and a beginning understanding of ecological design for communities and stormwater systems. The spring studio (*LAND 3340 Community Design Studio*) covers site planning principles from small scale to larger residential mixed-use master planning, with a direct tie to the second Engineering course (*LAND 3340 Applied Engineering*) in which students prepare site grading and drainage plans, layout, and road alignment plans for their own design studio work. Students are required to sign up for the same Professor for the Community Design studio and Applied Engineering so that faculty may coordinate the content of these courses.

The third year of the program increases the level of technical difficulty, and the scale moves to a regional and urban focus (*LAND 4050 Region/Site/Place* and *LAND 4060 Urban Design*). Technical courses support the studio content and continue the engineering sequence (*LAND 4350 Water Resources and Soil Management*) and students are equipped with larger scale analytical tools such as GIS and other web-based analysis tools to evaluate land capability and landscape performance (*LAND 4360 Applied Ecology*). The construction thread is continued (*LAND 4370 Applied Construction*) with urban related site detailing. Students are required to sign up for the

same Professor for the Urban Design studio and Applied Construction so that faculty may coordinate the content of these courses. The spring semester also includes the Professional Practice course (*LAND 4710*) which prepares students for the required summer internship (*LAND 4700 Internship*). Throughout this third year, students meet with the BLA Internship Coordinator as well as the Career consultant for the College to prepare themselves to secure a summer internship.

The final year of the program begins with the Signature Studios (*LAND 4070/4080/4085/4090/4095/4910**) and students have the option of taking special topics studios on Architecture, Healing Gardens, Residential Design, and Sustainability. These studios are also open to third year MLA students. (The *4910* or higher designation may be applied to permit undergraduates to participate in third-year graduate studios that do not have a current undergraduate offering). This vertical design creates a rich opportunity for peer learning and team dynamics. BLA students take the final course in the construction sequence (*LAND 4380 Implementation Documents*) in which students are required to put together full construction sets for complex site design. Both fall courses prepare students for the final capstone studio during the spring semester (*LAND 4900*) in which students are required to develop a complete project from concept to masterplan and construction drawings. Capstone students are expected to be very self-led and demonstrate knowledge and ability in their design work and document preparation. These students present their work to the College as part of CED Jury week or year-end Gallery Exhibition. This event allows students in lower year levels to see upper-level studio work and better understand their own educational and professional trajectory.

Threads of knowledge and skills are introduced the first year and continue to be reinforced throughout the curriculum. Once a skill is learned, or knowledge is acquired, it is reinforced in subsequent classes. The BLA curriculum committee regularly discusses these curricular threads as they cut across year levels and ensure mastery of the necessary skills and knowledge required in a professional curriculum, while providing room for elective opportunities for students to specialize in specific focused areas of interest.

Studio Sequence

The studio sequence builds on basic ideas of design and increases in complexity as the student moves through the curriculum. The first semester, *LAND 2010 Visual Design Studio I*, is focused on design thinking, basic design principles of form, space and order, as well as graphic production. The second semester studio, *LAND 2020 Visual Design Studio II*, begins to apply these ideas to specific sites, with a focus on an understanding of landscape elements, site analysis and the idea of place making and place experience, working within the constraints of a program. *LAND 3030* integrates site design, planting design concepts, and ecological and environmental principles. *LAND 3040* begins with small-scale site planning exercises and quickly moves students up in scale, using the small scale as a building block, to design new mixed-use communities – often incorporating mass transit options and related planning and design. Projects during the fall third year studio *LAND 4050* are selected to focus on a larger scale systems approach to landscape architecture. Geographic Information Systems (GIS) is integrated into this course as a tool for site analysis. The sixth studio in the sequence, *LAND 4060: Urban Design* intersects theory, design and complexity of site and program for special urban problems. The seventh studio in the fall of the fourth year offers the Signature Studios *LAND 4070 – 4095* and a chance for students to elect a studio and content focus of their choice. Often the projects in the Signature studio are focused on distressed urban sites or design competitions. The entire sequence culminates in the final capstone studio *LAND 4900* in which students are expected to demonstrate

mastery of skills and move a project from concept to completion with less directive faculty guidance – more in line with the expectations of a new employee in professional practice.

History, Theory, Professional Practice and Research

Courses in landscape architectural history and contemporary theory (*LAND 2510 History of Landscape Architecture*, *LAND 2520 History of Architecture*, and *LAND 1500 introduction to Landscape Architecture*) offer students an understanding of the historic precedents of the landscape architectural profession. The history courses traces built works and ideas of design from historic times to the present, while *LAND 1500* begins to introduce contemporary practice and theory and engages student in an understanding of contemporary thought in the design of landscape and architectural spaces. In semester six students reflect on their education and prepare for professional work through taking *LAND 4710: Professional Practice*. In this course students evaluate the profession of landscape architecture, and learn essential professional practice legal requirements, as well as business practices and ethics of landscape architecture. In the summer following *LAND 4710*, the students spend 12-weeks working full-time in a professional setting, to bring the lessons from the first 3-years into focus and prepare them for their final year of study.

Graphics

The primary graphics sequence available to students in the BLA program is *LAND 2210: Design Communication 1* and *LAND 2220: Design Communication 2*. The first semester is comprised of hand graphic techniques, while the second semester offers digital graphics. The primary focus in the digital graphics course is AutoCAD, with the additional content of InDesign, Photoshop, and SketchUp. Students may also elect to take additional graphics courses: *LAND 4911 Advanced Graphics*, a new elective focused on the production of synthetic graphic products and exploration of virtual and augmented reality tools, *LAND 4250 Portfolio Development*, *LAND 4251 Digital Workflows*, *LAND 4410 Field Sketching and Watercolor*. Additional graphics courses are available as electives in other programs at the University of Georgia, such as classes in the School of Art, and in Theatre and Film Studies, in fine arts or in computer applications such as Maya and 3D Studio Max.

Site Engineering, Site Construction, Plant Communities, Landscape Ecology, Landscape Management

The construction and technical courses follow a logical sequence in relation to the studio classes. Typically, the technical knowledge courses are offered the semester before, or in conjunction with, the relevant studio courses. For example, *LAND 3410: Plants of the South*, is taught in conjunction with the planting design studio, *LAND 3030*. *LAND 3330: Engineering*, is taught the semester before *Applied Engineering LAND 3340*, in which students apply ideas of landform and topography into site design and prepare site grading and drainage plans. Also, in the subsequent technical course on soils and stormwater management, *LAND 4350*, and in the studio, *LAND 4050: Region/Site/Place*, skills in site assessment, site grading, storm water modeling, and stormwater management planning and design essential to managing ecological systems are addressed. Likewise, the construction sequence bridges across all four year-levels beginning with *LAND 2310* in semester two, planting construction related content in semester three in *LAND 3030*, urban related construction detailing in semester six in *LAND 4370*, and preparation of full construction sets in the fourth year in *LAND 4380* and *LAND 4900*. The ecology sequence entails four courses spread across the curriculum as well with beginning content in semester three, *LAND 3410*, semester four with *LAND 2310*, and semester five in *LAND 4360*. For each of these threads, the studio always serves as the landing place where content is assimilated into a cohesive problem-solving process.

Changes since the last accreditation visit

The BLA made a transition to a Spring Entry Transfer Program that allows students to complete the first-year courses across a spring and subsequent summer semester, and then enter the second-year cohort in fall semester. This program maintains the integrity of the 8-studio sequence and includes all of the required landscape architecture major courses. Students participating in this program of study receive an essentially identical educational experience to those entering first-year in fall semester.

2. How the program identifies the knowledge, skills, abilities and values it expects students to possess at graduation:

The program standards and guidelines set by the LAAB provide a basis for the expectations of a graduate from an accredited BLA program. Curricular objectives have been established by the BLA faculty for each course in the curriculum. Objectives are clearly identified to the students in each course syllabus. Faculty discuss pedagogy relative to the objectives typically by year-level, but also vertically across the curriculum in the BLA Council, in Reading Day conferences and in ad hoc faculty gatherings. Existing curricular objectives are also periodically reviewed and discussed by the faculty in BLA Council meetings and CED faculty meetings. Modifications to established learning objectives are proposed, reviewed and promulgated at the BLA Council level.

Resources for determining the need for modification to existing learning objectives include attendance of administrators, faculty and students at national and regional conferences, especially CELA and ASLA, annual employer assessments of student intern capabilities and preparation for the professional workplace, semester student course assessments, annual post-graduation surveys, and periodic alumni surveys. Annual CED engagement in teaching review sessions for the LARE provides a forum for recent graduates of CED and peer programs to share insight and perspective. The annual CED Landscape Short-course, which provides CEU's for practicing landscape architects in the Southeastern U.S., also provides a forum for discussion with wide-range of practitioners regarding current and projected needs in the profession that can inform the BLA curriculum.

Student feedback is also solicited through their participation in the Dean's Advisory Council, the Technology Committee, the Diversity, Equity and Inclusion Committee, and the BLA Council. Also, the BLA coordinator and Academic Advisor solicit student input during each semester's advising.

B.M. MLA Program Curricula

1. The program is guided by, but not limited to, coverage of the following principles as illustrated in the diagram below:

- History, theory, philosophy, principles and values
- Design processes and methodology
- Systems and processes – natural and cultural (related to design, planning and management)
- Communication and documentation
- Implementation
- Computer applications and advanced technologies
- Assessment and evaluation
- Professional practice
- Research and/or scholarly methods (for master level degree programs)

	History, theory, philosophy, principles, value	Design processes and methodology	Systems and processes, natural and cultural	Communication and documentation	Implementation	Computer applications and advanced techno	Assessment and evaluation	Professional practice	Research and scholarly methods
REQUIRED COURSES									
Foundations Studio I									
Representation and Communication I									
Plant Communities									
History of Built Environment									
Site Applications Studio II									
Representation and Communication II									
Contemporary Landscape Design Theory									
Landscape Engineering									
Nature & Sustainability Studio III									
Research Strategies									
Landscape Ecology: Materials & Proc.									
Landscape Construction									
Community and Place Studio IV									
Landscape Management									
Engagement Studio V									
Professional Practice									
Thesis/Non-thesis Option									
RECURRENT ELECTIVE COURSES									
Ecological Landscape Restoration									
Environmental Use of GIS									
Digital Workflow									
Photography									
Sustainable Design Issues									
Design Research Colloquium									
Design Build									
Landscape in Arts & Culture									
Landscape Lighting									
Soils & Stormwater									
Introduction to Historic Preservation									
Cultural Resources									
Cultural Landscape Conservation									
Cultural Landscape Documentation									
Evolution of American Architecture									
Historic Site Interpretation									
Rural Preservation									
History of Urban Planning									
Transportation									
City Planning									
Urban Infrastructures									

2. The curriculum addresses the designated subject matter in a sequence that supports its goals and objectives by:

Overview

The three-year first professional Master of Landscape Architecture curriculum prepares students for a professional career in landscape architecture through a sequence of courses developed to systematically teach skills and ideas of design techniques, theory, history, technical knowledge, communication technologies, and environmental understanding of landscape systems.

The curriculum commences with a first year of intense skill-building in hand and digital graphics and visual communication (*LAND 6210: Representation 1* and *LAND 6220: Representation 2*), basic design principles as they relate to landscape architecture (*LAND 6010: Foundations*), exploration of the garden as image and metaphor (*LAND 6020: Applications*), history and theory of landscape architecture (*LAND 6550: History of the Built Environment 1* and *LAND 6570:*

Contemporary Landscape Architecture Theory), plant identification and growth habit (*LAND 6320: Plant Communities*), and site engineering (*LAND 6340: Landscape Engineering*).

The second year builds on this knowledge through a more advanced and complex studio sequence. The fall studio (*LAND 6030: Nature and Sustainability*) focuses on ecological principles in relationship to landscape architecture. The spring studio (*LAND 6040: Community*) focuses on community aspects of landscape architecture, including design in urban environments, integrating landscape architecture, architecture, and urban design to reinforce and build community space. Additional courses include a lecture course in ecology (*LAND 6310: Landscape Ecology*), site construction (*LAND 6330: Landscape Construction*) as well as a research methods course (*LAND 6900: Research Strategies*). Students may choose between a class focused on identifying damaged landscapes and best practices in landscape restoration and management (*EDES 7350: Land Management*) or a class focused specifically on historic and cultural landscape management (*HIPR 6440: Historic Landscape Management*).

The final year of the program includes the final studio in the 5th semester of study. At this point in the curriculum students have the option of taking the studio focused on complex urban sites, working with community clients so students can develop participatory skills in the development of landscapes for specific community groups (*LAND 7050: Engagement*) or can select an elective vertical studio that is taught with the Bachelor of Landscape Architecture 5th year students. Typical topics of the elective studios include Architecture, Healing Gardens, Residential Design and Sustainability. In addition, students complete the required elective credits and sign up for thesis credits (*LAND 7300: Thesis*). Students may also opt to take a studio in the Master of Environmental Planning and Design program (MEPD transitioning to MUPD). The bulk of the final semester in the program includes completing the thesis and elective requirements.

Threads of knowledge and skills are introduced the first year and continue to be reinforced throughout the curriculum. Once a skill is learned, or knowledge is acquired, it is reinforced in subsequent classes. Additionally, the curriculum is designed to ensure mastery of the necessary skills and knowledge required in a professional curriculum, while providing room for elective opportunities for students to specialize in specific focused areas of interest.

The two-year curriculum allows students with undergraduate degrees in landscape architecture, architecture, or related design fields to advance into the second year of the curriculum as described below. Each student's academic background is examined to ascertain which courses can be waived and they are advised individually. The one plus a half-year curriculum is designed for students with BLA degrees and five years of professional experience to eliminate any duplication in their program of study, as well as omit one studio. The one-year curriculum allows students with BLA degrees and ten years of professional experience to advance into the third year of the curriculum, with individual advisement tailored to their background. All students are required to take *LAND 6900: Research Strategies*; *EDES 7350: Land Management*; *LAND 7300: Thesis*; and *LAND 7050: Engagement Studio (or equivalent Signature Studio)*. (refer to Introduction, section 6 for various plan of study options for the Accelerated MLA program)

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

Students obtain significant internships and permanent positions upon graduation. In recent years the number of employer requests for UGA MLA graduates has exceeded the number of available graduates and students have enjoyed multiple job offers, often well before graduation.

The program has been consistently ranked highly by Design Intelligence, whose sole criteria is input from professional offices with the question “In your firm's hiring experience in the past five years, which schools do you feel have best prepared students for the profession?” In the past 6 years since the last LAAB review, the ranking has ranged between #8 and #13. The current 2020 ranking is #10.

Student Awards:

Students in the MLA program are successful in participating in ASLA Honor Awards (sponsored by the Georgia chapter of ASLA), with on average 2 Honor and 2 Merit awards each year.

LAF Olmsted Scholars representing the UGA MLA program include Thomas Baker (2015), Melanie Bowerman (2016), Danielle Schwartz (2017, 2018), Benjamin Proulx (2019), David Evans (2020).

Jacqueline Menke (MLA 2020) won the *Kinda Tiny House Design Competition*.

In 2018 Devyn Quick (MLA 2018) and Arianne Wolfe (MLA 2018) received an ASLA National Student Honor Award for their work on District Hill Cemetery in Chickamauga, Ga.

MLA student team of Ming Guan, Carter Ricks, Danielle Schwartz, Danielle Valdes and Yuwen Yang receive Honorable Mention for EPA's 2016 Campus RainWorks Challenge.

In 2015 Pongsalor 'Tum' Suppakittpaisarn (MLA 2013) and collaborators received an ASLA National Student Honor Award for "Reverse Engineering: Reconfiguring the Creek Campus Interface."

Student Conference Presentations, Proceedings and Publications:

Barr, Whitney. (2020). Black Landscape Architects Network Panel. *2019 ASLA Conference*, San Diego, CA.

Broich, K., Calabria, J., & Orland, B. (2020). Evaluating Public Perceptions of Seasonality in Bioretention Areas. In *2020 CELA Conference on Landscape Architecture Education: 100 Years of CELA: Deep Time*.

Barrantes, F., & Lee, S. (2020). Social Production of Green Spaces in an Urban Informal Settlement: the Case of Cipreses de Barrio Mexico Community, San Jose, Costa Rica. In *Council of Educators in Landscape Architecture Conference*. Louisville, Kentucky.

Hutchinson, S., Bernardes, S., & Calabria, J. (2020). Informing Landscape Performance of Stylized Southeastern Meadow Plots with Drone-Acquired Imagery. In *51st Annual Conference of the Environmental Design Research Association*. Tempe, Arizona.

Quick, Devyn., Calabria, J., Breedlove, Tom., & Byers, Tyra. (2017). IMPROVING WATER QUALITY FROM ROGERS ROAD FAMILY AND GRADUATE HOUSING RUNOFF. In *Georgia Water Resources* (pp. 70). Athens, GA.

Faculty Conference Presentations on Pedagogy:

Verma, A. (2020). The power of the pen(cil): Enduring validity in technology-dominated design education. *Visual Inquiry: learning and teaching art*, 8, 203-213. doi:[10.1386/vi_00005_1](https://doi.org/10.1386/vi_00005_1)

Pardue, D., & Smith, A. (2020). AGOL workflows in design education studios: applications and lessons. *Esri Education Summit*.

Smith, A. L. I. S. O. N., Rivero, R. G., & Vick, R. (2019). Engaging Students in Studios Through Geodesign: a Hybrid Approach For an International Geodesign Collaboration Project. In *Association of Collegiate Schools of Planning*. Greenville, South Carolina. Retrieved from <https://cdn.ymaws.com/>

Spooner, D. D. (2018). Student Place Attachment: A Longitudinal Study. In *Council of Educators in Landscape Architecture*.

Steffens, Ashley. (2016). Statistics and Speculations. *Design Communication Association Bi-annual Conference Proceedings*.

Lahaie, B. J. (2016). The Other Side of STEM: Preparing a New Generation for an Uncertain Future. In *Alabama Academy of Science, 93rd Annual Meeting* Regional, Invited.

Faculty Publications on Pedagogy:

Cannady, S. (2018). Using Game Play to Teach the Importance of Experience Over Materiality in Design of the Built Environment. *Education, Design and Practice*. (*Architecture_Media_Politics_Society (AMPS) 2019 conference proceedings*). Retrieved from <http://architecturemp.com/newyork/>

Calabria, J. (2018). 2018 Eco-Stream Conference. In *Experiential Learning in Lilly Branch*. Asheville, NC.

Steffens, A. N. (2017). Evolving Graphics in Landscape Architecture: Professional Demands on Educational Institutions. *International Journal of Higher Education and Human Developments*, 3, 26-30.

Li, M. -H., Crankshaw, N., Davis, B. E., Douglas, K., Hewitt, R., & Pritchard, K. (2017). Recent transition of several landscape architecture undergraduate programs from five to four years in the United States. *Landscape Architecture Journal* 03, 115-122. doi:[10.14085/j.fjyl.2017.03.0115.08](https://doi.org/10.14085/j.fjyl.2017.03.0115.08)
Translated to: Chinese.

Spooner, D. (2016), Feeling Small in Large Classes Investigating How Small Group Blended Learning Strategy Can Decrease Feelings of Anonymity and Perceived Class Size. *CELA 2016 Proceedings*.

Steffens, A. N. (2016). Statistics and Speculations: Graphic Discontent in Landscape Architecture. In *Design Communication Association*. Bozeman, Montana.

Lee, S. (2016). Service-learning through Virtual Studio. *Chinese Journal of Landscape Architecture*, Issue 12, 95-105.

Nadenicek, D. J. (2015). "The Future of Landscape Architectural Practice and Education". *Landscape Architectural Journal*.

Calabria, J. (2016, June 7). Study Abroad: Student Reflections from a Semester Design Studio in the Premontane Wet Forest of Costa Rica. In *The 16th Annual Meeting of the American Ecological Engineering Society: "Rooftop to Rivers: Integrating Built and Natural Ecosystems"*. Knoxville, TN.

Sawhill, R. B., & Calabria, J. (2015). "VIRTUAL TEAMS: EXPLORATIONS IN ONLINE STUDIO COLLABORATION". *CELA 2015: Incite Change:Change Insight. The Proceedings of the Council of Educators in Landscape Architecture Annual Conference.*

Lee, S., & Lawson, L. (2015). Service-learning by Tapping into Virtual Studio. In *Council of Educators in Landscape Architecture*. Kansas State University, Manhattan, KS.

Melcher, K. (2014). Leaving the drafting table: the value of design-build from the students' perspective. In Council of Educators in Landscape Architecture (Ed.) *Landscape Research Record: Space, Time/Place, Duration, 1*, 72-82.

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

The curriculum is designed to offer students the necessary breadth and depth of landscape architecture courses required in a professional degree program. The content and course sequence are described above in sections 3.B.M,1 and 3.B.M, 2. In addition, students have many opportunities to become involved in numerous service-learning activities in the College of Environment and Design that allow them to practice their design skills within community settings. This is offered through studio coursework, as well as through the Center for Community Design & Preservation with CED, as well as other outreach units on campus, such as the Archway program. Elective courses and Certificate programs, described in section 3.H.1., are another way that students can explore a focused area of interest related to their future goals in landscape architectural practice. In addition, off-campus programs, as described in 3.B.2., enrich their experience and preparation for entry into the profession.

B.B. BLA Program Curricula The program is guided by, but not limited to, coverage of the following principles as illustrated in the diagram below:

- History, theory, philosophy, principles and values
- Design processes and methodology
- Systems and processes – natural and cultural (related to design, planning and management)
- Communication and documentation
- Implementation
- Computer applications and advanced technologies
- Assessment and evaluation
- Professional practice

		History, theory, philosophy, principles, values	Design processes and methodology	Systems and processes, natural and cultural (related to design, planning, and management)	Communications and documentation	Implementation	Computer applications and advanced technology	Assessment and evaluation	Professional practice
REQUIRED COURSES									
FIRST YEAR	LAND 2010	LA Design Studio I: <i>Visual Design</i>							
	LAND 2210	Design Communications I: Hand Graphics							
	LAND 2510	History of the Built Environment I: Landscape							
	LAND 2020	LA Design Studio II: <i>Landscape Design</i>							
	LAND 2220	Design Communications II: Computer Graphics							
	LAND 2320	Landscape Construction Processes & Materials							
SECOND YEAR	LAND 3030	LA Design Studio III: <i>Planting Design</i>							
	LAND 3330	Landscape Engineering Processes & Materials							
	LAND 3410	Plants of the South							
	LAND 3040	LA Design Studio IV: <i>Community Design</i>							
	LAND 3340	Applied Landscape Engineering							
	LAND 2310	Introduction to Sustainability							
THIRD YEAR	LAND 4050	LA Design Studio V: <i>Region, Site, Place</i>							
	LAND 4350	Soil and Stormwater Management for LA's							
	LAND 4360	Advanced Landscape Ecology							
	LAND 4060	LA Design Studio VI: <i>Urban Design</i>							
	LAND 4370	Applied Landscape Construction							
	LAND 4710	Professional Practice							
	LAND 4700	Internship							
FOURTH YEAR	LAND 4070...	LA Design Studio VII: <i>Signature Studio</i>				*			*
	LAND 4380	LA Implementation Documents							
	LAND 4900	LA Design Studio VIII: <i>Senior Capstone</i>							

* Note: There are several different studio courses that fill this studio slot; the content often does include these components, but does vary.

		History, theory, philosophy, principles, values	Design processes and methodology	Systems and processes; natural and cultural (related to design, planning, and management)	Communications and documentation	Implementation	Computer applications and advanced technology	Assessment and evaluation	Professional practice
RECURRENT ELECTIVE COURSES									
VARIES	LAND 1500	Design and the Environment (<i>Preferred Humanities</i>)							
	LAND 1600	Reading the Landscape							
	LAND 2330	Place, Society and Design							
	LAND 2520	History of the Built Environment II: Architecture							
	LAND 3430S	Edible Landscape Design							
	LAND 3530	Planning, Design, and Analysis							
	LAND 4120	Designing Healthy Places							
	LAND 4231	GIS for Environmental Planning & Design Manag.							
	LAND 4250	Portfolio Development							
	LAND 4251	Digital Workflows							
	LAND 4400	Plant Communities of the Southeast							
	LAND 4410	Field Sketching and Watercolor							
	LAND 4420	Design Build							
	LAND 4430	Landscape Photography							
	LAND 4440	Plant Communities of the Cherokee Landscape							
	LAND 4450	Plants for Temperate Landscapes							
	LAND 4460	Landscape Lighting							
	LAND 4570	Contemporary Landscape Architecture Theory							
	LAND 4580	Landscapes in Literature, the Arts, & Popular Culture							
	LAND 4620	Evolution of American Architecture							
LAND 4730	Issues and Practices in Sustainable Design								
LAND 4750	Sustainability in the Built, Tropical Environment								
LAND 4800	Field Study in Contemporary Landscape Architecture								
LAND 4911	Advanced Graphics								
VARIES	HIPR 4000	Introduction to Historic Preservation							
	HIPR 4100	Cultural Resource Assessment							
	HIPR 4200	Preservation Law							
	HIPR 4330	Introduction to Cultural Landscape Documentation							
	HIPR 4480	Introduction to Cultural Landscape Conservation							
	HIPR 4120	Historic Site Interpretation							
	HIPR 4460	Rural Preservation							
	HIPR 4811	Georgia Coastal Field Studies							
	PLAN 4640	History of Urban Planning							
	PLAN 4650	City Planning							

Note: In addition to LAND courses, there are over 30 EDES (Environmental Design), EETH (Environmental Ethics), HIPR (Historic Preservation), and PLAN (Urban Planning & Design) courses that are open to BLA students and that can count toward the required 9 hours of CED electives.

1. The curriculum addresses the designated subject matter in a sequence that supports its goals and objectives by:

Overview

As a professional degree program with an emphasis on balancing design and theory with the technological skills required for professional practice, the program sequence emphasizes skill-building, design development, theory, and practice technologies. Each semester students are offered a balance of a design studio with a history- or theory-oriented class, and a course or courses designed to increase practical skills and knowledge. Further, specific topics are introduced to the students either a semester prior, or in conjunction with, the studio in which that knowledge is applied. For example, *LAND 2210: Design Communication I* focuses on developing hand graphics skills and the studio, *LAND 2010: Visual Design Studio I*, reinforces this knowledge by applying the graphic techniques in the studio process. (For other examples, please refer to the narrative in A2.1).

The BLA program offers the flexibility for students to select elective courses to reinforce an area of particular interest, or work towards a Certificate or Minor offered at the University of Georgia. 9 hours of electives must be taken at the 3000 level or above. This requirement offers students the opportunity to delve into areas of interest after they have developed a platform of understanding of the breadth of landscape architectural practice. Some popular certificates include both CED certificates, (Historic Preservation Studies and the Environmental Ethics), as well certificate offerings external to the CED, such as the Certificate in Conservation Ecology and Sustainable Development offered through the Odum School of Ecology. Other University-wide options of which students have taken advantage include the GIS Certificate (Geography) and the interdisciplinary certificate in Native American Studies. Additional focus areas available in the University of Georgia Certificate Program and relevant to the BLA students include Sustainability, Community Forestry, Local Food Systems, New Media, and Organic Agriculture.

Additional opportunities exist for further academic enrichment through the College of Environment and Design Maymester and Summer travel programs. The courses offered include field studies, design studios abroad, and travel to see landscape architectural built works and professional offices. It is also an opportunity for the BLA students to interface with graduate students in the CED, as well as students in other disciplines. Programs that consistently are offered include:

MAYMESTER

- Plant Communities of the Southeast - Jekyll Island Drawing & Watercolor (BLA/MLA)
- Plant Communities of the Cherokee Landscape – Trail of Tears (BLA/MLA)
- Georgia Coastal Field Studies in Historic Preservation (Master of Historic Preservation)
- Regional Studies in Heritage Conservation - Croatia (Master of Historic Preservation)
- Field Studies in Environmental Planning and Design - Turkey (Master of Environmental Planning and Design)

SUMMER SESSION

- Croatia Study Abroad (CED with emphasis on Historic Preservation)
- Cortona, Italy Study Abroad (BLA/MLA and with the Lamar Dodd School of Art)
- Field Study in Contemporary Landscape Architecture - East Coast and West Coast Field Trips (BLA/MLA)

Additional summer studios are offered in partnership with the Office of Public Service and Outreach, the Fanning Institute of Government, and the University of Georgia Archway program. These are valuable learning experiences offering leadership training, community engagement opportunities, and application of design skills learned in the classroom. These are offered when funding is available for special projects.

BLA Curricular Topic Areas include required and elective coursework grouped into eight specific areas, with a ninth area encompassing courses that are specialties or have not yet been assigned to a specific area. Courses in shown in gray are required.

BLA Course Requirements by Topical Sequence

Studio Sequence

CAPA DATE	Course	Hrs	Description	Prereqs
2019	LAND 2010	4	LA Design Studio I: <i>Visual Design</i>	no
2019	LAND 2020	4	LA Design Studio II: <i>Landscape Design</i>	LAND 2010
2015	LAND 3030	4	LA Design Studio III: <i>Planting Design</i>	LAND 2020
2019	LAND 3040	4	LA Design Studio IV: <i>Community Design</i>	LAND 3030
2015	LAND 4050	4	LA Design Studio V: <i>Region, Site, Place</i>	LAND 3040
2019	LAND 4060	4	LA Design Studio VI: <i>Urban Design</i>	LAND 4050
ONE of the following for LA Design Studio VII - <i>Signature Studio</i>				
2015	LAND 4070	4	Garden Design in America	LAND 4060
2015	LAND 4080	4	Healthcare and Therapeutic Garden Design	LAND 4060
2017	LAND 4085	4	Urban Outreach Studio	LAND 4060
2015	LAND 4090	4	Architectural Design	LAND 4060
2015	LAND 4095	4	Sustainability in Design	LAND 4060
2017	LAND 4900	4	LA Design Studio VIII: <i>Senior Capstone</i>	LAND 40xx LAND 4700

Graphic Sequence

2015	LAND 2210	3	Design Communications I: <i>Hand Graphics</i>	no
2018	LAND 2220	3	Design Communications II: <i>Computer Graphics</i>	LAND 2210
2017	LAND 4251	3	Digital Workflows	LAND 2220
2012	LAND 4250	3	Portfolio Development	no
2015	LAND 4410	3	Field Sketching and Watercolor	no
2017	LAND 4430	3	Landscape Photography	no
2012	LAND 4911	3	Advanced Graphics (submitted to CAPA for approval)	no

Construction Sequence

2015	LAND 2320	2	Landscape Construction Processes & Materials	no
2017	LAND 4370	2	Applied Landscape Construction	LAND 2320
2015	LAND 4380	3	LA Implementation Documents	LAND 4370
2017	LAND 4420	3	Design Build	no
2008	CRSS (LAND) 4530	3	Soils in Natural and Managed Ecosystems	LAND 2320 or ECOL(BIOL) 3500-3500L

Engineering Sequence

2015	LAND 3330	3	Landscape Engineering Processes & Materials	no
2015	LAND 3340	2	Applied Landscape Engineering	LAND 3330
2015	LAND 4350	3	Soil and Stormwater Management for LA's	LAND 3330 LAND 3340

Ecology Sequence

2019	LAND 1500	3	Design and the Environment (<i>Preferred Humanities</i>)	no
2015	LAND 2310	3	Introduction to Sustainability	no
2019	LAND 4360	2	Advanced Landscape Ecology	LAND 2310
2011	LAND 4440	3	Plant Communities of the Cherokee Landscape	LAND 4360
2018	CVLE (MCHE) (LAND) 4660	3	Sustainable Building Design	3rd year standing
2015	LAND 4730	3	Issues and Practices in Sustainable Design	no
2016	LAND 4750	3	Sustainability in the Built, Tropical Environment	no

History Sequence

2017	LAND 2510	3	History of the Built Environment I: Landscape	no
2017	LAND 2520	3	History of the Built Environment II: Architecture (<i>Preferred World_Language_Culture</i>)	no
2017	LAND 4620	3	Evolution of American Architecture	no

Plant Sequence

2015	LAND 3410	3	Plants of the South	no
2012	LAND 4400	3	Plant Communities of the Southeast	no
2019	LAND 4450	3	Plants for Temperate Landscapes	LAND 3410

Professional Practice Sequence

2015	LAND 4700	3	Internship	POD
2015	LAND 4710	3	Professional Practice	no
2015	LAND 4800	3	Field Study in Contemporary Landscape Architecture	LAND 3410

Specialties and/or not yet assigned to a sequence

2020	LAND 4460	3	Landscape Lighting	LAND 3030
2013	LAND 1600	3	Reading the Landscape	no
2020	LAND 2330	3	Place, Society and Design	no
2017	LAND 3430S	3	Edible Landscape Design	no
2017	HORT (LAND) 3450	3	Residential Design	no
2012	LAND 3530	3	Planning, Design, and Analysis	LAND 2020
2015	LAND 4120	3	Designing Healthy Places	no
2015	LAND 4231	3	GIS for Environmental Planning & Design Manag.	LAND 3030
2015	LAND 4570	3	Contemporary Landscape Architecture Theory	LAND 4370
2018	LAND 4580	3	Landscapes in Literature, the Arts, & Popular Culture	no

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

Students obtain significant internships and permanent positions upon graduation. In recent years the number of employer requests for UGA BLA graduates has exceeded the number of available graduates and students have enjoyed multiple job offers, often well before graduation.

The program has been consistently ranked highly by Design Intelligence, whose sole criteria is input from professional offices with the question “In your firm's hiring experience in the past five years, which schools do you feel have best prepared students for the profession?” In the past 4 years since the last LAAB review, the rankings were, #4 (2018-19), #4 (2019-20), and *No Ranking* (2020-21) due to COVID. The CED was recognized as the #1 school for hiring new graduates from both the BLA and MLA, by Design Intelligence. 2019.

Student Awards:

American Planning Association Student Design Competition Award 2021. First Place.
Reimagine, Macon Georgia. Margaret Apperson, Adolfo Martinez, Anneka Pace, Karlie Roper, Jeremy Smith, Duncan Watts.

LAF Olmsted Scholar: Melissa Ewart, 2021

LAF Olmsted Scholar: Julia Alcorn, 2020

American Society of Architectural Illustrators 2020 Student Juror Award. Granros, R. Clint.

American Society of Architectural Illustrators 2020 Student Award of Distinction. Chen, Jenny.

American Society of Architectural Illustrators 2020 Student Award of Distinction. Langston, Elise.

American Society of Architectural Illustrators 2020 Student Award of Distinction. Poliner, Analiese

American Society of Architectural Illustrators 2020 Student Award of Distinction. Taylor, Perry

LAF Olmsted Scholar: Benjamin Gladstone, 2019

ASLA Student Honor Awards 2018: Mia Bomar; Luke Gregory

ASLA Student Merit Awards 2018: Matthew Cartledge; Skylar Eidson; Megan Perry

LAF Olmsted Scholar: Isabel Hinsch 2018

Students in the BLA program are successful in participating in ASLA Honor Awards (sponsored by the Georgia chapter of ASLA), with an average 2 Honor and 2 Merit awards each year.

Student Conference Presentations, Proceedings and Publications:

Granros, R. Clint. 2019. *Psychological Response to Environmental Design Factors Experienced in Virtual Landscapes.* CURO Symposium. University of Georgia. April 2019.

Teuton, Caitlin. 2018. *Longleaf Pine Restoration in Coastal Georgia*. CURO Symposium. University of Georgia. April 2018.

Faculty Conference Presentations on Pedagogy:

Verma, A. (2020). The power of the pen(cil): Enduring validity in technology-dominated design education. *Visual Inquiry: learning and teaching art*, 8, 203-213. doi:[10.1386/vi_00005_1](https://doi.org/10.1386/vi_00005_1)

Pardue, D., & Smith, A. (2020). AGOL workflows in design education studios: applications and lessons. *Esri Education Summit*.

Smith, A. L. I. S. O. N., Rivero, R. G., & Vick, R. (2019). Engaging Students in Studios Through Geodesign: A Hybrid Approach for an International Geodesign Collaboration Project. In *Association of Collegiate Schools of Planning*. Greenville, South Carolina. Retrieved from <https://cdn.ymaws.com/>

Spooner, D. D. (2018). Student Place Attachment: A Longitudinal Study. In *Council of Educators in Landscape Architecture*.

Steffens, Ashley. (2016). Statistics and Speculations. *Design Communication Association Bi-annual Conference Proceedings*.

Lahaie, B. J. (2016). The Other Side of STEM: Preparing a New Generation for an Uncertain Future. In *Alabama Academy of Science, 93rd Annual Meeting* Regional, Invited.

Faculty Publications on Pedagogy:

Cannady, S. (2018). Using Game Play to Teach the Importance of Experience Over Materiality in Design of the Built Environment. *Education, Design and Practice*. (*Architecture_Media_Politics_Society (AMPS) 2019 conference proceedings*). Retrieved from <http://architecturemps.com/newyork/>

Calabria, J. (2018). 2018 Eco-Stream Conference. In *Experiential Learning in Lilly Branch*. Asheville, NC.

Steffens, A. N. (2017). Evolving Graphics in Landscape Architecture: Professional Demands on Educational Institutions. *International Journal of Higher Education and Human Developments*, 3, 26-30.

Li, M. -H., Crankshaw, N., Davis, B. E., Douglas, K., Hewitt, R., & Pritchard, K. (2017). Recent transition of several landscape architecture undergraduate programs from five to four years in the United States. *Landscape Architecture Journal* 03, 115-122. doi:[10.14085/j.fjyl.2017.03.0115.08](https://doi.org/10.14085/j.fjyl.2017.03.0115.08)
Translated to: Chinese.

Spooner, D. (2016), Feeling Small in Large Classes Investigating How Small Group Blended Learning Strategy Can Decrease Feelings of Anonymity and Perceived Class Size. *CELA 2016 Proceedings*.

Steffens, A. N. (2016). Statistics and Speculations: Graphic Discontent in Landscape Architecture. In *Design Communication Association*. Bozeman, Montana.

Lee, S. (2016). Service-learning through Virtual Studio. *Chinese Journal of Landscape Architecture, Issue 12*, 95-105.

Nadenicek, D. J. (2015). "The Future of Landscape Architectural Practice and Education". *Landscape Architectural Journal*.

Calabria, J. (2016, June 7). Study Abroad: Student Reflections from a Semester Design Studio in the Premontane Wet Forest of Costa Rica. In *The 16th Annual Meeting of the American Ecological Engineering Society: "Rooftop to Rivers: Integrating Built and Natural Ecosystems"*. Knoxville, TN.

Sawhill, R. B., & Calabria, J. (2015). "VIRTUAL TEAMS: EXPLORATIONS IN ONLINE STUDIO COLLABORATION". *CELA 2015: Incite Change:Change Insight. The Proceedings of the Council of Educators in Landscape Architecture Annual Conference*.

Lee, S., & Lawson, L. (2015). Service-learning by Tapping into Virtual Studio. In *Council of Educators in Landscape Architecture*. Kansas State University, Manhattan, KS.

Melcher, K. (2014). Leaving the drafting table: the value of design-build from the students' perspective. In Council of Educators in Landscape Architecture (Ed.) *Landscape Research Record: Space, Time/Place, Duration, 1*, 72-82.

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

The curriculum is designed to offer students the necessary breadth and depth of landscape architecture courses required in a professional degree program. The content and course sequence are described above in sections 3.B.B.1 and 3.B.B. 2. In addition, students have many opportunities to become involved in numerous service-learning activities in the College of Environment and Design that allow them to practice their design skills within community settings. Service-learning is offered through studio coursework, as well as through the Center for Community Design & Preservation with CED, as well as other outreach units on campus, such as the Archway program.

Major required electives and available certificate programs, (described in section 3.H.1.), are another way that students can explore a focused area of interest related to their future goals in landscape architectural practice. A broad range of over fifty (50) profession and profession-related electives in the CED are provided for students to select from to fulfill major related elective requirements. Off-campus programs, as described in 3.B.2., enrich their experience and preparation for entry into the profession. Honors program students pursuing research opportunities can select CURO courses to work directly with a faculty member on a desired area of study. All students may propose an independent study working directly with a faculty member.

C. MLA and BLA Syllabi

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

The program has a standard template for syllabi. See Appendix Item III.A. Along with institutional, college and program general information, the syllabi must address the following:

- Course title and number as they appear on the course application.
- Course description (the catalog or institutional bulletin description).
- Learning outcomes or objectives, or what the student is expected to learn from the class, must be organized under the headings of knowledge, skills, and values.
- Topical outline for the course.
- Method of course delivery, e.g., studio, lecture, or field study.
- Principal course assignments, such as required reading, papers, other activities, and the week of the course in which these assignments are expected to be completed and submitted.
- Readings are broken down into the categories of required texts, supplemental texts, and other readings.
- Grading system establishes the grading scale and standards of measurement used to evaluate student work and participation.
- Class standards such attendance, academic honesty, and retention of student work and general civic behavior are discussed.
- Reference to the University Honor Code and Academic Honesty Policy and a statement as to what behavior unique to the course could be academically dishonest.
- Course outline encompasses the day-by-day schedule of the class activities to include due dates, exams and quizzes, field trips, and scheduled holidays.

2. **How syllabi identify the various levels of accomplishment students need to successfully complete the course and advance in the curriculum:**

Syllabi contain a listing of learning outcomes/objectives. The desired outcomes are broken down into three specific areas:

- knowledge
- skills
- values

Knowledge, skills and values are related to and linked to the goals and objectives of the program. Syllabi also contain a grading system that represents a measured level of achievement through the assignment of a letter grade. The following levels of achievement and corresponding letter grade are listed below:

- A= Distinguished Work: Work which reflects superior design, analytical and graphic ability, and communicates fully and clearly graphically and in text, logically developed and presented, exceeding project requirements. Changes or revisions would be minor.
- B= Very Good Work: Work which demonstrates a good understanding of the design constraints, exhibits a cohesive design concept and articulates the solution effectively in graphics and text; but must be slightly reworked to improve communication clarity and technical accuracy.
- C= Satisfactory Work: Work which indicates a satisfactory understanding and execution of the major project requirements; but requires moderate revisions to address some issues and to communicate fully the solution in graphics and text.
- D= Unsatisfactory Work: Work in which the project solution is poor and/or inconsistent, exhibits significant technical problems, implements subject matter poorly, communicates poorly graphically and lacks sufficient text components, and/or requires substantial revisions to satisfactorily meet project requirements.
- F= Failure: Work which is incomplete, and/or which shows a failure to implement, comprehend and present the subject matter.

The following represents a percentage distribution for a typical studio class:

A (4.0) = 94-100%	C+ (2.3) = 77-79.99%
A- (3.7) = 90-93.99%	C (2.0) = 74-76.99%
B+ (3.3) = 87-89.99%	C- (1.7) = 70-73.99%
B (3.0) = 84-86.99%	D (1.0) = 60-66.99%
B- (2.7) = 80-83.99%	F (0.0) = 0-59.99%

The cumulative achievements of the students throughout the course dictate the final grade. The importance of various assignments is weighted and listed in the class syllabus. This distribution varies for each class, and a sample weighting system is shown below:

Percentages of the final course grade will be approximately distributed as follows:

Quizzes	35%
Assignment 1	7%
Assignment 2	4%
Assignment 3	13%
Assignment 4	18%
Illustrative rendering of Assignment 4	7 %
Assignment 5	10%
Nursery catalog	2%
Dec 2 in-class exercise	2%
Dec 4 in-class exercise	<u>2%</u>
	100%

D. MLA and BLA Curricula Evaluation

1. How the programs evaluate how effectively the curriculum is helping students achieve the programs' learning objectives in a timely way at the course and curriculum levels:

All faculty (part-time, adjunct, lecturer, or instructor) attend a section specific course-planning day at semester's end to discuss and prepare for the next semester. During this planning period, all facets of the upcoming semester are discussed including section specific projects and assignments. The MLA/BLA coordinators attend planning day meetings to ensure that concerns and accolades gleaned from student evaluations are shared with the planning groups. In addition, any course or curriculum change implementations are thoroughly presented and discussed prior to the actual execution of any upcoming deviations from the year past.

Additionally, the MLA/BLA programs include curriculum committees, which meet on a regular basis to discuss the curriculum, respond to student and faculty feedback, and make adjustments as needed to improve the course content and progression.

The relative success of a course is usually evaluated by studio project presentations and critiques at the semester's end. Project appropriateness, project revisions, course structure, and course effectiveness are explored and discussed with reference to the flow of the curriculum.

Advising is required for all MLA/BLA students before they are cleared to register for the next semester courses. These scheduled meetings allow time to not only discuss courses, but also elective options, summer study and travel plans, scholarships and assistantships, internship

opportunities, and discussion of career and life objectives. These meetings are often shaped by individual mentoring and provide valuable feedback to the coordinators on how courses are going and what issues potentially need to be addressed.

Post-graduation exit surveys are conducted requesting student input regarding their assessment of the value of classes in the curriculum.

2. How the programs demonstrate and document ways of:

a. assessing students' achievement of course and program objectives in the length of time to graduation stated by the program?

The MLA Coordinator, and the BLA Coordinator or Advisor meet with each student every semester for advisement. This allows an individualized review of each student's plan of study and progress through the program. Any concerns or issues can be addressed during these sessions. It is also an opportunity for students to discuss any problems they are having with the curriculum and to strategize the elective course selections to fit in with the needs of the student's interests. (Refer to Section 4.B.M. and 4.B.B. for more information about advising.)

b. reviewing and improving the effectiveness of instructional methods in curriculum delivery?

Instructional effectiveness and methodology are reviewed by the MLA/BLA Curriculum Committees, which usually meet one to four times each semester. Recommendations that require internal adjustments or pilot projects can be frequent and somewhat spontaneous and are acted upon to assure responsiveness. Major course or curriculum alterations must go through program, college, and institutional protocols.

Learning outcomes have been established for all courses and the programs annually assess student learning outcomes and report to the university the results. Student end-of-course evaluations are used to inform individual faculty teaching practices. Peer-teaching reviews are conducted prior to promotion and tenure review periods for all faculty.

c. maintaining currency with evolving technologies, methodologies, theories and values of the profession?

The College actively seeks input and guidance from its Alumni Advisory Board and Dean's Advisory Board, which are comprised of active professionals, alumni, and philanthropists, and are able to provide insight into current and emerging critical topics, trends, and technologies within the profession. Additionally, the College's Technology Committee reviews current technology trends and student and faculty technology needs, and provides annual short and long-term recommendations.

The College's Annual Lecture Series includes a diversity of speakers, workshops, and acts as a platform for sharing and illuminating new theories, applied technologies, and design and research methodologies in the field of landscape design. Similarly, the College's Circle Gallery provides year-round exhibits and events related to landscape design, which are open to students, faculty, professionals, and the public.

Currency with evolving technologies is well documented and covered through the BLA/MLA intern communication survey. Each year interns submit a report and evaluation of the intern

employer. Within the report is a questionnaire addressing the various technological media used by each firm for design communication. The information provided in these surveys is used to evaluate and guide software changes in the BLA curriculum.

Faculty that are members of an accreditation team for a peer program are also a source of pedagogical currency and are invited to share findings from other programs that are considered innovative and cutting edge. Additionally, each year the College hosts a faculty retreat in which challenges and suggestions for future pedagogies and technologies are discussed and developed into strategic action items.

Many courses in the MLA/BLA curricula are connected to professional offices as part of a shared project and these partnerships often involve visits to professional offices. The annual east and west coast field trips typically included approximately ten visits to nationally prominent offices. These visits serve as a regular check on the pulse of contemporary practice.

Additionally, several CED faculty regularly interface with professional offices as part of their creative and scholarly work.

3. How students participate in evaluation of the programs, courses, and curriculum:

Students are included in all areas of academic planning. Students are often invited to attend faculty retreats. The Dean of the College holds annual meetings with the program graduates to gather information. The following is a list of items related to student participation in academic planning:

- Students were interviewed and consulted during the initial stages of the BLA curriculum change from five to four-year (2011-2013);
- BLA students and the student chapter of ASLA work with the BLA coordinator to plan and conduct major events such as the annual Career Fair, Shadow Days, and Golf Tournament Fundraiser
- BLA students serve as Ambassadors for the College and assist with recruiting and CED events;
- Students are invited to participate in the interview aspect of faculty hiring;
- As of the writing of this report, MLA and BLA students are participating in a survey to help the CED improve recruiting and communications
- Informal opportunities for conversation are available to students in the form of hallway and studio conversations, planned social events at the Jackson Street Building, as well as in the homes of both coordinators from time to time. These informal gatherings are encouraged by the Institution and supported by funds at the university and college level.

Formal opportunities for students to evaluate academic programs are in the course/instructor evaluations administered in individual courses every semester. Individual advisement sessions held each semester are another avenue for student input. There is also an exit survey for graduating students about their experiences in the BLA program. In addition, the BLA program offers many opportunities for students to voice their ideas and concerns through meeting with faculty, the BLA Coordinator and the Dean. Student feedback from surveys and focus groups is also an important consideration during the 7-year institutional-level review.

E. MLA and BLA Academic Integrity

1. How the institution establishes and implements clear, specific policies related to student integrity and academic honesty:

Academic Integrity

The UGA Office of the Registrar requires that each syllabus reference the University Honor Code and Academic Honesty Policy and a statement must be included to address what behavior unique to the course could be academically dishonest. The syllabus must include this statement: UGA Student Honor Code: "I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others." A Culture of Honesty, the University's policy and procedures for handling cases of suspected dishonesty, can be found at www.uga.edu/ovpi. Every course syllabus should include the instructor's expectations related to academic honesty.

F. MLA and BLA Augmentation of Formal Educational Experience

1. How the program provides opportunities for students to participate in co-curricular activities such as professional activities, institutional and community service, internships, off-campus studies, research assistantships, or practicum experiences:

The CED believes that external learning opportunities are extremely important for students, and consequently, has developed a range of professional and service activities, internship, study abroad programs, professional charrettes, and service-learning courses to provide students with opportunities to engage professionals and communities off campus.

Professional Activities

Students engage with the profession at large through lectures from practitioners, professional internships, design studio critiques involving professional landscape architects and community members, and through several student groups (Georgia Student Chapter of the American Society of Landscape Architects and the Emerging Green Builders Assoc.). Additionally, the CED conducted a Jury Week in spring semesters 2014-2019 that brought in alumni and outside professionals to critique and discuss students' work and the profession.

ASLA Georgia Chapter meetings are typically held in Atlanta and several events each year are geared specifically towards getting the CED and students involved. For the past several years, an evening social has been hosted by professional offices in Atlanta with great participation from MLA/BLA students and faculty. In addition, portfolio reviews and professional shadowing opportunities have been organized in recent years with good success. The National ASLA Conference is well attended by MLA/BLA students, and UGA hosts an annual Alumni Reception at this event each year.

ASLA Georgia Chapter sponsors Honor and Merit Award competitions for BLA/MLA students every spring. The CED faculty nominates students to present. Additionally, the Georgia Chapter of ASLA created a new scholarship for MLA students in 2019.

MLA and BLA students actively participate in the student chapter of GASLA, the Georgia Students of Landscape Architecture. The chapter and CED hosted both the 2013 and 2019 LaBash Conferences, which draws several hundred students from institutions across the U.S. each year. The student chapter leads four annual events for the CED: a fall golf tournament with Georgia ASLA used to raise scholarship funds for the BLA and MLA programs; Shadow Day on which BLA/MLA students can visit professional offices; a Parking Day exhibit, and a Career Fair

for the College planned in coordination with UGA Career Services. As many as 28 firms participate in a given year.

Institutional and Community Service

Georgia Landscape is a student-produced annual publication that receives contributions from undergraduate and graduate students, faculty and alumni. Students can contribute to the content, design, editing, and production of the publication, which distributes approximately 4,000 copies many years to alumni, students, prospective students, industry professionals, and the UGA community. While both BLA and MLA students participate in the production of the magazine, MLA students typically serve as editors.

Students engage with the community through service learning initiatives embedded into academic coursework, public service charrettes and outreach events. Many studios incorporate projects aimed at potential improvements to the Athens area, and often involve a real community client. Many BLA/MLA courses carry a special "S" suffix, which designates the course as meeting the requirements for service learning. Service learning is important at UGA and the CED is one of the leading colleges in terms of course offerings and engaged faculty. Many CED faculty have been elected as service-learning fellows at UGA. Courses frequently offered with the "S" designation include:

LAND 3030S Planting Design
LAND 3040S Community Design
LAND 4060S Urban Design
LAND 4085S Sustainability Studio
LAND 4900S Capstone Studio
LAND 6020S Studio II (Planting Design)
LAND 6030S Studio III (Nature and Sustainability)
LAND 6040S Design Studio IV (Community)
LAND 7050S Design Studio V
LAND 4420/6420S Design Build
LAND 6901S Capstone Studio

The Center for Community Design and Preservation (CCDP) serves as the CED's Public Service and Outreach office, and provides a range of opportunities for faculty and students to engage in real-world projects and put their academic pursuits into practice. The CCDP's initiatives include FindIT!, a statewide historic resource survey program, and the National Alliance of Preservation Commissions, which both provide valuable assistantships and experience for students.

Additional outreach programs, including the Chew Crew and the Material Reuse Program, regularly involve student volunteers. The Tanyard Creek Chew Crew is a student-led effort to test the potential of prescribed goat grazing as a sustainable alternative to conventional methods of invasive plant management, and to advance the University of Georgia's goal of creating a sustainable learning environment. The Material Reuse Program, a pilot project of the College of Environment and Design, salvages materials from construction and demolition projects and reclaims them for community-based landscape projects.

Internship Program:

At the CED, while an internship is required for BLA students as a part of their program of study to gain off-campus experience during their education, MLA students are not required to perform an internship. However, many of them choose to do so, and may do so either for credit, or not for credit. Both BLA's and MLA's have access to a maintained database of intern employers

categorized by area of practice, location and recent reviews by interns associated with the employer. In addition to traditional employment by design firms, the UGA Archway Partnership Program also provides internship opportunities for MLAs to work in a design capacity with selected state municipalities, providing design assistance for a broad range of project types such as urban streetscape improvements, gateway design, park and recreation facility design, green infrastructure design, etc. The Archway Partnership with CED MLA students is a key component of satisfying the 2025 Strategic Plan initiative to increase the numbers of graduate assistants participating in community-based projects.

Design Charrettes

BLA and MLA students have the opportunity to participate in community charrettes as volunteers. The CED's Center for Community Design and Preservation organizes and conducts multiple community charrettes each semester that provide design assistance for small Georgia towns or urban neighborhoods in larger cities. The 2-to-4-day charrettes emphasize collaboration, multi-disciplinary work, compressed work sessions, stakeholder input, and regular feedback loops. Students learn facilitation and presentation skills, employ smart growth principles, use design to achieve a shared vision, and learn to solve complex problems in a compressed period. Participants also learn how to interact with the public, summarize their charrette results, and produce a professional report from their findings.

Off-campus Studies:

Cortona, Italy: The College's involvement in the University of Georgia Study Abroad Program in Cortona, Italy continues to provide an opportunity for intra-university and cross-disciplinary interaction for the students. Up to 17 landscape architecture students from this College (BLA and MLA) are typically joined by 1-5 landscape students from other programs in this country in courses meeting requirements of the major, taught by our own faculty in the summer session. The program also provides opportunities for interaction with students and faculty in the visual arts (e.g., painting, bookmaking, sculpture, photography). While the majority of the summer session is spent in Cortona, students have weekly field trips to outstanding examples of architectural, urban, and landscape design during this summer offering. In 2000, the University began the lease-purchase of a permanent facility in Cortona. Student projects might include study sites in Cortona, Camuchia, Florence or Orvieto.

Croatia: This Maymester Study Abroad offers students the opportunity to study various aspects of Croatian culture and society. Courses are taught by inter-disciplinary UGA faculty and use active engagement approaches that take students into different regions and allow them to interact with scholars from Croatian universities and research institutes, local government officials, leaders of non-governmental organizations, and citizens from different lifestyles. CED's Landscape Architecture course focuses on the role of the cultural and natural heritage in the development of Croatia within a European and international context. Students examine how Croatia conserves, interprets, and manages its historic towns and monuments, cultural landscapes, traditional crafts and products and other aspects of its tangible and intangible heritage and utilizes them for economic and social development.

RMIT/Canberra Exchange Program: The College maintains an active student exchange program with the Landscape Architectural program at the Royal Melbourne Institute of Technology and the University of Canberra, in Australia. To date 25 University of Georgia Landscape Architecture students have participated in this program. This program has had difficulty in having equal number of student exchanges, and as a result, the tuition required for

attending the College is paid directly to the programs and not the home College. Six students from Canberra participated in 2007, while no UGA students have participated in recent years.

The Manchester Metropolitan University: In 1997, the University of Georgia entered into an agreement with The Manchester Metropolitan University. The program has developed slowly and has included four students from Manchester coming to UGA, while three students have been sent to Manchester.

China: CED and Nanjing Forestry University collaborated in the fall of 2010 to pioneer a new program for sharing cultural ideas, knowledge, practices, construction technologies and techniques related to landscape architecture and planning. The exchange's goals center on interaction and experience of respective heritages; sharing perspectives, practices, teaching methods and knowledge; and collaboration on parallel projects to understand respective studio cultures and practices. In September 2010, UGA students and faculty travelled to China and toured key cities within the Yangtze River delta region. Students were also able to visit the Yellow Mountains, where the diversity and beauty of the Chinese landscape is manifest, as is the highly intertwined relationship between culture and nature. Arriving in Nanjing, UGA and NFU landscape architecture, architecture and planning faculty and students collaborated on a 160-acre campus expansion in Huai'an. In December, NFU students and faculty visited Athens, participated with UGA students and faculty in a CED charrette for Athens' Historic Town Spring, and toured several regional and national cities. Formal partnerships have recently been established with both Beijing Forestry University and Nanjing Forestry University to facilitate greater enrollment of MLA students from these universities and to encourage faculty collaboration. In 2020, CED received signed memoranda of understanding with both Beijing Forestry University and Nanjing Forestry University to permit their students to apply to finish their final BLA year at CED and to enroll and complete their MLA at CED in a similar manner as the DoubleDawg program functions for domestic BLA students.

Turkey: In 2014, The University of Georgia entered into a cooperative education program agreement with Istanbul Technical University. The agreement established a 3+2 cooperative bachelor/master degree program between the two institutions. In addition, MEPD fall studios have offered an international service-learning project option every year since 2011. Students selecting this option are partly sponsored by a local municipality in Turkey and Istanbul Technical University. They travel to Turkey for the field study, data collection and analyses phases of the project and complete their work in Athens. Turkish officials involved in the project visit UGA in the following semester and students present their work. Since 2010, four visiting scholars from various Turkish universities have visited CED and participated in studio teaching and 40 UGA students have visited Turkey. In recent years, this program has been put on hold due to travel security restrictions.

Other Off-campus Study Initiatives: These occur as opportunities become available and may be short-term in duration. Many are a result of collaborations with the Center for Community Design and Preservation, and have included classes in Ghana and Thailand. Another example is an overall planning and research effort in Sumaco, Ecuador to plan a field station that may be used later for study abroad programs upon research station expansion.

Domestic Field Studies

LAND 4800/6800 Field Studies in Contemporary Landscape Architecture

In 1990, the College initiated a summer travel course to Williamsburg, VA; Washington, D.C.; Baltimore, MD; New York, NY; Boston, MA; and Philadelphia, PA. Accompanied by two faculty members, students visited a wide range of both historic and contemporary landscapes, as

well as visits to professional offices. *LAND 4800 – 6800: Field Studies in Contemporary Landscape Architecture*, expanded in 1996 to include the West Coast. Cities visited on the west coast include projects and offices in Portland, Seattle, San Francisco, and Vancouver, BC. Currently, the course alternates between the east and west coasts on an annual basis. In 2015, a third edition of the course was offered, and students and faculty explored San Diego, Los Angeles, and San Francisco, CA.

LAND 4440/6440: Plant Communities of the Cherokee Landscape is a summer travel course that provides students the opportunity to explore the native ecosystems of the southern Appalachian ancestral homeland with particular attention to the species that the Cherokee people utilized for food, medicine, fiber, dyes, and ceremonial practices along with their contemporary uses. The course travels from the eastern Cherokee Homeland westward along the Trail of Tears to the Cherokee Nation in Oklahoma.

LAND 4410/6410: Field Studies in Drawing and Watercolor is a summer or Maymester course in which students travel to Jekyll and Cumberland Island, Georgia and sketch, draw, and paint with watercolor en plein air. The course provides students with a rich experience recording the landscape and training their eyes to accurately see and capture perspective, and learn a new skill with watercolor. Students are encouraged to also explore watercolor as a tool for rendering design plans and perspectives and often produce high-level graphics in subsequent design studio work.

LAND 4811/6811: Preservation Field School – Georgia Coast is a three-week intensive Maymester course that serves as an introduction to the field of Historic Preservation along with skills in site documentation, hands-on conservation techniques, and conservation strategies for cultural resources on Georgia's coast. Techniques of measuring will consist of traditional hand measuring and simple surveying. Conservation skills include carpentry, masonry, epoxy, and painting. Site visits to Sapelo Island, Cumberland Island, Fort Frederica, and other sites will examine differing approaches to conservation and interpretation.

Research Assistantships

Graduate assistantships: MLA student assistantships are regularly available with the Athens Department of Community Affairs, the CED center for Community Design and Preservation, Carl Vinson Institute of Government, Archway Partnership, and the Cultural Landscape Lab. These public and academic entities provide opportunities for students to collaborate with outside agencies performing community service work. Individual faculty receiving grants also provide assistantship funds.

Practicum Experiences

The MLA program does not have a practicum, but as stated above, students are encouraged to pursue internships during the summer term.

2. How the programs identify the objectives and evaluate the effectiveness of these opportunities:

Study abroad programmatic outcomes in a general sense are handled by the institution's Office of Global Engagement (OGE). A course and experience evaluation is completed by each participant for submittal to the program director in OGE. The program director from OGE then forwards all evaluations to the program coordinator and the professor of record. All courses offered in study abroad have an accompanying syllabus with stated objectives, skills, and values as if the class were taught on the institution's home campus. The professor of record can request an evaluation of the course above and beyond the standard end of semester evaluation.

Internship evaluations are handled by the Internship Coordinator and the Graduate Coordinator; all interns enrolled for course credit are evaluated by their employer and all employers are evaluated by the interns. Results of the evaluations and an experiential report submitted to the program by the intern are utilized in the determination of a satisfactory or unsatisfactory internship. Both evaluations are used in the determination of weaknesses and strengths of the internship program. Adjustments to the program are made accordingly.

The evaluation of design communication tools and techniques are also a part of the intern measurement. Software needs as well as other technological needs, such as exposure to GIS or supplementary programs for CAD as well as writing and presentation skills, are documented and noted for curriculum or course content review. See Appendix item III.B. for LAND 4700/6700, 4701/6701 Internship course description and forms.

3. How students are given opportunities to report on these experiences to their peers:

Past interns and future intern candidates are encouraged to develop a rapport and discuss internship opportunities. A yearly list of interns with contact information is available to future interns through the Internship coordinator's office. Interns involved in the Archway Partnership program present an exhibit of the projects completed for various communities each fall. All students are encouraged to attend the exhibition. The Circle Gallery features a study abroad exhibit each year covering the work from selected programs. The Visual Arts School at UGA also presents an exhibit of the projects completed during the Cortona study abroad program. Participants in the Domestic Travel Courses provide an exhibit during the fall semester in the Jackson Street Building's hallway showcasing their travel experiences, observations, and work products.

G. BLA Coursework

1. How does the program facilitate students taking courses in the humanities, arts, technologies, mathematics, natural sciences, social sciences, and/or other disciplines?

In addition to major-required courses, students are required to meet University of Georgia core educational requirements which include nine (9) hours of foundational courses in English and Math, seven or eight (7-8) hours of Physical and Life Sciences including a lab, three or four (3-4) hours of Quantitative Reasoning, nine (9) hours of Global Culture, three (3) hours of Humanities and the Arts, nine (9) hours of Social Sciences, and one (1) hour of Physical Education. CED offers several elective courses that fulfill UGA core requirements. While some of the core requirements can be met by elective courses offered within the CED, students largely take courses from across the university to meet these requirements.

H. BLA Areas of Interest

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

Optional Courses

BLA students are required to take a minimum of 9-hours of elective credit courses at the 3000-level or above within the CED. Elective courses below 3000 can fulfill other university core requirements. In addition to the foreign and domestic travel courses referenced in **Section 3.E.** previously, the following 49 courses have been taken by undergraduates as electives in the College in the past four years:

LAND 1500 – Design and the Environment
 LAND 2330 – Place, Society and Design
 LAND 2520 – History of the Built Environment II - Architecture
 LAND 4120 – Designing Healthy Places
 LAND 4250 – Portfolio Development
 LAND 4251 – Digital Workflows
 LAND 4400 – Plant Communities of the Southeast
 LAND 4410 – Field Sketching and Watercolor
 LAND 4420 – Design Build
 LAND 4430 – Landscape Photography
 LAND 4450 – Plants for Temperate Landscapes
 LAND 4460 – Landscape Lighting
 LAND 4570 – Contemporary Landscape Architecture Theory
 LAND 4580 – Landscapes in Literature, the Arts, and Pop Culture
 LAND 4620 – Evolution of American Architecture
 LAND 4660 – Sustainable Building Design
 LAND 4730 – Issues and Practices in Sustainable Design
 LAND 4800 – Field Study in Contemporary Landscape Architecture (East Coast/West Coast)
 LAND 4910 – Advanced Graphics
 LAND 4911 – Various Independent Studies
 LAND 4911 – Real Estate
 LAND 4920 – Directed Study in Computer Applications (Advanced GIS)
 LAND 4960R – Faculty-Mentored Undergraduate Research I
 LAND 4970R – Faculty Mentored Undergraduate Research II
 LAND 4990R – Undergraduate Research Thesis or Final Project
 HIPR 4000 – Introduction to Historic Preservation
 HIPR 4030 – Principles and Practices of Historic Preservation
 HIPR 4072 – International Heritage Conservation
 HIPR 4100 – Cultural Resource Assessment
 HIPR 4120 – Historic Site Interpretation
 HIPR 4160 – Public History and Technology
 HIPR 4200 – Preservation Law
 HIPR 4330 – Introduction to Cultural Landscape Documentation
 HIPR 4400 – Southern Garden History
 HIPR 4460 – Rural Preservation
 HIPR 4480 – Introduction to Cultural Landscape Conservation
 HIPR 4560 – History of World Architecture
 HIPR 4811 – Georgia Coastal Field Studies
 HIPR 4850 – Selected Topics in Heritage Conservation
 HIPR 4950 – Historic Preservation Planning
 EETH 4000 – Environmental Ethics Seminar
 EETH 4010 – Environmental Ethics Undergraduate Research
 EDES 4270 – GIS in Environmental Design
 EDES 4280E – Environmental Design Uses of Geographic Information Systems
 EDES 4610 – Vernacular Architecture
 EDES 4630 – The History and Theory of Twentieth-Century Architecture
 EDES 4650 – City Planning
 PLAN 4640 – History of Urban Planning
 PLAN 6540 – Urban Planning and Design Studio II

Note: Honors Students & Double Dawg students can take up to 12 hrs. of graduate courses as electives.

In addition to these electives, during fall semester of the 4th-year, students can select among several options offered for their required Signature Studio. In recent years, the following courses have been offered:

- LAND 4070 – American Garden Design
- LAND 4080 – Healthcare and Therapeutic Site Design
- LAND 4085 - Urban Outreach Studio
- LAND 4090 – Architectural Design
- LAND 4095 – Sustainability in Design

All students also can propose a project to a faculty member for an independent study project. In some cases, the faculty member may approach a student whom they feel may have an interest in a particular project. Regardless of the origin, independent study courses are typically 3-credit hours and involve the student meeting with the faculty member to outline the project's scope of work, timeline, and proposed outcome. The faculty member is responsible for meeting with the student periodically throughout the semester, approving the work, and assigning a completed course grade.

Certificates

BLA students have the option to complete a certificate program within the CED. Currently the CED offers three certificates: Environmental Ethics, Geographic Information Systems, and Historic Preservation. Many CED faculty also serve on the advisory board of the certificate in Sustainability, which is housed by the UGA Office of Sustainability. Each program requires the student to take several electives from within the CED. Many required courses are cross listed with graduate programs in the College. The certificate programs also require students to select electives in other departments outside the CED. In many cases, these outside courses meet the requirements for electives in the liberal arts and social sciences.

In addition to the three certificate programs offered to BLA students within the CED, several students each year elect to earn a certificate from programs in other departments of the University. As an example, each year several of our students elect to earn a certificate in Community Forestry from the Warnell School of Forestry and Natural Resources. The Community Forestry certificate accepts up to seven credit hours of BLA required courses to meet the seventeen-credit hour certificate. Many of our students also choose certificates such as Leadership, Entrepreneurship, Water Resources, and Local Food Systems.

I. MLA Research / Scholarly Methods:

1. How the curriculum provides instruction in research and scholarly methods and their relation to the profession of landscape architecture:

Introduction to Research Strategies (LAND 6950), a required course in the MLA program curricula, is designed to introduce research methods for landscape architects and prepare students to research, write, and defend their thesis. LAND 6950 is a 3-credit course with course objectives focused on describing, differentiating, and appropriately choosing methods of inquiry in addition to developing a preliminary research proposal. *Landscape Architecture Research: Inquiry, Strategy, Design* (Deming and Swaffield 2011), the first research strategies textbook in the discipline to combine appropriate methods for landscape planning, design and management research, is the required textbook.

By the end of the course students have developed a preliminary research question and argument, completed a written literature review, and written a preliminary thesis proposal. Faculty are invited to an open presentation to review and critique the proposals. Proposals should display insight into specific research strategies necessary to answer the research question, demonstrate methodological principles of research, and exhibit specific knowledge of the central issues relevant to their topic of interest in the discipline. The *process* of creating a research proposal is emphasized to support and encourage our students' future research endeavors.

To provide additional support for students in structuring their research inquiry following LAND 6950, an additional 3-credit thesis workshop—LAND 6911— was added in spring 2016. Over the five-year period it has been offered, the guidance provided by the instructor of this course has strengthened thesis quality, ensured more students graduate on time and aided international students in transitioning to expectations for independent research. The success of this course contributed to the decision to establish it as a required part of the curriculum, beginning in spring 2022. (see Introduction 6. Substantial Changes in the Programs on Non-thesis Option)

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

Thesis research is a rigorous intellectual exercise that advances students' quality and depth of thinking around landscape design, planning, and management problems and opportunities. Students take different approaches to research that vary with the thesis topic and specific research question. Because flexibility in scholarly approach is an inevitable outcome of the program, the College has created a standard thesis protocol entitled Master of Landscape Architecture Thesis Procedure: A Guide for Students and Faculty (last revised: November 2013) and has begun rigorously enforcing this structural platform as a way to encourage and support students' creative and critical thinking and the scholarly rigor of individual thesis research. Furthermore, LAND 6950 was assigned to the fall semester of the second year in order to enable students to have the time to apply for scholarships that could help fund summer research supporting more creative endeavors and original investigations.

How the thesis demonstrates students' creative and critical thinking: After students have developed a preliminary proposal they work with their major professor to hone and clarify it and produce a preliminary thesis outline for members of the reading committee. The four reading committee members – two faculty members inside the College with expertise or interest in the student's research topic, one faculty member outside the College, but within the University of Georgia, who brings relevant research expertise in the topic to the committee, and one outside professional chosen because of their area of research, practice and/or expertise – are responsible for evaluating and approving the thesis. More specifically they, along with the major professor, oversee and guide the development of the student's problematic, research question, the argument and research analysis; they also evaluate the research proposal and later in the process, the preliminary and final research document. At least two of the four participants must be a member of the UGA Graduate Faculty who on the whole have more research experience. This also ensures that higher order thinking is occurring.

Requiring that the reading committee review the research proposal helps to more effectively guide the student's creative and critical thinking at the very beginning of the process. During the proposal review the committee evaluates the appropriateness and originality of the research question, the research strategies and data collection tactics, and the argument, and provides guidance for the development of the research. Enforcement of this part of the protocol began in

the 2013-2014 academic year in order to increase the potential for a more creative and effective outcome.

The second review of the research thesis occurs when the student's preliminary thesis has been reviewed and approved by the major professor for submittal to the reading committee. After assessing the entire manuscript, the committee determines whether the thesis meets the College standards and is ready to defend. The oral defense is held within the College but the presentation of the research is open to the University community. Once again, the committee evaluates the originality of the research question, the appropriateness of the methodology and data collection, the development of the argument and in addition evaluates the quality of analysis and synthesis of the research results, the significance of the findings and/or projective designs, language use, thesis structure, and adherence to the specified writing style.

The final review occurs after the defense when the student is revising the thesis according to the reading committee comments and directives. The major professor and one member of the reading committee oversee this process and both must sign off on the final thesis revisions before submittal to the UGA Graduate School.

Awards and peer-reviewed conference presentations and journal articles are a sound third-party confirmation that the students are making real and valuable contributions to the field. CE+D graduate students are encouraged to submit their work for presentation or publication in professional journals and conferences. (Refer to Section 3.B.M.3. for an elaboration of student awards, papers and other recognitions.)

4. STUDENT AND PROGRAM OUTCOMES

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

INTENT: *Each landscape architecture program shall prepare students—through educational programs, advising, and other academic and professional opportunities—to pursue careers in landscape architecture upon graduation. The program shall foster knowledge and skills in creative problem solving, critical thinking, communications, design, and organization.*

A.M. MLA Student Learning Outcomes

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

1. How student work demonstrates the competency required for entry-level positions in the profession of landscape architecture:

The distinct 1-year, 2-year, and 3-year MLA curricula are tailored specifically to address the differing levels of competency possessed by students entering the program so that, upon graduation, all MLA students are qualified for entry-level positions in landscape architecture. In each of these curricula, the course sequence is designed to introduce, and then reinforce basic competencies, values, and knowledge that are essential to professional practice.

Specific learning outcomes for each course have been developed and written by the faculty as the framework that will ensure students learn the required material with an appropriate level of rigor in order to prepare them for the professional workplace. When students successfully complete each course, it is implicit that they have accomplished the course objectives as measured by metrics specified in the written learning outcomes. Moreover, since both the MLA and BLA are a professional degrees, it is implicit that students who graduate are prepared for entry-level work in the profession.

Many MLA students work under an assistantship while enrolled at UGA. These assistantships are quite varied and reflect the varied opportunities offered by the profession. For a student to get an assistantship, she/he must typically demonstrate skillsets valued in the profession such as plant knowledge, graphic and/or written communication, the ability to apply research findings, organization of design teams (as in a charrette), etc.

Another way to assess the entry-level competency of the students is to examine the Design Futures Council rankings for MLA programs in North America as reported by the publication *Design Intelligence*. The CED's MLA program consistently ranks in the top ten in the nation, with the BLA typically ranking in the top 5

Under the UGA policy on Student Learning Outcomes, the MLA program is required to define student learning outcomes, identify and implement measures to assess student attainment of the outcomes, and report annually on the results and subsequent program changes. The Program Review and Assessment Committee (PRAC) at UGA evaluates assessment practice for the MLA and provides feedback to the program. PRAC charges each program to regularly evaluate its programs and report on the assessment measures, results, and any subsequent program changes.

This system began in 2015 and the MLA program tracks graphic representation; engineering and construction; service and outreach; and research methods.

The annual plan of assessment is shown below:

EXPECTED LEARNING OUTCOMES	YEAR OF CYCLE	ASSESSMENT METHODS
1. <i>Students should demonstrate knowledge of requisite tools and skills in technology and graphic representation.</i>	2015-16 2016-17 2017-18	-Critique Week -Internship/Assistantship provider survey -Alumni survey (self-reflection)
2. <i>Students should demonstrate knowledge of engineering, materials and methods, and construction.</i>	2018-19 2019-20 2020-21	-Internship provider survey -Alumni survey (self-reflection)
3. <i>Students should be able to apply their knowledge, skills and values in service and outreach to the community.</i>	2015-16 2016-17 2017-18	-Internship/Assistantship provider survey -Alumni survey (self-reflection)
4. <i>Students should be able to demonstrate knowledge of research methods that apply to planning, design and management of the landscape.</i>	2020-21 2021-22 2022-23	-Thesis defense -Faculty committee -Alumni survey (self-reflection)

Faculty Involvement

The MLA Curriculum Committee worked with the Graduate Coordinator in assembling course expected learning outcomes.

Collection and Analysis of Data

Data is collected and analyzed annually based on the plan shown in the table above. For example, in 2018-19 Outcome #2 was assessed and the report contents are included below:

OUTCOME:

Students should demonstrate knowledge of engineering, materials and methods, and construction.

MEASURE 1: Recent graduates from the classes of 2017 and 2018 were sent a self-assessment rubric to evaluate their construction, plant materials and engineering knowledge and skills.

THRESHOLD FOR SUCCESS:

Average scores of 3 or better on a 5-point scale (5 is best) in each category.

DATA COLLECTED:

Construction Materials:

Out of 7 categories, only Ability to Research Codes and Standards did not meet the threshold of success. The average score was 2.25 on a 5-point scale (5 as highest).

Construction Graphics:

Out of 5 categories, all met the threshold.

Technical Skills:

Out of 6 categories, 3 did not meet the threshold - Retaining Walls had an average of 2.75; Ironwork had an average of 1.75; Specifications had an average of 1.25.

Plant Materials & Use:

Out of 4 categories, all met the threshold.

Engineering:

Out of 3 categories, only Use of Grading as a Design Tool did not meet threshold. The average score was 2.75.

ANALYSIS OF DATA:

4 out of 12 students responded from the classes of 2017 and 2018. Questions in the survey cover content from 3 separate required courses in the curriculum. The categories that did not meet the threshold for success were about content taught in Construction (LAND 6330) and Engineering (LAND 6340). Questions related to LAND 6330 show a concern from students about their lack of preparation in 4 specific areas: ability to research codes and standards, ability to design retaining walls; ability to design ironwork; and ability to prepare written, technical specifications. The graduate coordinator heard many complaints from students that they did not feel the professor was preparing them adequately with content needed to enter professional practice, post-graduation. This post-graduation survey confirmed that there were problems, at least in the opinions of the graduates. Questions related to LAND 6340 show a concern for the use of grading as a design tool. It may be difficult for this technical course to also cover application of the content. This needs to be reinforced in design studios with the opportunity for application.

IMPROVEMENT BASED ON ANALYSIS:

A different instructor was assigned to teach the course in the fall of 2017 in response to negative course evaluations and student complaints. Next year's survey will collect data on this most recent instructor.

MEASURE 2: Students were asked for individual reflective comments on their class experiences in the areas of construction, plant materials and engineering knowledge and skills.

THRESHOLD FOR SUCCESS:

No rubric was created for self-reflection that goes beyond what Measure 3.1 assesses. Comments were essay-style.

DATA COLLECTED:

Comments regarding Construction (LAND 6330):

Student 1 replied that it was her favorite class, although she felt content on codes should be included.

Student 2 felt that there should be more content related to health, safety and welfare; codes; and specifications.

Student 3 felt that the construction course needed the most improvement of any in the program. Content that was lacking included the process of creating a full construction document set; what it is like to work with architecture and engineering consultants; and specific material details and technical information.

Student 4 felt that time needed to be devoted to the study and preparation of construction document sets, including analysis of good quality CD sets prepared by firms. Specifications were not even introduced. She would have liked for construction content to be reinforced in studio courses throughout the program.

Comments regarding Plant Materials and Use (LAND 6320):

Student 1 replied that LAND 6320 was helpful in preparation of her thesis.

Student 2 replied that 6320 was a great course overall, but he would have liked more emphasis on native plant communities.

Student 3 made no specific comment on this area, but provided positive scores on the Measure 3.1 rubric in the 4-5 range.

Student 4 echoed comments that while 6320 provided a thorough education on plant identification, more knowledge on plant communities was desired.

Comments regarding Engineering (LAND 6340):

Student 1 made no comment on this area, but provided satisfactory scores on the Measure 3.1 rubric in the 3-4 range.

Student 2 commented that more training and repetition would be helpful with this material. He provided unsatisfactory scores on the Measure 3.1 rubric in the 2-3 range.

Student 3 did not comment on this area, but provided satisfactory scores on the Measure 3.1 rubric in the 3-4 range.

Student 4 felt that she received high quality training in engineering, but would have liked to have had the opportunity to apply it in studio courses.

ANALYSIS OF DATA:

Both Students 3 and 4 volunteered that while these technical areas of knowledge are important for a beginning professional, they could be learned on the job and their employers seemed to expect that on the job training would be necessary. UGA prepared them well for the broader aspects of design and thinking - areas that cannot be learned on the job.

The need for repetition of skills throughout the curriculum was stated multiple times, by several students referring to different content areas.

IMPROVEMENT BASED ON ANALYSIS:

Student feedback will be shared with faculty in these specific teaching areas. The idea of repeating content throughout the curriculum will be discussed with the MLA Council.

Use of Results

An ongoing review process results in course recommendations, such as changing the course instructor, when needed, as illustrated in the example from 2018-19.

Additional Assessment

In addition, following are the different methods of individual student assessment occurring in the MLA program:

Classroom Assessment: Student work is assessed in the classroom and studio by individual instructors regarding how well the work responds to individual project objectives. Each course project is designed to achieve specific learning outcomes outlined in the syllabi. Instructors evaluate coursework by means of quizzes, examinations, one-on-one discussion of each student's design process (desk critiques), grading student-produced design and technical documents, and direct feedback during formal design presentations. The program outcomes are a synthesis of all the course learning outcomes and assessment objectives and are the critical areas by which students are progressively evaluated.

Critique Week: In the 2013-16 academic year, the College instituted Critique Week, a college-wide forum at the end of the spring semester for course presentations and assessment by a wide-ranging jury pool of CED faculty, faculty from other UGA colleges, community members, CED alumni, and other outside professionals. Selected MLA studios are required to present work and to attend critique sessions for other courses. Each student receives direct feedback on the strengths and weaknesses of their work from several jurors representative of the professional public and private practice realms. Critique Week was suspended in 2019.

Client Feedback: MLA students are exposed to actual clients and real-world site design not only through design charrettes but also through studio projects, internships, assistantships, and research projects. The program uses feedback from clients as an important competency metric and the Office of Service-Learning also surveys students and reports back to instructors.

Professional Feedback: CED has a close working relationship with professional practitioners, many of whom are alumni and/or employers of CED alumni. These professionals frequently interface with CED administrators, faculty, and even students through such regular meetings and events as Critique Week, community design charrettes, ASLA events, Alumni Weekend, Job fairs, portfolio reviews, academic conferences, the Dean's Steering Committee, CED sponsored LARE review courses, lectures by distinguished professionals, and participation in studio design critiques, as invited by individual instructors. This relationship allows the college to hear both formal and informal feedback to gauge its success in preparing students for entry-level positions.

2. How 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 UGA Graduate School admission requirements give a reasonable assurance of basic academic competence. The rigorous nature of the MLA program continually tests an individual's ability and commitment to becoming a practitioner. From their very first semester, students are actively involved in a studio environment that stresses creative problem solving, design process, research, analysis and synthesis, program development, exacting craftsmanship, and technical expertise required by the profession. For the duration of the program, students are regularly evaluated as to their progress in all of these areas, since they all apply to the process employed by each studio course. Students demonstrate their achievement in these areas by means such as passing grades, individual desk critiques, formal presentations, and client feedback.

Additional ways in which students demonstrate their knowledge and skills are as follows:

- Successful production of project-specific multi-staged analysis, design, and technical documents.
- Communication (verbal, written, and graphic) of the fulfillment of individual coursework objectives through formal and informal presentations.
- Participation in course assigned group projects or charrettes. Teamwork requires that individual members demonstrate and contribute competencies required for solving design problems. Students in some courses evaluate peers' contributions to group efforts.
- Participation in classroom critiques. In order to develop critical thinking skills, all studio courses incorporate project presentations that require the participation of students analyzing each other's work.

Additionally, the program assesses its preparation of students through:

- **MLA Exit survey:** Immediately upon graduation MLA, students are sent an exit survey and asked a series of questions about the overall strengths and weaknesses of the program. They are asked to list specific courses they felt were strongest and weakest and any changes they feel should be made to the program. The survey is anonymous to encourage participation and an honest response.
- **Course evaluations:** At the end of each semester, students complete an evaluation survey for each course. The survey is confidential and the summarized data and comments are returned to the course professor and CED administrators who can use it to determine how the course can be improved or if the instructor assigned to a specific course is a good 'fit.' Survey questions address course content, format, and rigor and also instructor preparedness and effectiveness.
- **Faculty peer review:** Each member of the CED faculty is evaluated in the classroom by a peer faculty member twice prior to receiving tenure and thereafter as part of the five-year post tenure review. This evaluation consists of close observation of the instructor in the classroom on at least two consecutive class periods, interviews with multiple students, and a written report.
- **Hall pinups:** coursework is regularly displayed in the public areas of the college, directly exposing the entire faculty, staff, and student body (and visitors) to the content and quality of work produced by specific studio courses. The public display of student work motivates higher teaching standards, provides examples of high quality, and generates conversations on content, graphic quality, media, innovation, layout, communication, etc.

A.B. BLA Student Learning Outcomes

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

1. How student work demonstrates the competency required for entry-level positions in the profession of landscape architecture:

The BLA curriculum is designed so that, upon graduation, all BLA students are qualified for entry-level positions in landscape architecture. In this curriculum, the course sequence is designed to introduce, and then reinforce basic competencies, values, and knowledge that are essential to professional practice.

Specific learning outcomes for each course have been developed and written by the faculty as the framework that will ensure students learn the required material with an appropriate level of rigor in order to prepare them for the professional workplace. When students successfully complete each course, it is implicit that they have accomplished the course objectives as measured by metrics specified in the written learning outcomes.

Another way to assess the entry-level competency of the students is to examine the Design Futures Council rankings for BLA programs in North America as reported by the publication *Design Intelligence*. The CED's BLA program consistently ranks in the top five in the nation.

Under the UGA policy on Student Learning Outcomes, the BLA program is required to define student learning outcomes, identify and implement measures to assess student attainment of the outcomes, and report annually on the results and subsequent program changes. The Program Review and Assessment Committee (PRAC) at UGA evaluates assessment practice for the BLA and provides feedback to the program. PRAC charges each program to regularly evaluate its programs and report on the assessment measures, results, and any subsequent program changes.

This system began in 2015 and the BLA program tracks five areas: graphic representation/communication; plants & planting design; construction and urban design; landscape engineering; comprehensive (capstone).

The annual plan of assessment is shown below:

EXPECTED LEARNING OUTCOMES	YEAR OF CYCLE	ASSESSMENT METHODS
1. <i>Students shall demonstrate knowledge of requisite tools and skills in applying landscape architectural graphic conventions utilizing professional standards for symbol development, scaled drawings, orthographic techniques, line weights, and rendering</i>	2015-16 2016-17 2017-18	-Internship provider survey
2. <i>Students shall demonstrate knowledge of and skill in selecting appropriate plants and other standard landscape materials for varied aesthetic and functional situations in the landscape.</i>	2021-22 2022-23	-Internship provider survey
3. <i>Students shall appropriately apply and document materials of landscape architectural construction and landscape engineering to regional and urban problem solving and design.</i>	2021-22 2022-23	-Internship provider survey -Exit survey (self-reflection)
4. <i>Students shall demonstrate the ability to apply design skills and knowledge, current technologies, systematic research and analysis skills, and communication skills developed through their educational career toward the development of a successful design project similar to the process in professional offices.</i>	2018-19 2019-20 2020-21	-Selected faculty team assessment Professional placement assessment -Exit survey (self-reflection)
5. <i>Students shall demonstrate proficiency in landscape engineering and knowledge of applicable codes and standards such as ADA requirements in preparation of grading and drainage plans for public spaces.</i>	2017-18 2018-19 2019-20 2020-21	Multiple year assessment of testing and student course evaluations (comments)

Faculty Involvement

The BLA Curriculum Committee worked with the BLA Coordinator in assembling course expected learning outcomes.

Collection and Analysis of Data

Data is collected and analyzed annually based on the plan shown in the table above. For example, in 2020-21 Outcome #5 was assessed (see appendix III.C for collected data) and the report contents are included below:

OUTCOME: *Students shall demonstrate proficiency in landscape engineering and knowledge of applicable codes and standards such as ADA requirements in preparation of grading and drainage plans for public spaces.*

MEASURE 1: Exam Scores.

THRESHOLD FOR SUCCESS:

70% or more students should score a 70 or higher on final examinations, with a clear increase in scores and content mastery on the final exam.

DATA COLLECTED:

All students enrolled in LAND 3330, Landscape Engineering, were evaluated by reviewing exam performance across the semester. 55 student grades were received. 1 student was omitted due to withdrawal. The 54 grades for five exams and one final exam were recorded and tabulated. 18 out of 54 students (33%) improved their overall performance on the final exam as compared with their exam 1-3 scores. 54 out of 54 students (100%) ended the semester with a final course grade of 70 or higher. An extra credit assignment was included as a part of the course; only one student took advantage of it.

ANALYSIS OF DATA:

As noted in 2018-2019 and 2019-2020, the faculty added additional exercises to the workbook, and have continued to do so for the current year, further addressing site grading for stormwater management and for walls. A major group project (physical model construction) was omitted this year because of the pandemic and concerns over students working closely together; instead, an additional exam was added to evaluate that content. While this modification works temporarily, the instructional intent is to return to the project assignment post pandemic. We believe the project to be a better didactic tool than the test alone.

As noted last year, the added exercises do appear to have had a positive effect upon the overall passing rate over the three semesters F18, F19 and F20; 83.7%, 98%, and 100%, respectively. In reverse effect, the testing performance improvement from the average of the first three exams compared to the average of the final exam decreased each year (F18, F19 and F20), declining from 44% in F18 to 37% in F19, and to 33% in F20.

A deeper look at the first 3 exams, Roads & Parking, Swales & Culverts, and Earthworks & Stormwater, shows the class averages to be 93.3%, 81.5%, and 92.8%, respectively. Of the four regular examinations, the Swales & Culverts exam was lowest (81.5%), and was the only regular exam with a class average below 92%.

Direct comparison of F19 and F20 is somewhat difficult because of the change in assessments due to the pandemic, but the number of students scoring an average 80 or above grew from 80.5% in F19, to 90.8% in F20.

IMPROVEMENT BASED ON ANALYSIS:

The faculty did add exercises to the course content in the current year which may be responsible for raising the overall pass rate. The material presented in this course is foundational for all upper level studios and several technical classes. Much of its content reappears or is foundational to problems presented in the national professional licensure exam for landscape architects. The 100% pass rate indicates that the current course material is being communicated effectively. No further recommendations for improvement will be made at this time. Technical skill evaluation should now move to the third year of the program to assess how these skills and knowledge are applied to more advanced problems.

MEASURE 2:

Student course evaluations. End of semester course evaluations were reviewed to better understand student attitudes and awareness of knowledge gained from the course.

THRESHOLD FOR SUCCESS:

There is no threshold for success for this more qualitative look at student evaluation comments.

DATA COLLECTED:

In past years, a significant number of student evaluation were received. This year, only 12 out of 54 students responded. Evaluations for this course include both likert scale responses as well as open ended questions.

ANALYSIS OF DATA:

The faculty teaching the course, LAND 3330, during the 2020-2021 academic year received high overall course evaluation scores, above a 4.0 on a 5.0 scale for all three sections of the course. For this assessment, open ended questions were screened to look for common threads and helpful critiques and suggestions of ways the course can be improved.

The responses below are representative excerpts from student comments under the questions "Additional comments on the Instructor's teaching:" and also "Additional comments on the course."

- A. Great professor who shows much knowledge on the subject!
- B. Greatly enjoyed the content however did not do real-life problems and I do not feel as prepared as I should be.
- C. Provided a lot of information before a test. Clear instructions and expectations
- D. This helped me understand the more technical side of my career as a landscape architect. I enjoy working with numbers so I did not have too much difficulty once I figured out the material.
- E. The professor conveyed the information in a way that was easy to comprehend and retain. This class was very helpful for me to understand the technicalities that go into landscape architecture as my future career.
- F. The professor laid out the course in a logical and succinct way. I appreciate the way things were explained to someone who isn't the best with Math. If I had been better about coming to class this semester, I am sure I would have gotten an A.

Negative comments (omitted from this report) were directed to issues with distance communications, technical issues with other devices used in the classroom (smartboards, etc.), and the cost of printing related to studio work. The Likert scale table of course/instructor qualities indicates that the course as currently taught is achieving its goals, as the average student evaluation of the following four questions all ranged between 4.3 and 4.6:

- Challenges me to think and learn (4.5)
- Sets and expectation of high-quality work (4.6)
- Prepares me for more complex problems in the future (4.4)
- Requires a rigorous workload (4.3)

The professors teaching this course have updated the supplemental workbook, and even with the pandemic overlay, students appear both challenged and successful.

IMPROVEMENT BASED ON ANALYSIS:

No specific improvements are warranted at this time. Technical skill evaluation should now move to the third year of the program to assess how these skills and knowledge are applied to more advanced problems.

ADDITIONAL NARRATIVE (if applicable)

The BLA curriculum committee continues to discuss and make changes to the overall curriculum in support of improving the professional quality of capstone projects and in strengthening the depth of knowledge of landscape engineering.

2. How 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 continually rising UGA admission standards give a reasonable assurance of basic academic competence. The rigorous nature of the BLA program continually tests an individual's ability and commitment to becoming a practitioner. From their very first semester, students are actively involved in a studio environment that stresses creative problem solving, design process, research, analysis and synthesis, program development, exacting craftsmanship, and technical expertise required by the profession. For the duration of the program, students are regularly evaluated as to their progress in all of these areas, since they all apply to the process employed by each studio course. Students demonstrate their achievement in these areas by means such as passing grades, individual desk critiques, formal presentations, and client feedback.

Additional ways in which students demonstrate their knowledge and skills are as follows:

- Successful production of project-specific multi-staged analysis, design, and technical documents.
- Communication (verbal, written, and graphic) of the fulfillment of individual coursework objectives through formal and informal presentations.
- Participation in course assigned group projects or charrettes. Teamwork requires that individual members demonstrate and contribute competencies required for solving design problems. Students in some courses evaluate peers' contributions to group efforts.
- Participation in classroom critiques. In order to develop critical thinking skills, all studio courses incorporate project presentations that require the participation of students analyzing each other's work.

Additionally, the program assesses its preparation of students through:

- BLA Exit survey: Approximately six-months following graduation, students are sent an exit survey and asked a series of questions about the overall strengths and weaknesses of the program. They are asked to list specific courses they felt were strongest and weakest and any changes they feel should be made to the program. The survey is anonymous to encourage participation and an honest response.
- Course evaluations: At the end of each semester, students complete an evaluation survey for each course. The survey is confidential, and the summarized data and comments are returned to the course professor and CED administrators who can use it to determine how the course can be improved or if the instructor assigned to a specific course is a good 'fit.' Survey questions address course content, format, rigor and instructor preparedness and effectiveness.

- Faculty peer review: Each member of the CED faculty is evaluated in the classroom by a peer faculty member twice prior to receiving tenure and thereafter as part of the five-year post tenure review. This evaluation consists of close observation of the instructor in the classroom on at least two consecutive class periods, interviews with multiple students, and a written report.
- Hall pinups: coursework is regularly displayed in the public areas of the college, directly exposing the entire faculty, staff, and student body (and visitors) to the content and quality of work produced by specific studio courses. The public display of student work motivates higher teaching standards, provides examples of high quality, and generates conversations on content, graphic quality, media, innovation, layout, communication, etc.

B.M. MLA Student Advising

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

1. How the program provides students effective advising regarding academic development:

The MLA Graduate Coordinator serves as the academic advisor for all MLA students. The Graduate Program Administrator, in the CED Office of Graduate Programs, assists in registering students in the appropriate courses, maintaining student records, scheduling, and loading courses, making classroom requests, maintaining section enrollment balance, informing students of all deadlines and thesis requirements, and completing program of study forms in preparation for student graduation.

During fall orientation, the Coordinator gives each entering student a copy of the *MLA Student Handbook*, which provides thorough information that the students need to plan their academic progress. It describes the advisement process. It identifies focus areas within landscape architecture that can assist students in defining their interests. It suggests potential faculty contacts and elective courses throughout the University that may align with the student's area of interest.

The Coordinator makes up a speculative plan of study for each entering student. During orientation, each student meets with the Coordinator to discuss the appropriateness of the plan, given his or her background and interests. Elective selections and course sequences may be revised to accommodate each student's combination of needs. Course requirements are waived, as deemed appropriate.

Every semester, each student meets with the Coordinator to update and revise the plan of study, to discuss selections of elective courses, and to discuss possible faculty mentors and thesis major professor. For each student the Coordinator maintains and updates a file of the prospective plan of study. The prospective credits are summed to assure that the quantitative requirement for the degree is being met, and that timely progress towards the degree is being made.

Guidance of thesis content is the role of the major professor; but students often seek advice on the procedural steps leading to thesis completion. These steps are defined in the *MLA Student Handbook*. The MLA Coordinator maintains an open door to students seeking counsel on thesis questions and on their general progress in completion of the degree.

2. How the program provides effective advising and mentoring regarding career development?

Career mentoring occurs through an informal process. If students want or need career mentoring, they are always welcome to speak with the MLA Graduate Coordinator (at advising or at other times) or with any faculty member. Internships are not required for graduate students (as they are for undergraduates), but students doing internships for optional credit may request assistance from the BLA Internship Coordinator to create and edit materials such as resumes, portfolios, cover letters, etc. They have access to a database of where previous interns have worked as well as what previous internship employers are CED alumni.

CED has recently connected with the UGA Career Center to provide even more support services relating to career development and planning. Our Career Center consultant provides services to the students such as assistance with interviews, resumes/cover letters, portfolios, Q-n-A sessions, career fairs, and more.

The MLA Coordinator advises students regarding both academic and career development. Many job and internship opportunities come directly to the Coordinator because of his professional contacts, and students are alerted of the opportunities as they arise. The following section addresses other avenues through which students seek advice and support within the College.

3. How students are made aware of professional opportunities, advanced educational opportunities, licensure requirements and continuing education requirements associated with professional practice:

While the MLA students do not have a required internship, they still have the opportunity to consult with the BLA Internship Coordinator informally regarding the process of applying for an optional summer internship position. The Coordinator assists in setting up on-campus interviews with employers for interns and/or full-time positions, and MLA students are encouraged to sign up, along with undergraduates. Most MLA students obtain at least one internship.

In addition to these measures, the CED annually hosts a well-attended continuing education conference, offering a full year's worth of CEU's to licensed practitioners. During this event networking and portfolio reviews are scheduled while the large number of practitioners are on campus. This event, along with Shadow Day each fall and the Career Fair in spring, help acquaint students with professional life well before their optional internship and graduation. Also, the College hosts an LARE review session on campus each year, and recent graduates often attend.

LAND 6710, Professional Practice, is required for all MLA students and exposes them to the legal environment of business focusing on public and private law. Topics covered include professional relations during project management; resolution of disputes; the court system; torts; real property/liens; contract law; specification writing; insurance bonds; business organizations; ethics and professional registration.

LAND 6730, Issues and Practices in Sustainable Design, is an elective offering for MLA students. It introduces them to the issues and practices used in contemporary green buildings, including the United States Green Building Council's LEED (Leadership in Energy and Environmental Design) rating system. It also prepares students to take the LEED accreditation exam, if they so choose, after the course is completed.

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

All MLA students are sent an exit survey immediately after graduation. The survey is anonymous and asks students a series of questions about their overall experience in the MLA program, and specific questions about courses and whether there are redundancies or courses that were not useful, and if the students perceived any gaps in their education. (The Exit Survey is included in Appendix IV. A.)

Student responses remain very positive. For example, a snapshot of some recent responses to the exit survey include:

What would you characterize as assets of the MLA program?

"Learning about the business. The engagement (and disengagement) of professors. By this I mean, I had some professors that worked with me all the way, like a collaborative effort, and then I had some who would take a step back and I would have to figure it out on my own, which was a big lesson. The programs, lectures, and events that CED hosts and put on, a huge asset. Working and collaborating with the people in my year as well"

"Good introduction into a wide range of skills. Personal professors. Great network of individuals. Great studio setup."

In addition to the exit survey, the CED MLA's yearly high ranking in the Design Intelligence Survey is indicative of an alumni base and professional network that believes in the quality of the education provided in the CED.

B.B. BLA Student Advising

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

2. How the program provides students effective advising regarding academic development:

Students are advised each semester in the BLA program as required by the University of Georgia. The BLA Academic Advisor serves as the primary academic advisor for all BLA students throughout their time in the program. This ensures strong continuity semester to semester and year to year across the program. The BLA Coordinator may engage in advising some students when their program of study diverges from the typical path due to unusual circumstances.

Having a highly qualified and consistent Academic Advisor apart from the program coordinator position (which changes personnel periodically by nature), offers the students a consistent and comprehensive experience. Advising appointments include both personal conversations to check-in, assess progress, trouble-shoot difficulties, and provide referrals/resources, as well as discussion of academic progress and upcoming course selection. Students are provided with a digital copy of the upcoming course schedule daily class options, which is also discussed during the appointment. They are also provided with a personalized, digital advising sheet (for immediate use when registering and for record-keeping purposes) detailing their schedule requirements and options for the upcoming semester(s). Students can ask questions, review their DegreeWorks audit with their advisor, and check in regarding other needs. Only after this appointment is each student cleared for registration per university policy.

2. How the program provides effective advising and mentoring regarding career development?

Career mentoring occurs through an informal process. If students want or need career mentoring, they are always welcome to speak with the Program Coordinator (open door policy) or with any faculty member. Because each student is required to complete an internship in the BLA program, they are assisted by the Internship Coordinator in the semesters preceding that summer internship to create and edit materials such as resumes, portfolios, cover letters, etc. They meet with the Internship Coordinator to hear from previous interns, collaborate, and compare ideas. They have access to a database of previous internship experiences as well as identifying what previous internship employers are CED Alumni.

CED also has a Career Services representative from the UGA Career Center who provides additional support services related to career development, training in interviewing skills, job search methods, resume and portfolio review, preparation for career fairs, Q&A sessions, and more.

Additionally, the CED holds periodic mentoring sessions connecting groups of alumni from across the nation to current students here at the CED for 60-minute to 90-minute Zoom discussions. At the university level, UGA also has a mentoring program students can engage in that will connect them with alumni on a one-to-one basis. Over the past six months, several firms have also engaged in a “lunch-and-learn” program with senior studios, where the firms are able to share what they do and where they are going while also initiating individual conversations with the class members regarding their professional path interests.

3. How students are made aware of professional opportunities, advanced educational opportunities, licensure requirements and continuing education requirements associated with professional practice:

The BLA Coordinator and, to some extent, the BLA Internship Coordinator facilitates setting up on-campus interviews with employers for interns and/or full-time positions, and coordinates with the UGA Career Services Representative for planning the annual career fair. Available job opportunities received by the College are posted digitally to the students and physically on the bulletin board (if posters are received). The Handshake System is available to all UGA students and alumni, and many of the practitioners who regularly employ our BLA’s post job opportunities directly to that system. Advanced academic opportunities are posted digitally and physically as well. The DoubleDawg program is well advertised both on the CED website and at the University level. Flyers for these accelerated graduate programs are generally available and are typically discussed during advising.

In addition to these measures, the CED annually hosts a well-attended continuing education conference, offering a full year’s worth of CEU’s to licensed practitioners. During this event networking and portfolio reviews are scheduled while the large number of practitioners are on campus. This event, along with Shadow Day each fall and the Career Fair in spring, help acquaint students with professional life well before their optional internship and graduation. Also, the College hosts a LARE review session on campus each year, and recent graduates often attend.

LAND 4710, Professional Practice, is required for all BLA students and exposes them to the legal environment of business focusing on public and private law. Topics covered include professional relations during project management; resolution of disputes; the court system; torts; real

property/liens; contract law; specification writing; insurance bonds; business organizations; ethics and professional registration.

LAND 4730, Issues and Practices in Sustainable Design, is an elective offering for MLA students. It introduces them to the issues and practices used in contemporary green buildings, including the United States Green Building Council's LEED (Leadership in Energy and Environmental Design) rating system. It also prepares students to take the LEED accreditation exam, if they so choose, after the course is completed.

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

BLA students are sent an exit survey at the end of each calendar year, typically six months after graduation. The survey is anonymous and asks students a series of questions about their overall experience in the program, and specific questions about courses and whether there are redundancies or courses that were not useful, and if the students perceived any gaps in their education. The Exit Survey is included in Appendix IV.

The exit survey did not get distributed to graduates in December of 2020 due to COVID complications. The current survey for 2021 graduates is still in its collection period; results and assessment will be added to this document at the end of December.

In addition to the exit survey, the CED BLA's yearly high ranking in the Design Intelligence Survey is indicative of an alumni base and professional network that believes in the quality of the education provided in the CED.

5. FACULTY

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

INTENT: Each landscape architecture program shall have qualified, experienced faculty and other instructional personnel to instill the knowledge and skills that students will need to pursue a career in landscape architecture. Equitable faculty workloads and compensation, and overall support for career development contribute to the success of the program.

A. Credentials

The qualifications of the faculty, instructional personnel, and teaching assistants are appropriate to their roles.

1. How the faculty has a balance of professional practice and academic experience appropriate to the program mission:

The broader mission of the program is to prepare students to become part of the community of practicing landscape architects. Acknowledging the complexity and multidimensional nature of the profession, the College actively seeks to maintain a balance in the experience, expertise and interests of the faculty to ensure that during their course of study, students are exposed to all aspects of the profession.

The 18 full-time, tenured landscape architecture faculty at the College make it one of the largest collection of educators in landscape architecture in the country. In addition, two instructors, one academic professional and one MHP faculty member in the College are landscape architects. Nine other faculty in the MHP and MUPD programs teach both required and elective BLA and MLA courses. Collectively, this sizeable number represents a broad range of knowledge and wisdom that is a significant asset to the students' education.

A majority of faculty members have practiced prior to entering academia and incorporate this experience in their instruction. Among the tenured landscape architecture faculty, there are 10 registered landscape architects and seven more with professional experience. The two lecturers and the academic professional have professional experience.

There are three PhD landscape architecture faculty, two of whom have professional experience in addition to their advanced academic preparation. In addition, one of the lecturers (now tenure-track as of fall 2021) has a PhD. In the other two master's programs, there are nine PhD faculty. Many of the faculty hired in recent years have PhDs and consequently bring a new emphasis on research. All tenured and tenure-track faculty members have graduate faculty status and are qualified to guide MLA research and serve on thesis committees.

This balance enables the students to learn from both active practitioners as well as from researchers exploring larger academic issues pertinent to landscape architecture in both the BLA and MLA programs, achieving the tripartite program mission of teaching, research and service.

2. How faculty assignments are appropriate to the course content, delivery methodology and program mission:

For teaching assignments, a conscious effort is made to match the experience and interest of the faculty member with the course he or she is scheduled to teach. This is believed to be an important factor in the success of the course as well as in the satisfaction of the teacher and students. Both the MLA and the BLA coordinator ask faculty a year in advance for their teaching preferences.

The normal teaching load for nine-month faculty is 15 credits or 4-5 courses per year. This load is defined as 65 percent of the faculty member's time, on the theory that a full (100 percent) nine-month load would be 8 courses or 24 credits. The remaining 35 percent of time is expected to be used in research, creative activity, and service. This teaching load is heavier than that in any other unit on the UGA campus. In other units, time for research, creative activity, and service is much more available. Each studio course is worth 4-5 credits, while lecture courses are worth 2 or 3 credits. Different faculty members teach different mixtures of studio and lecture courses, so the exact number of assigned courses and credits varies among different faculty members, approaching in each case as near as possible the expected combination of credits and courses.

Many instructors are assigned courses in more than one degree program (BLA, MLA, MUPD, MHP). This makes efficient use of individual faculty skills and encourages College-wide contact and collaboration.

Nine-month faculty may also teach summer courses under individual year-by-year agreements, either on campus or in the Cortona, Italy or other study-abroad programs. Summer assignments are based on available budget, student demand for specific courses, and individual faculty member's stated desire to be considered for summer teaching.

3. How adjunct and/or part-time faculty (if present) are integrated into the program's administration and curriculum evaluation/development in a coordinated and organized manner:

Lecturers and part-time faculty serve on committees along with tenured and tenure-track faculty. All of them have an open door to the Dean and Associate Dean's office and have direct access to administrators to provide feedback, raise issues or have their concerns addressed.

4. How faculty qualifications are appropriate to responsibilities of the program as defined by the institution:

The entire faculty is involved in the management of the program at all levels. All faculty – part-time, adjunct, lecturer, academic professional or instructor – are fully included in all monthly and called faculty meetings.

Committee assignments are appropriate to rank. Full and associate professors serve on the P&T Committee. Full professors serve on the Promotion Committee for associate to full ranks. All ranks serve equally on curriculum committees, college committees and university committees. Graduate Faculty status is determined at the college level.

Administrative positions are appointed from the ranks of associate and full professors.

B. Faculty Development

The faculty members shall be continuously engaged in activities leading to their professional growth and advancement, the advancement of the profession, and the effectiveness of the program.

- 1. How faculty activities – such as scholarly inquiry, research, professional practice and service to the profession, university and community – are documented, peer-reviewed and disseminated through appropriate media, such as journals, professional magazines, community, college and university publications:**

Research and scholarly activities undertaken by CED faculty are documented by the Dean's Office. Based primarily on the annual report of individual faculty members, aggregate measures of several types of activities are gathered; these metrics, in turn, provide a basis for reports submitted to the University's senior administration, and for regular review of the College. This information is maintained within the Dean's Office.

In addition to standard measures of research activity, such as grants and peer-reviewed publications, data is also gathered on a broad range of activities, including awards, conference papers presented at scholarly and professional meetings, invitations as keynote speakers and exhibits, installations and other examples of creative work. This material indicates the broad range of research and scholarly inquiry undertaken by CED landscape architecture faculty. In the 2015-2021 period, CED landscape architecture faculty:

- a) published 34 journal articles;
- b) published 11 book chapters;
- c) presented papers at 55 scholarly and professional meetings;
- d) published 35 conference proceedings papers;
- e) wrote 10 discipline-specific reports;
- f) received 52 grants, totaling \$2,219,886.

- 2. How faculty teaching and administrative assignments allow sufficient opportunity for faculty to pursue advancement and professional development, and how faculty workload and distribution of responsibilities (of teaching, research, service and professional engagement) are similar to expectations in related academic units:**

Faculty employed by the College are allowed release time during the first two years of the initial hire to establish a research agenda and explore professional development opportunities. The release time usually consists of a deferment of one course. The deferment is usually extended in the initial letter of offer as a condition of employment. Also, startup money may be available through the institution based upon the expertise of the hire. Startup funds may be used for equipment, staff support, graduate assistantships, and laboratory set up. Support by the College is extended to all faculty to attend professional society meetings and conferences. Funding is based upon the acceptance of a paper, service as a conference moderator, or service as a committee head, or officer. Funding can also be approved for primary research expenses (e.g., access to archives, travel to sites, or development and implementation of a survey instrument).

Research activities among the faculty are mentored by the Dean of the College. The College is in the planning phase for hiring an Associate Dean for Research and Faculty Development. This office will integrate faculty mentoring on research and creative work with the P & T processes. The new Associate Dean will also develop an overall research strategy for the College. In addition, the promotion and tenure committee serves as a guide towards the advancement of each

faculty member by suggesting research and publication strategies and strategic P & T timelines. Senior faculty are allowed release time for research agendas and professional development through the initiation of grant proposals. As principle investigators, their release time from classes can be purchased using grant money allowing the College to hire a replacement for teaching assigned classes during their pursuit of advancement through research, or personal development through professional activities.

The University's lack of a sabbatical program is an impediment to extended, ambitious developmental research activities. The University's policy encouraging study in a "second discipline" partially compensates for this shortcoming. In addition, the College has a policy of course buyouts secured through grant funding and is developing a course-banking policy which would allow faculty to teach more than their regular course-load in a particular semester and receive course release time in another semester to allow them to work on their research.

3. How the program systematically evaluates the development and teaching effectiveness of faculty and instructional personnel and uses the results for individual and program improvement:

Students evaluate every course and every teacher near the end of each semester using an on-line evaluation system available through login on any computer or mobile device. Students can fill out answers to questions and can leave comments concerning course flow and content. The system allows for the separate evaluation of lecture and studio courses due to varying delivery methods. Upon the issuance of course grades, the evaluation results are available to the professors online for their use. Summary results are given to the Dean, Associate Dean, and the Program Coordinators for use in adjusting teaching assignments, use of part-time faculty, and acquisition of instructional technology.

At the end of each calendar year (except those in which a third-year review or P&T review is pending), faculty are evaluated through an annual progress meeting with the Dean of the College. Items of discussion include teaching performance, research/scholarship, service, and administration (where applicable).

During the annual progress meeting, the Dean discusses teaching evaluations with each faculty member. The format used in the evaluation ranks faculty performance in one of the following categories: exceeds, meets, or does not meet expectations. Faculty who have troublesome evaluations may find themselves removed from specific courses. Teaching suggestions and comments are made on how to improve a specific course based on the evaluations. A dialogue occurs at this meeting to ensure that the faculty member fully understands how the students perceived the class.

Teaching evaluations are the only quantitative method that is used. Feedback is available from other faculty through peer reviews and information is gleaned from professionals that hire students as interns.

Improvements to the program of study often come from suggestions by the faculty during the annual progress meeting and from student comments. The program of study, as well as learning outcomes, are regularly adjusted as a result of faculty evaluations and annual meetings.

4. How faculty seek and make effective use of available funding for conference attendance, equipment and technical support and other professional needs:

College Support for Faculty Travel and Other Activities

Active participation in conferences is a fundamental way of articulating one's work, obtaining feedback, staying abreast of related work nationwide, and making contacts for further communication. Support for travel to professional conferences is currently available for all faculty who have specific active roles in professional conferences (presenting papers, acting as association officers, or other productive participation). The Provost's travel funds provide supplemental support for international conference attendance to help make up any shortfall in the College funding.

University's Support for Faculty Development

The Office of Research provides competitive funds for junior and senior faculty to initiate research activities through Faculty Research Grants. The grants tend to support travel, materials, and sometimes summer salary. Many CED faculty who have applied for these have received them.

The Wilson Center for Humanities and Arts supports scholarly and creative activity. Every few years a College of Environment and Design faculty member has received a grant from this center in support of travel or other expenses. The center's Research Fellowship Program supports faculty release time. Other center programs support visits by scholars and artists nominated by faculty.

The University's Center for Teaching and Learning (CTL) provides instructional improvement grants and workshops. For example: 1) The Lily Teaching Fellows program annually awards grants to junior faculty. Fellows select senior faculty to serve as mentors and to meet for presentations, seminars and retreats. 2) The Senior Teaching Fellows program awards grants to senior faculty to address undergraduate instruction. Fellows improve a specific undergraduate course or course sequence and share their experience through mentoring relationships with junior faculty and teaching assistants.

6. How the program reviews the activities of faculty through a peer and program review process:

For junior faculty, the College's Promotion and Tenure Committee conducts third-year reviews in accordance with the College's P&T Standards. The review is based on curriculum vitae, student teaching evaluations, and a peer review of teaching. With advice from the rest of the tenured faculty, the committee advises the junior faculty member as to progress toward promotion and tenure.

In reviews for promotion and tenure, the College uses the candidate's vitae, statements of achievements and accomplishments, student teaching evaluations, peer review of teaching, reviews by external scholars, academic progress in relation to prior evaluations, and faculty vote.

For tenured faculty, a Post-Tenure Review is conducted every five years. The review is based upon the professor's vitae, student teaching evaluations, and a peer review of teaching.

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

All faculty members in the program participate in institutional committees. Admissions, Promotion and Tenure, Curriculum, Program Review and Assessment Committee, President's Faculty Advisory Committee, Graduate Council and University Council all have a representative from the College serving as a member, and in some cases the chair. This institutional service exposes other disciplines to the uniqueness of the program and is effective, through exposure, in creating cross-disciplinary relationships that can enhance the educational experience of the student body.

All faculty members in the program provide professional service of some sort toward institutional endeavors, both domestic and international. The participation and assistance offered by the faculty often leads to spin-off projects that involve the student body. This type of service to the institution enhances the exposure of the profession and the program to various portions of the institution such as the Office of International Education, the Office of the President, the Office of the Provost and Academic Affairs, the Office of the Vice President for Public Service and Outreach, just to name a few.

Faculty participate in advising by developing rapport with the student body of the program. This informal method of mentoring students can enhance the experience of their program of study and is an effective way for students to consider a more specialized track of study. Only the Program Coordinators conduct formal advising.

8. How the program provides resources to its faculty similar to the resources provided to other programs and departments in the institution:

Faculty resources are generally allocated in the CED at the College level since accounting is done as a college rather than by program. Faculty can request seed funding from the administration as funds are available. In recent years faculty have participated in committees to identify and seek special funding from the Institution and this process has successfully funded current faculty and student resources such as the new Virtual Reality Lab, the Advanced Graphics Computer Lab equipped with 20 Alienware machines, and recent furniture and hardware/software purchases to create multiple learning and collaboration stations around the Jackson Street Building.

C. Faculty Retention

The faculty shall hold academic status, have workloads, and receive compensation, mentoring, and support that promote productivity and retention.

1. How faculty salaries and support are evaluated and are appropriate to promote faculty retention and productivity:

The Office of Service Learning grants small awards to faculty each year – for example, in FY 2018: 1 - \$3,500, FY2019: 1 - \$350, 1 - \$500, 1 - \$2,500, and FY2020: 2- \$500 were awarded to faculty for including a service-learning component in their teaching.

Also, one member of the landscape architecture faculty received a \$15,000 Public Service and Outreach (PSO) Fellowship, affiliated with the Marine Extension and Georgia Sea Grant, for FY 2018.

Many CED faculty have elected to participate in the University FYOS (First Year Odyssey) seminar classes for additional compensation of \$3500 per course, per semester. CED faculty received a total of \$38,500 in FY 2016 and 2017, \$42,000 in FY 2018, \$28,000 in FY2019, and \$24,500 in FY20 (\$3500 per faculty member).

University merit raise pools are intended to be spread throughout the faculty at the discretion of the Dean based on performance in three key areas: instructional effectiveness, research productivity, and other factors (includes awards received, special duties that were assigned, etc.). During the past 7 years the raise pool has been as follows:

FY 2015: 4%

FY 2016: 4%

FY 2017: 2.5%

FY 2018: 2%

FY 2019: 2%

FY 2020: No raise pool was provided due to budget cuts.

FY 2021: No raise pool was provided due to budget cuts.

2. How the rate of faculty turnover does not undermine the mission and goals of the program:

In the past seven years, ten tenured or tenure-track faculty have left the CED. Eight left due to retirement (six of those were landscape architecture faculty). In 2016 one associate professor of landscape architecture left to accept a position as a director at another university. One new hire also left in 2016 to return to private practice. As of fall 2021, three of these lines have been replaced by one tenure-track line, and two lecturers.

One additional faculty retirement is expected in spring of 2022.

The most recent tenure-track appointments in the CED were hired for the MHP program in 2014, and in landscape architecture in 2021

The previous dean, Dan Nadenicek, stepped down from his administrative position at the end of FY17, and continued service as faculty until his retirement in June 2021. The new dean, Dr. Sonia Hirt, started service at the beginning of FY18. Searches for two new faculty members are tentatively planned for spring 2022, pending budget approval.

The CED hire of a new lecturer in fall of 2019 was made possible through a special hiring initiative funded by the Provost's office to enhance undergraduate instruction, especially in the area of data literacy. After her first year, graduate seats have been added to her courses that are focused on enhancing advanced computer graphics. This position was converted to tenure track as of fall 2021, along with the summer 2021 hiring of two new lecturers.

We have gradually decreased our use of visiting or temporary faculty in favor of using tenure-track faculty. The two landscape architecture part-time instructors who have most recently been employed at CED have not been assigned courses since spring 2018 and 2019, respectively.

6

OUTREACH TO THE INSTITUTION, COMMUNITIES, ALUMNI & PRACTITIONERS

STANDARD 6: The programs shall have a plan and a record of interaction with its alumni, the larger institution, the professional community, the local community, and the public at large.

INTENT: Each landscape architecture program shall establish an effective relationship with the larger institution, its alumni, practitioners, the local community, 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 shall enhance the image of the program and educate its constituencies regarding the program and the profession of landscape architecture.

A. Interaction with the Profession, Institution, and Public

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

Overview

The College of Environment and Design provides student engagement and community assistance through academic courses, research and outreach projects throughout our degree programs. CED has established relationships statewide with local governments, non-profit organizations and underserved populations, as well as partnerships with the eight UGA Public Service and Outreach units and other academic collaborators on campus. CED's community engagement practices deliver conceptual design services by utilizing a mix of faculty, professional staff and students, which helps leverage professional assistance to implement projects. Through these endeavors, Georgia communities receive high quality design services they could not otherwise afford while students receive the practical hands-on experience that makes them more marketable as graduates.

Administrative Support

CED outreach initiatives are coordinated through the College's Center for Community Design and Preservation (CCDP), which is the public service & outreach office for the college. CCDP provides a valuable service as a conduit for community requests for assistance that are distributed to CED faculty for course inclusion, offered to students through our job board, or are developed into unique experiences such as community design charrettes. CCDP also provides graduate assistantships and professional skills training that directly support service-learning classes, partnerships and other community engagement activities.

Additionally, UGA's Office of Service Learning (OSL) supports academic service-learning and community engagement initiatives designed to enhance students' civic and academic learning, promote engaged research that is responsive to community needs, and contribute to the public good through mutually beneficial community-university partnerships. The OSL's focus on faculty development includes a Service-Learning Fellows program, funding and grant opportunities, awards and recognition programs, and the development of faculty leaders across campus. CED has had eight

faculty members participate in the Service-Learning Fellows development program since 2005, all of whom are engaged in both the MLA and BLA programs in some capacity.

Service-Learning Courses and Outreach Projects

CED offers 22 approved service-learning courses (designated by an “S” suffix) and is developing more in response to positive student and faculty feedback. Ten (10) of these courses are part of the MLA curriculum as a core course or an elective. Eighteen of these courses are part of the BLA curriculum as a core course or an elective.

HIPR 4100S/6100S Cultural Resource Assessment
HIPR 4330S/6330S Intro to Cultural Landscape Documentation
HIPR 4460S/6460S Rural Preservation
HIPR 4680S/6680S Community Design Charrettes
HIPR 4850S/6850S Selected Topics in Heritage Conservation
LAND 2020S LA Studio II – Landscape Design
LAND 3030S LA Studio III – Planting Design
LAND 3040S LA Studio IV – Community Design
LAND 4050S/7050S LA Studio V – Region, Site, Place
LAND 4060S LA Studio VI – Urban Design
LAND 4080S LA Studio VII – Healthcare and Therapeutic Garden Design
LAND 4090S LA Studio VII – Architecture Design
LAND 4095S LA Studio VII – Sustainability in Design
LAND 4370S Applied Landscape Construction
LAND 4420S/6420S Design Build
LAND 4750S/6750S Sustainability in the Built, Tropical Environment
LAND 4900S LA Studio VIII – Senior Project
LAND 4910S/6910S Independent Project
LAND 6020S Site Applications
LAND 6030S Nature and Sustainability
LAND 6040S Community and Place
LAND 7050S Landscape Studio Engagement

Through service-learning courses, design charrettes, historic resource surveys, and volunteer opportunities, CED averages about 60 outreach projects for historic buildings and downtowns, corridors, natural areas, ecological restoration sites, rural areas, schools, campuses and parks annually. We serve approximately 27 counties per year between 22 of our academic courses and outreach programs. From 2015-2020, there are over 90 documented service and outreach projects by BLA and MLA students in a variety of courses (studios and interdisciplinary courses). **(See projects provided in Appendix VI.A.)** The courses include:

EDES 6540 Ideas of Community and Place
EDES 7350 Landscape Management
HIPR 4680S/6680S Community Design Charrettes
HIPR 6100S Cultural Resource Assessment
HIPR 4330S/6330S Cultural Landscape Documentation
HIPR 6752 Renaissance Practicum

LAND 2020S Studio II – Landscape Design
LAND 3040S Studio IV: Residential and Community Design
LAND 4050S Studio V: Region, Site, Place
LAND 4060S Studio VI: Urban Design
LAND 4095S Studio VII: Sustainability in Design
LAND 4900S Studio VIII: Senior Project Studio
LAND 4095/6912 Independent Project
LAND 6030S Landscape Studio: Nature and Sustainability
LAND 6040S Landscape Studio: Community & Place
LAND 6310 Landscape Ecology
LAND 6350 Ecological Landscape Restoration
LAND 6910S Independent Project
LAND 6911S Independent Project
LAND 7050S Landscape Studio: Engagement

Strategic Planning

CED has included public service and outreach (and therefore, service-learning) as a primary component of the College’s strategic plans. The current CED 2020-2025 Strategic Plan is in draft form, but focuses on three overarching goals which directly align with the University’s goals and mission of Teaching, Research and Service: Promoting Excellence in Teaching and Learning; Growing Research, Innovation, and Entrepreneurship; and Strengthening Partnerships with Communities Across Georgia and Around the World. The latter of the three directly addresses our service mission – “We apply our pedagogy, research, and creative practices to collaborative community service for the benefit of students and society at large” – and builds on our strong reputation while expanding our impact.

2. How service-learning activities are documented on a regular basis:

CED Outreach Database

CCDP maintains a database of service-learning and community engagement projects by year/semester that documents the cities, counties, and partnering agencies served; course numbers; faculty and students participating; degree program of study; and external funding. This information is used to develop annual reports, showcase outreach work to partners and the public, and provide resources for future project work that could be built upon by our colleagues and future students.

This documentation also results in communicating stories through our website’s news features and social media outlets, and fosters communication through news coverage by UGA administration. CCDP also creates Project Briefs to provide an eye-catching summary of projects with an outreach component. These briefs are used as distributable examples of past CED work in a particular geographic area or design situation and are available in print and digital form. CCDP is currently exploring the use of ESRI StoryMaps to better showcase the College’s location-based projects in a more creative visual format. Seven of these project briefs are included in the Appendix VI. A. A table of some of the more notable projects is also included there.

OSL Course Survey

Additionally, the UGA Office of Service-Learning conducts a course survey for all S-suffix courses (and others with a service-learning component) at the end of each semester. The survey gauges

students' experiences and feedback on the service-learning aspect of the class, providing important campus-wide information on service-learning's outcomes.

Annual Reports

Annual reports from the College reflect program service activities to the Office of the Senior Vice President for Academic Affairs and Provost, and are also reviewed by the Vice President for Public Service and Outreach. Annual faculty activity reports (FAR) document all service-learning and outreach projects. The FAR information is available to the institution, college and programs.

3. How the program community interacts with the institution, practitioners, the local community and the public at large:

Interaction with the University:

Council and Committee Memberships

A large majority of the program's faculty have held university-wide committee memberships. Those memberships include, but are not limited to the following:

- University Council
- University Council Executive Committee
- Curriculum Committee
- Graduate School
- Program Review and Assessment Committee
- Honors Committee
- President's Faculty Advisory Council
- Facilities Committee
- Diversity Committee
- Educational Affairs Committee
- Human Resources and Benefits Committee

Interdisciplinary Programs

Costa Rica Study Abroad, Cortona Study Abroad, Environmental Ethics Certificate, Sustainability Certificate, Local Food Systems Certificate, Water Resources Certificate, Grants, Research

Graduates Working for the University

The program and the institution have a respected and long-standing relationship. Faculty, program coordinators, graduates and students from the College work on domestic and international projects together with the Office of University Architects and its staff (two of which hold the BLA and 4 hold the MLA), the Director of Grounds and Maintenance (BLA 1998), and staff (6 BLA's and 1 MLA), and the UGA Director of Sustainability (BLA 98, MLA 08).

Professional Assistance

The program serves both the institution and the public sector through professional design assistance. Some examples are listed below:

- Master Plan of the Coastal Gardens and Historic Bamboo Farm in Savannah, Georgia
- Planning for the School of Veterinary Medicine
- Planning for the Science Learning Center
- Green Infrastructure planning with the Office of Sustainability for the campus

- Master Plan for the State Botanical Gardens
- Master Plan, site design, contract negotiations, and implementation observation of the UGA Costa Rica campus
- Master Plan concepts for the Cortona, Italy campus

Statewide Outreach Programs: Graduate Assistantships and Undergraduate Internships

MLA and BLA students play key roles in UGA's statewide outreach programs – such as the Archway Partnership, Georgia Downtown Renaissance Partnership at the Carl Vinson Institute of Government, Marine Extension/Sea Grant (MAREX) as well as CCDP's FindIt and Community Design Charrettes programs. These opportunities allow students to work directly with communities on downtown revitalization, economic development efforts, resource surveys and environmental resiliency. CED graduate students are recruited for approximately 24 outreach-focused assistantships and internships a year. Between 2015-2020, 43 MLA students have held a graduate assistantship in a UGA or CED public service and outreach unit. BLA students have held summer internship positions with these agencies and supported the outreach work.

Experience UGA

Experience UGA is a partnership between the local Clarke County School District (CCSD) and the UGA Office of Service Learning which aims to bring every PreK-12 student to UGA's campus every year for a curricular-based field trip. Our Georgia Student Landscape Architecture association (GSLA) leads field trips for tenth graders to showcase landscape architecture and environmental design. While GSLA is predominately made up of undergraduate students, several MLA students have joined their ranks to participate in Experience UGA.

Student Job Board

CCDP hosts an online Student Job Board to respond to small-scale project requests from the public and to offer our students an opportunity to hone their portfolios and resumes. Being the only landscape architecture program in the state and having a long-standing reputation for outreach work, many of the requests we receive are related to residential landscape design challenges. This provides a valuable service to both parties and elevates the profession to those who might not otherwise engage a landscape architect.

Interaction with the Public:

Circle Gallery & CED Exhibit Hall

The Circle Gallery and the Exhibit Hall in the Jackson Street Building are excellent public outreach venues for the CED. The Circle Gallery hosts five to seven professionally executed exhibits per year, including local and nationally recognized artists and designers. Students assist in every step of the exhibition production, from design to mounting the show, to marketing the shows to the public and assisting in public opening receptions. Named for the holistic nature of design, the Circle Gallery is a source for lively interpretations of environmental design and draws visitors from across campus and throughout the community. Opening receptions have hosted as many as 300 people.

The central hallway in the Jackson Street Building (known as the CED Exhibit Hall) is also an excellent public space for displaying special projects and student charrette work. More polished than class pin-ups, these student/faculty exhibits display myriad design projects representing landscape architecture, urban planning, and historic preservation. All projects are on view to anyone who has access to the building, either as visitors or students, faculty and staff attending lectures and classes. Approximately twelve shows per year are on display in the 1200-square-foot of exhibit space. Students assist the director of the gallery in hanging these shows.

Lecture Series

The CED hosts and co-hosts a variety of lecturers each semester, which are open to the public. See Addenda H.4 Visiting Lecturers/Critics for a complete listing.

Faculty Service

The CED faculty is widely involved in professional organizations, conferences, and presentations. See Addenda H.5 Individual Teacher's Record for more information about faculty interaction with the public.

Student Service Organizations

Refer to Section.6.A. Interaction with the Profession, Institution, and Public for information on student interaction with the community and the profession.

Press Coverage

Please see Section 1.E. MLA and BLA Program Disclosure for a description of how the program disseminates information to the public.

B. Alumni and Practitioners: recognizing alumni and practitioners as a resource.

1. How the program maintains or has access to a current registry of alumni that includes information pertaining to current employment, professional activity, post graduate study and significant professional accomplishments:

The College, through the University of Georgia's division of Development and Alumni Relations maintains an extensive alumni database. The CED also monitors social media sites, such as Facebook, Instagram and LinkedIn to track the professional and postgraduate work of its alumni and keep the College's alumni database updated. Many alumni maintain close relationships with CED faculty, so updates often come through this avenue as well. Alumni are connected back to the CED through the events listed above as well as through direct communication via email.

Professional Organizations

The MLA and BLA programs' students and faculty gain exposure to two primary professional organizations (ASLA and CELA) through participation in conferences and by serving on boards, committees and elected positions at the state and national level.

The Programs and the State Chapter ASLA maintain close ties throughout the academic year with ASLA coordinating state and national professional awards programs, the ASLA Student Honor and Merit Program and the Annual ASLA Golf Tournament. Most recently, the Georgia Chapter ASLA raised private donations to create a new Georgia Chapter ASLA Graduate Support Fund at the CED. Students and faculty are encouraged to maintain ASLA membership and to participate in local, regional and national events including the ASLA National Convention.

The annual CELA and EDRA Conferences continue to be popular venues for faculty and students to present papers, posters and scholarly achievements. The Landscape Journal, the journal of CELA, had its editorial home at the University of Georgia's CED from 2012 to 2017.

Additionally, MLA and BLA students have worked in collaboration with many state and local organizations including the Georgia Municipal Association, the Archway Partnership, the Georgia Department of Community Affairs, the Carl Vinson Institute of Government, and the Center for Community Design and Preservation.

Alumni and Practitioners

CED Alumni are active participants with the MLA and BLA programs, helping to coordinate and participate in student awards, lectures, commencements and convocations. Each year the annual Homecoming Tailgate and Atlanta Alumni Networking Social bring hundreds of students, alumni, parents and friends together. Other activities include invited speakers, scholarships, honors and awards, and the recognition of distinguished faculty and the Alumni Medal recipients.

The proximity of Atlanta to the UGA campus (50 miles) provides numerous opportunities to utilize the expertise of practicing licensed professionals in studios as jurors and guest lecturers as well as formal speakers and informal mentors. Practitioners have organized and participated in portfolio reviews and have opened their offices to interns and students for Shadow Day and other events.

2. How the program engages its alumni and other practitioners in activities such as service on a formal advisory board, student career advising, potential employment, curriculum review and development, fundraising, continuing education:

The primary point of contact with CED and alumni, practitioners, allied professionals and friends is the College's Director of Development and Alumni Relations. This position manages a portfolio of fundraising prospects and has an annual goal to raise about \$1 million per year in private donations for the CED. The College maintains an advisory board called the Dean's Advisory Council (DAC) comprised of alumni, practitioners and friends of the College. The College also has an alumni association comprised of approximately 10 board members.

Dean's Advisory Council

The Dean's Advisory Council is an active board of 20 members which meet face-to-face two times a year. Council members serve three-year staggered terms and are appointed by the Dean. Council members represent a wide range of professional expertise in the areas of the College's degree programs – landscape architecture, historic preservation and planning. The Council includes practitioners, principals, academics and non-profit leaders from across the region and nation. Council members are strong advocates for the College and advise the Dean and the College in all areas of program development, strategic planning and curriculum development. They are an invaluable voice and sounding board for new ideas, programs and alumni development.

CED Alumni Association

The College of Environment and Design Alumni Association serves the College as an organized group of alumni that both represents the larger alumni constituency and serves to enhance the reputation of the school while encouraging alumni participation, social interaction and support. This volunteer group consists of 10-12 members that meet quarterly.

Other Initiatives

Program Coordinators and the Internship Coordinator maintain contact with professionals and alumni to track internship and job opportunities throughout the year. Positions are also posted on a UGA-wide career platform Handshake.

The *Georgia Landscape Magazine* is a publication produced by a cross-segment of interdisciplinary students in the College of Environment and Design and it is circulated to our alumni and industry professionals annually. The award-winning publication recently celebrated its 37th Anniversary and includes news about the College, information on events and on alumni accomplishments. Attached cards (to return to the CED) provide a forum for alumni to comment. The *Georgia Landscape Magazine* is also published on the CED website.

50th Anniversary celebration of the College of Environment and Design, 2019-2020. While the gala event was cancelled due to COVID-19, the college published the commemorative book PLACE + MEANING + EXPERIENCE, documenting the engagement of faculty, staff, students, alumni and friends through the history of the college. The Owens 50 were selected and honored as pivotal individuals contributing to the growth and success of The College.

The **CED Circle Gallery** provides numerous art and cultural exhibits throughout the year. Notifications of exhibit openings and schedules are distributed to alumni, professionals, civic leaders and friends through mailings, website, listservs and posters. Exhibit openings provide opportunities for social and intellectual exchange among students and Alumni.

The CED maintains a robust lecture series that brings notable professionals, CED faculty, and engaged thinkers to speak to the faculty, students and interested members of the community. Approximately six major speakers are scheduled annually. Alumni and friends of the program are notified via posters, e-mails, and website postings.

3. How the program acknowledges and celebrates the significant professional accomplishments of its alumni and benefactors:

UGA 40 Under 40 Annual Awards

UGA Bulldog 100 Annual Awards

CEDAA Distinguished Alumni Award

CED Dean's Award of Honor

CED Webpage: *CED Alumni Impact*

Council of Fellows, ASLA. Chris Hite, BLA '87. Elevated to Council of Fellows 11/21

ASLA Honor Award 2021. Matt Whitaker (MLA '01) and Thomas Brown (BLA '10) of WMWA

Landscape Architects have been awarded the ASLA Honor Award for their work on the Market + Georgia Public Place project. 10/21

Alumni Spotlight: Andrew Furmanski, BLA '11, founder of Studio Hai, NYC. 9/21

UGA 40 Under 40. Mario Cambardella, BLA '06. 6/21

ASLA Landscape Architecture Foundation Medal. Karen A. Phillips, FASLA. BLA '75. 2/21

State Licensure Board Appointment, Georgia. Jon Williams. BLA '96. 1/21

UGA Bulldog 100 Award. The 100 fastest growing businesses owned by UGA alumni. Charles Button, BLA '10; Backyard Escape, Inc. 12/20

UGA Bulldog 100 Award. The 100 fastest growing businesses owned by UGA alumni. Bob Smith, BLA '87; Smith Planning Group. 12/20

UGA Bulldog 100 Award. The 100 fastest growing businesses owned by UGA alumni. Jon Williams, BLA '96; W&A Engineering. 12/20

Owens 50. 50 individuals (faculty, staff, alumni) who made significant contributions to the success of the college were honored along with six institutions. 9/20

CED Dean's Award of Honor. Bob Hughes, BLA '77. 9/19

CEDAA Distinguished Alumni Award. Lucy Lawliss, BLA '79. 8/19

UGA Bulldog 100 Award. The 100 fastest growing businesses owned by UGA alumni. Bob
Smith, BLA '87; Smith Planning Group. 2/18
UGA 40 Under 40. Matt Forshee, BLA '00. 8/17

Georgia Landscape Magazine (annual student publication)

CED Alumni Association Executive Board

Deans Advisory Council

7. FACILITIES, EQUIPMENT & TECHNOLOGY

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

INTENT: Each landscape architecture program shall occupy space in designated, code-compliant facilities that support the achievement of the program's mission and objectives. Students, faculty, and staff shall have the required tools and facilities to enable achievement of the program's mission and objectives.

A. Facilities

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

In 2012, the former Art Department building on Jackson Street was completely renovated for the College of Environment and Design. The newly renovated building received LEED Gold Certification and is the first historic building on campus to earn this designation. The Jackson Street Building (JSB) now houses MLA and BLA studios, MLA and BLA lecture rooms, the Owens Library, the Circle Gallery, administrative offices, including the CED Dean and Associate Dean. Additionally, the JSB has ten faculty offices and staff offices that support our Graduate and Undergraduate programs. Two faculty that teach jointly in the MLA and MHP programs have office space in Denmark Hall. Office space for six faculty members, our Financial Director, Senior Accountant and Grants Coordinator are located in the Bishop House which is adjacent to the JSB.

Offices are equipped with a variety of furnishings and technology based on user needs. All faculty members have their own offices with the space and furniture necessary to converse with students, other faculty, or visitors, and have at least one computer and a printing device. Many offices are equipped with scanners and laptops as well as adequate storage and/or drafting space. The concentration of the Landscape Architecture program within the JSB allows convenient movement between office and classroom, easy collaboration amongst faculty, constant access to departmental resources, and strong relationships amongst students, faculty, and staff. The close proximity of students, faculty, and administrators allows for constant interaction and easy communication between all members of the CED community.

2. How students are assigned studio work spaces adequate to meet the program needs:

MLA studio space is located on the main floor of the JSB; BLA studio space is located on both the lower and main floors of the JSB. Each student has access to a locker, which they can reserve for use during the year. Studios are equipped with enough desks for all students, usually with a few left over for storing materials and models. Light tables and desks reserved for model cutting are also typical features in the various studios. Studio workstations are not permanently assigned, allowing for flexibility in teaching locations and varied schedules of studio courses. Workstations/desks are equipped with drafting mats and a side locker. Student studio desks are equipped with an affixed monitor screen that can be connected to the student's laptop. Since some studios are taught simultaneously, room dividers, intentional class scheduling, and faculty coordination are employed to minimize sound interference. Open studio space and shared wall

space for hanging work encourages rapport and collaboration and is beneficial to the program as a whole.

All studios are equipped with either TV monitors or smart boards to facilitate breakout sessions, mass communication needs, and class demonstrations and presentations. TV monitors are supported by a desktop computer with laptop adaptors for presentations and cameras for drawing demonstrations. For lectures and other presentations, JSB has two classrooms as well as two large auditorium lecture spaces which faculty can reserve. JSB is equipped with after-hours keycard entry, allowing students 24/7 access. Each studio has adequate pinup space and access to the JSB's large critique and display space, as well as the pinup space lining the building's main hallways. The display of both graduate and undergraduate projects creates learning opportunities and discussion between all students in the CED, regardless of their year or program.

3. How facilities are adequately maintained and in compliance with the Americans with Disabilities Act (ADA), the Life Safety Code and applicable building codes:

(Acceptable documentation includes reasonable-accommodation reports from the university ADA-compliance office and/or facilities or risk-management office.)

The CED's facilities are maintained by the Institution's Facilities Management Division (FMD). Repair requests are sent to FMD on a case-by-case basis. A custodial staff is assigned to each campus building. Computer systems located in the CED's instructional labs are covered under the manufacturer's warranty. Printers, plotters, and scanners are covered by maintenance agreements with the Vendor or Manufacturer.

Identifiable, assigned, code compliant spaces serve the professional interest of the faculty, students, staff, and guests and are adequately maintained. The Jackson Street Building does not have an elevator to allow for ADA access between floors. Mobility impaired students in JSB needing to access both floors or reach the Technology Services office on the ground floor must travel around the south end of the building to the east entrance and enter the lower floor ADA door.

B. Information Systems and Technical Equipment

1. How the program's participants have sufficient access to computing equipment and software:

MLA and BLA students are required to provide their own laptop computer with specifications sufficient to run recommended applications. Currently, these include software such as Adobe Creative Cloud Complete, SketchUp Pro, Microsoft Office, ArcGIS and AutoCAD, which are taught as part of the curriculum and available for free or at heavily discounted student prices. Several desktop computers are located in the Owens Library and in the MLA studio in JSB for use by students. In addition, some studio desks have an attached monitor, which can be connected to a student laptop for use as a larger and/or second display. A computer lab is provided in JSB 126 with specific software loaded on the machines for use in advanced digital graphics classes. Two Collaboration Stations are provided in JSB, one on each floor, designed as open, unprogrammed locations to support interaction and engagement within the CED community. Large monitors are provided that can be connected to personal laptops to facilitate sharing of information and group discussion. Additionally, a 24" digital-pen touch screen Wacom tablet and a high-def Aver document camera are provided at each station.

Faculty offices are equipped with desktop computers and printers, which are regularly updated by the CED tech staff. Faculty have the opportunity to teach Freshmen Odyssey seminars to earn

scholarly support funds for equipment purchases that are not a part of the CED's standard equipment allocation.

The College maintains four color laser printers capable of 8.5"x11" or 11"x17" printing, copying and scanning for student use. A large color plotter with scanner, and laser engraver/cutters are available in the CED Technology Services Office. A 3D printer is available for use at the UGA Maker's Space in the Science Library. All of the multifunctional devices are accessible through the campus wide UGA wireless network allowing students to print from any mobile location. Along with the large format equipment, the CED Technology Services office has a variety of tools and equipment available for students and faculty to check out for studio and class work, such as digital tablets, iPads, handheld GPS units, digital cameras, and survey and measuring equipment.

The CED Technology Services Information Center website (<http://tech.ced.uga.edu/>) provides students and faculty with information on all CED-related technology services including general policies, hardware, software, network, printing, plotting, scanning and fabrication. Students and faculty can also request assistance through this system. Basic technological assistance is provided to faculty and students by knowledgeable in-house IT staff. Additionally, one Academic Professional who holds a BLA and MHP degree from CED is available for instructional support to faculty and students.

2. How the program's hardware and software maintenance, updating, and replacement is sufficient:

Computer systems in the studios and throughout the CED are serviced by in-house IT staff. Software applications such as AutoCAD, Adobe, ArcGIS and SketchUp are updated annually with the Institution's applicable site licenses. Faculty, staff, library, and general use computer systems are on a six-to-eight-year replacement/upgrade schedule. The replacement systems are those removed from an instructional lab during their four-year replacement cycle. (The discrepancy between the four-year cycle and the six-to-eight-year cycle is due to the instructional labs only having 16-21 systems while the total number of faculty, staff, library, and general use systems is 70 plus.) Scanners, printers, monitors, projectors, and other peripherals are replaced on an as-needed basis with funding either coming from the CED's budget or special requests for supplemental money from the Student Technology Fee collected by the institution. The hard drives on the lab computers are erased every time a student logs off, and a new image of the operating system and applications is reinstalled annually.

3. How the hours of use of information systems and equipment are sufficient to serve faculty and students:

Students are required to have their own laptops supporting an independent work ethic and full access to technological demands. Large format services are available during CED Tech office hours Monday through Thursday 7am-9pm, Friday 7am-5pm and Saturday and Sunday 1pm-6pm. Students have 24/7 access to CED studios, the printer/copier/scanner and the desktops in JSB, except during home football games per UGA policy.

4. How the program has a strategy for funding, maintaining and advancing technology that supports learning:

Adequacy of equipment is based upon instructional demand compared with the vendor's recommended system requirements combined with Operating System compatibility, current technology trends in LA firms, and upcoming faculty research projects. An annual survey conducted through the internship evaluation process informs current technology trends in the profession. This knowledge is shared among the faculty to provide consistency in the curriculum in support of achieving the mission and objectives of the MLA and BLA programs. Assessment on the adequacy of equipment is regularly addressed by a technology committee comprised of faculty, staff, and administration who assist in developing budgets, needs lists, wish lists, upcoming equipment needs, updates and requirements. This committee also reviews all technology requests submitted by faculty, staff and students. In addition, student evaluations for every class, every semester include a section for comment on "College facilities including classrooms, computer labs, plotters, etc." Periodic alumni surveys also provide assessment of the program's equipment needs.

C. Library Resources

1. How the collections are adequate to support the professional programs: physical and digital

The Owens Library, located in the Jackson Street Building, supports the programs of the College of Environment and Design and is open to the public. All materials are cataloged within the UGA system. Any book in the UGA library system can be requested and delivered to the Owens Library for pick-up. In addition to the Owens Library, there are four major libraries on campus. The Main Library, located on North Campus, contains collections on the humanities and social sciences. The Science Library, on South Campus, contains materials in the life and physical sciences, including agriculture, horticulture, medicine, and technology. The UGA Law Library is also nearby on North Campus. The Special Collections Library is also available to our students, faculty, and staff. It is also located within walking distance of our college and features historic documentation and rare books, as well as numerous collections pertaining to historical research.

The CED's Owens Library is affiliated with the UGA Main Library for circulation purposes. This means that faculty and students can search for *any* book, journal, or on-line digital resource in the entire UGA library system, including the Owens Collection, via the online catalog (GIL). Books or readings that professors want on Reserve for a particular semester also can be requested and are processed at the Owens Library within 24 hours. Class Reserve books can come from any of the main libraries on the UGA campus or the professor's personal library. Owens Library can also request books through the Inter-Library Loan system by way of the Main Library. Students, faculty, and staff also can request articles not available in the UGA system through Inter-Library Loan.

The Owens Library offers bibliographic instruction for students, as well as research paper and thesis writing. Further instruction and tours can be scheduled at the Main Library. Twice a year, a research librarian joins the Owens Library staff for thesis writing workshops. There are seven desktop computers available in the Owens Library, in addition to the collection of books, journals, theses, and other published and non-published materials that pertain to the study of landscape architecture.

2. How courses integrate library and other resources:

Classes use the Owens Library for reserved readings, research opportunities, and inspiration, as well as reference. There are approximately seven thousand books and other materials that can be checked out or used in-house. A scanner/copier is readily available in this library for class and

individual educational use. The Owens Library is also a source of archives of works of practitioners, including original drawings, as well as scans that can be used for research. In addition to all of the other libraries on the UGA campus, the Owens Library also works in concert with the Cherokee Garden Library at the Atlanta History Center, sharing exhibits and publications.

3. How hours of operation are convenient and adequate to serve the needs of faculty and students:

Library Hours				
Facility	Mon-Thurs	Friday	Saturday	Sunday
Access Services	7:30AM - 2AM	7:30AM - 9PM	10AM - 7PM	1PM - 2AM
Curriculum Materials Library	8AM - 8PM	8AM - 5PM	CLOSED	1PM - 5PM
Interlibrary Loan	8AM - 5PM	8AM - 5PM	CLOSED	CLOSED
Law Library	7PAM - 2PM	7AM - 9PM	8AM - 9PM	8AM - 2AM
Main & Science Library	7:30AM - 2AM	7:30AM - 9PM	10AM - 6PM	1PM - 2AM
Map & Government Information Library	8:30AM - 8PM	8:30AM - 6PM	1PM - 5PM	CLOSED
Media	8AM - 9PM	8AM - 5PM	1PM - 5PM	1PM - 9PM
Owens Library	9AM - 6PM	9AM - 6PM	CLOSED	CLOSED
Reference	7:30AM - 2PM	7:30AM - 9PM	10AM - 7PM	1PM - 2AM
Russell Library	8:30AM - 4:30PM	8:30AM - 4:30PM	CLOSED	CLOSED
Special Collections Library	8AM - 5PM	8AM - 5PM	1PM - 5PM	CLOSED

ADDENDA

A. PROGRAM DETAILS

Faculty Resources

1. Budgeted Faculty Resources: TOTAL

Budgeted Faculty Resources: TOTAL CED EXPENDITURES						
	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017	2015-2016
Professors	614,472	870,055	870,055	654,959	765,205	740,622
Associates	1,811,339	1,860,047	1,860,047	1,661,856	1,526,293	1,464,342
Assistants	0	72,032	72,032	227,465	303,190	370,003
Instructors/lecturers - tenure track	0	0	0	0	0	0
Lecturer/Academic Professional- Non-tenure	263,642	263,642	191,570	130,618	121,898	117,210
Guest faculty members/speakers	0	0	0	0	0	0
Year-long appointments	0	0	0	0	0	0
One-semester appointments	24,200	11,500	5,000	10,000	5,000	5,000
Speakers	0	12,500	6,350	8,000	6,100	8,750
Endowed positions	37,240	31,694	21,358	14,830	5,565	5,025
Undergrad assistantships	0	0	0	0	0	0
Graduate assistantships (sponsored by your institution)	201,517	184,848	209,050	201,384	200,947	210,570
Graduate assistantships (sponsored by outside sources)	115,168	104,093	101,700	78,316	81,465	116,006

Amounts shown are in U.S. Dollars

2. Budgeted Faculty Resources: MALE

Budgeted Faculty Resources: MALE CED EXPENDITURES						
	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017	2015-2016
Professors	511,118	870,055	870,055	654,959	765,205	740,622
Associates	1,106,185	1,081,630	1,081,630	1,070,767	957,929	837,339
Assistants	0	72,032	72,032	70,827	150,569	222,748
Instructors/lecturers - tenure track	0	0	0	0	0	0
Lecturer/Academic Professional-Non-tenure	127,597	127,597	123,709	68,617	62,282	59,887
Guest faculty members/speakers	0	0	0	0	0	0
Year-long appointments	0	0	0	0	0	0
One-semester appointments	24,200	11,500	5,000	10,000	5,000	5,000
Speakers	0	3,000	5,350	6,000	5,000	6,250
Endowed positions	37,240	31,694	21,358	14,830	5,565	5,025
Undergrad assistantships	0	0	0	0	0	0
Graduate assistantships (sponsored by your institution)	67,173	61,616	69,684	67,128	66,982	70,190
Graduate assistantships (sponsored by outside sources)	38,389	34,698	33,900	26,105	27,155	38,669

Amounts shown are in U.S. Dollars

3. Budgeted Faculty Resources: FEMALE

Budgeted Faculty Resources: FEMALE CED EXPENDITURES						
	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017	2015-2016
Professors	103,354	0	0	0	0	0
Associates	705,154	778,417	778,417	591,089	568,364	627,003
Assistants	0	0	0	156,638	152,621	147,255
Instructors/lecturers - tenure track	0	0	0	0	0	0
Lecturer/Academic Professional-Non-tenure	136,045	136,045	67,861	62,001	59,616	57,323
Guest faculty members/speakers	0	0	0	0	0	0
Year-long appointments	0	0	0	0	0	0
One-semester appointments	0	0	0	0	0	0
Speakers	0	9,500	1,000	2,000	1,100	2,500
Endowed positions	0	0	0	0	0	0
Undergrad assistantships	0	0	0	0	0	0
Graduate assistantships (sponsored by your institution)	134,344	123,232	139,366	134,256	133,964	140,380
Graduate assistantships (sponsored by outside sources)	76,779	69,395	67,800	52,211	54,310	77,337

Amounts shown are in U.S. Dollars

4. Number of Faculty Members with Undergraduate / MLA / Doctorate Degrees

Faculty members with			
	Undergrad degree in landscape architecture (BLA or BSLA)	MLA	Doctorate
Professor	1	3	1
Assoc. Professor	6	16	3
Asst. Professor	0	1	1
Instructors/lecturer (non-tenure track)	2	1	0
Part-time/adjunct (non-tenure track)	1	0	1

B.M. MLA CURRICULUM

1. MLA Required / Elective Courses

Total Units/Credit Hours Required to Graduate:	
1st Professional Degree	78 credits
2nd Professional Degree from BLA or BArch	52 credits
2 nd Professional Degree from UGA-BLA	41 credits
2 nd Professional Degree from BLA	30 hours
Elective Units/Credit Hours Required to Graduate:	
1st Professional Degree	12 credits
2nd Professional Degree from BLA	3-6 credits
2nd Professional Degree from BArch	3-6 credits
2 nd Professional Degree from UGA-BLA	12 hours
2 nd Professional Degree from BLA	10 hours

1st Professional Degree	
Required Courses	Units/Credit Hours
Landscape Architecture	17
Architecture	3
City & Regional Planning	0
Natural Sciences	6
Horticulture	3
Engineering/construction	6
Art or Design	13
Computer Applications/Technology	3
Thesis/Research/theory	15
Group or Controlled Elective Choices	Units/Credit Hours 12
Natural Sciences	
Social Sciences	
Computer Applications/Technology	

2. MLA 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:

The semester program at the University of Georgia consists of two 15-week semesters followed by a week of final exams. Fall semester typically begins in mid-August, while spring semester begins in early January and is completed in early May. In May, there is a specialized three-week condensed period of study that is labeled as “Maymester.” The summer semester classes are taught for a period of eight weeks, from early June to early August.

Lecture and lab classes are assigned between three and four credit hours, depending on the content of the course and the contact hours required. Lecture and lab classes typically meet between three and six hours each week. Studio classes are given either four or five class credits and represent eight contact hours per week.

3-Year 1st Professional Degree Program (78 credits)			
FALL		SPRING	
Semester 1		Semester 2	
LAND 6010 - LA Studio 1: Foundations	5 credits	LAND 6020 - LA Studio 2: Applications	5 credits
LAND 6210 - Representation 1	3 credits	LAND 6220 - Representation 2	3 credits
LAND 6320 - Plant Communities	3 credits	LAND 6340 - Landscape Engineering	3 credits
HIPR 6550 - History of the Built Env. 1	<u>3 credits</u>	LAND 6570 - Contemporary LA Theory	<u>3 credits</u>
	14 credits		14 credits
Semester 3		Semester 4	
LAND 6030 - LA Studio 3: Ecology	5 credits	LAND 6040 - LA Studio 4: Community	5 credits
LAND 6310 - Landscape Ecology	3 credits	EDES 7350 - Landscape Management	3 credits
LAND 6330 - Landscape Construction	3 credits	Elective	3 credits
LAND 6950 - Research Strategies	<u>3 credits</u>	Elective	<u>3 credits</u>
	14 credits		14 credits
Semester 5		Semester 6	
LAND 7050 - LA Studio 5: Engagement	4-5 credits	LAND 7300 – Thesis or Non-thesis	6-9 credits
LAND 6710 - Professional Practice	2 credits	(Elective)	<u>(3 credits)</u>
LAND 7300 – Thesis or Non-thesis	1-3 credits		
Elective	3 credits		
Elective	<u>3 credits</u>		
	13-16 credits		6-9 credits
Electives include: LAND 6460 Landscape Lighting; LAND 6580 Landscape Architecture in Arts and Culture; LAND 6911 Design Research; EDES 6270 GIS; EDES 6660 Environment & Behavior; LAND 6390 Ecological Restoration; LAND 6730 Sustainable Design Issues; EDES 6650 City Planning, LAND 6460 Landscape Lighting, LAND 6450 Plants for Temperate Landscapes, LAND 6351 Soil and stormwater, LAND 6430 Landscape Photography.			

2nd Professional Degree from BLA (52 Credits)

FALL		SPRING	
Semester 1		Semester 2	
LAND 6030 - LA Studio 3: Ecology	5 credits	LAND 6040 - LA Studio 4: Community	5 credits
LAND 6310 - Landscape Ecology	3 credits	LAND 6340 - Landscape Engineering	3 credits
LAND 6950 - Research Strategies	3 credits	EDES 7350 - Landscape Management	3 credits
Elective	<u>3 credits</u>	Elective	<u>3 credits</u>
	14 credits		14 credits
Semester 3		Semester 4	
LAND 7050 - LA Studio 5: Engagement	4-5 credits	LAND 7300 – Thesis or Non-thesis	<u>6-9 credits</u>
LAND 7300 – Thesis or Non-thesis	1-3 credits		
Elective	3 credits		
Elective	3 credits		
Elective	<u>3 credits</u>		
	14-18 credits		6-9 credits
<p>Electives include: LAND 6460 Landscape Lighting; LAND 6580 Landscape Architecture in Arts and Culture; LAND 6911 Design Research; EDES 6270 GIS; EDES 6660 Environment & Behavior; LAND 6390 Ecological Restoration; LAND 6730 Sustainable Design Issues; EDES 6650 City Planning, LAND 6460 Landscape Lighting, LAND 6450 Plants for Temperate Landscapes, LAND 6351 Soil and stormwater, LAND 6430 Landscape Photography.</p>			

2nd Professional Degree from BArch (52 Credits)			
FALL		SPRING	
Semester 1		Semester 2	
LAND 6030 - LA Studio 3: Ecology	5 credits	LAND 6040 - LA Studio 4: Community	5 credits
LAND 6310 - Landscape Ecology	3 credits	LAND 6340 - Landscape Engineering	3 credits
LAND 6320 - Plant Communities	3 credits	LAND 6570 - Contemporary LA Theory	3 credits
LAND 6950 - Research Strategies	<u>3 credits</u>	EDES 7350 - Landscape Management	<u>3 credits</u>
	14 credits		14 credits
Semester 3		Semester 4	
LAND 7050 - LA Studio 5: Engagement	4-5 credits	LAND 7300 – Thesis or Non-thesis	<u>6-9 credits</u>
LAND 6330 - Landscape Construction	3 credits		
LAND 7300 – Thesis or Non-thesis	1-3 credits		
Elective	3 credits		
Elective	<u>3 credits</u>		
	14-18 credits		6-9 credits
<p>Electives include: LAND 6460 Landscape Lighting; LAND 6580 Landscape Architecture in Arts and Culture; LAND 6911 Design Research; EDES 6270 GIS; EDES 6660 Environment & Behavior; LAND 6390 Ecological Restoration; LAND 6730 Sustainable Design Issues; EDES 6650 City Planning, LAND 6460 Landscape Lighting, LAND 6450 Plants for Temperate Landscapes, LAND 6351 Soil and stormwater, LAND 6430 Landscape Photography.</p>			

1.5-Year Accelerated MLA (41 Credits)			
FALL		SPRING	
Semester 1		Semester 2	
LAND 7050 - LA Studio 5: Engagement	5 credits	LAND 6040 - LA Studio 4: Community	5 credits
LAND 6950 - Research Strategies	3 credits	EDES 7350 - Landscape Management	3 credits
Elective	3 credits	Elective	3 credits
Elective	<u>3 credits</u>	Elective	<u>4 credits</u>
	14 credits		15 credits
Semester 3			
LAND 7300 – Thesis or Non-thesis	9 credits		
Elective	<u>3 credits</u>		
	12 credits		
<p>Electives include: LAND 6460 Landscape Lighting; LAND 6580 Landscape Architecture in Arts and Culture; LAND 6911 Design Research; EDES 6270 GIS; EDES 6660 Environment & Behavior; LAND 6390 Ecological Restoration; LAND 6730 Sustainable Design Issues; EDES 6650 City Planning, LAND 6460 Landscape Lighting, LAND 6450 Plants for Temperate Landscapes, LAND 6351 Soil and stormwater, LAND 6430 Landscape Photography.</p>			

1-Year Accelerated MLA (30 Credits)			
FALL		SPRING	
Semester 1		Semester 2	
LAND 7050 - LA Studio 5: Engagement	5 credits	EDES 7350 - Landscape Management	3 credits
LAND 6950 - Research Strategies	3 credits	LAND 7300 – Thesis or Non-thesis	9 credits
Elective	3 credits	Elective	<u>3 credits</u>
Elective	<u>4 credits</u>		
	15 credits		15 credits
<p>Electives include: LAND 6460 Landscape Lighting; LAND 6580 Landscape Architecture in Arts and Culture; LAND 6911 Design Research; EDES 6270 GIS; EDES 6660 Environment & Behavior; LAND 6390 Ecological Restoration; LAND 6730 Sustainable Design Issues; EDES 6650 City Planning, LAND 6460 Landscape Lighting, LAND 6450 Plants for Temperate Landscapes, LAND 6351 Soil and stormwater, LAND 6430 Landscape Photography.</p>			

3. MLA Landscape Architectural Courses Offered During Past Academic Year¹

The list below includes all LAND courses offered over the last year, as well as two EDES (Environmental Design) courses that are required by the MLA program of study. Due to the integrated nature of the faculty and curriculum in the CED, MLA students regularly take elective classes listed as EDES, PLAN, or HIPR.

Landscape Architecture (LAND) Courses Offered in the Past Year					
Fall 2020					
TITLE	COURSE #	Instructor	Credit Hours	Contact Hours	# of Students
History of the Built Environment 1	EDES 6550	MacDonald	3	3	14
Foundations Studio I	LAND 6010	Hall	5	8	13
Nature and Sustainability Studio III	LAND 6030	Pardue	5	8	8
Representation I	LAND 6210	Spooner	3	5.5	13
Eco Materials and Process	LAND 6310	Calabria	3	3	9
Plant Communities	LAND 6320	Vick	3	5.5	10
Landscape Construction	LAND 6330	Longenecker	3	5.5	10
Pro Practice	LAND 6710/PLAN 6124	Lonnee	2	2	24
Sustainability in Design Studio	LAND 4095/6912	Lee	5	8	6
Research Strategies	LAND 6950	Lee	3	3	11
Engagement Studio V	LAND 7050	Melcher	5	8	7
ELECTIVES					
GIS in Environmental Design	EDES 6270	Smith	3	3	11
City Planning	EDES 4650/6650	Ramos	3	3	24
Environmental Ethics Seminar	EETH 4000/6000	Vick	1	1	5
Environ. Ethics Grad Research	EETH 8010	Vick	3	3	1
Prin and Pract of Hist Preservation	HIPR 4030/6030	Brown	3	3	10
Historic Site Interpretation	HIPR 4120/6120	Brown	3	3	5
Public History and Technology	HIPR 4160/6160	Nesbit	3	3	9
Intro Cultural and Land Conserv.	HIPR 6480	Goetcheus	3	3	5
LA in Lit, Arts, and Pop Culture	LAND 4580/6580	Cannady	3	3	12
Evolution of American Arch	LAND 4620/6620	Reinberger	3	3	13
Sustainable Building Design	LAND 6660	Lawrence	3	3	2
Independent Study					

Independent Project	LAND 6912	Davis	1-6		1
Master's Thesis	LAND 7300	Orland	1-12	Varies	1
Master's Thesis	LAND 7300	Spooner	1-12		2
Master's Thesis	LAND 7300	Cannady	1-12		2
Master's Thesis	LAND 7300	Melcher	1-12		4
Master's Thesis	LAND 7300	Davis	1-12		2
Master's Thesis	LAND 7300	Vick	1-12		2
Master's Thesis	LAND 7300	Lee	1-12		2
Master's Thesis	LAND 7300	Hall	1-12		2
Master's Thesis	LAND 7300	Calabria	1-12		4
Master's Thesis	LAND 7300	Goetcheus	1-12		1

Landscape Architecture (LAND) Courses Offered in the Past Year					
Spring 2021					
Title	Course Number	Instructor	Credit Hours	Contact Hours	# of Students
Landscape Management	EDES 7350	MacDonald	3	4	12
Site Applications Studio II	LAND 6020	Cannady	5	8	14
Community and Place Studio IV	LAND 6040	Hall	5	8	8
Representation II	LAND 6220	Lee	3	4	13
Landscape Engineering	LAND 6340	Calabria	3	3	12
Contemporary Landscape Arch	LAND 4570/6570	Cramer	3	3	11
Graduate Capstone Studio	LAND 4900/6901	Smith	4	8	2
Electives					
Ideas of Community	EDES 6540	Hall	2	2	15
History 20 th Century Arch	EDES 4630/6630	Reinberger	3	3	9
Technology in EDP	EDES 8030	Rivero	4	8	3
Environmental Ethics Seminar	EETH 4000/6000	Vick	1	1	5
Intro to Historic Preservation	HIPR 4000/6000	Nesbit	3	3	5
Preservation Perspectives	HIPR 6025	Goetcheus	1	1	18
International Heritage Cons.	HIPR 4072/6072	Reap	3	3	3

Portfolio Development	LAND 4250/6240	Fernandez	3	3	3
Ecological Landscape Restoration	LAND 6390	Calabria	3	3	3
Landscape Photography	LAND 4430/6430	Spooner	3	3	3
Plants for Temperate Landscape	LAND 4450/6450	Davis	3	3	1
Sustainable Design	LAND 4730/6730	Vick	3	3	2
Advanced Graphics	LAND 4910/6910	Fernandez	3	3	5
Urban Design	PLAN 6420	Yilmaz	3	3	8
History of Urban Planning	PLAN 6640	Rivero	3	3	12
Independent Study					
Independent Study	LAND 6911	Nadenicek	3	3	3
Independent Study	LAND 6912	Longenecker	3	3	1
Master's Thesis	LAND 7300	Davis	1-12		3
Master's Thesis	LAND 7300	Cannady	1-12		2
Master's Thesis	LAND 7300	Cramer	1-12		1
Master's Thesis	LAND 7300	Vick	1-12		2
Master's Thesis	LAND 7300	Pardue	1-12		1
Master's Thesis	LAND 7300	Spooner	1-12		2
Master's Thesis	LAND 7300	MacDonald	1-12		2
Master's Thesis	LAND 7300	Hall	1-12		2
Master's Thesis	LAND 7300	Crowley	1-12		1
Master's Thesis	LAND 7300	Calabria	1-12		2
Master's Thesis	LAND 7300	Lee	1-12		2
Master's Thesis	LAND 7300	Goetcheus	1-12		1

Landscape Architecture (LAND) Courses Offered in the Past Year

SUMMER 2021

Title	Course Number	Instructor	Credit Hours	Contact Hours	# of Students
On Campus					
Graduate Capstone Studio	LAND 4900/6901	Longenecker	4	8	1
Field Studies					
Field Sketching and Watercolor	LAND 4410/6410	Davis	3	*	4
Coastal Field Study	HIPR 4811/6811	Davis	3	*	1
Online					
Environmental Design Uses GIS	EDES 4280E/6280E	Rivero	3	3	6
Independent Study					
Independent Study	LAND 6910	MacDonald	1-6		1
Master's Thesis	LAND 7300	Cramer	1-12		1
Master's Thesis	LAND 7300	Davis	1-12		3
Master's Thesis	LAND 7300	Hall	1-12		2
Master's Thesis	LAND 7300	Spooner	1-12		2
Master's Thesis	LAND 7300	Melcher	1-12		2
Master's Thesis	LAND 7300	MacDonald	1-12		1
Master's Thesis	LAND 7300	Calabria	1-12		1
*Maymester and summer courses are often condensed and shorter in format, involving a much greater number of weekly contact hours over a shorter number of weeks. These classes usually involve travel, or an immersion experience making contact hours difficult to calculate or equate to a traditional on campus course.					

B.B. BLA CURRICULUM

1. BLA Required / Elective Courses

Total Units/Credit Hours Required to Graduate:	Credit Hrs
Total Hours Required	120 + 1
Major Required Courses	70
University Core Requirements	41
PE	1
Elective Units/Credit Hours Required to Graduate:	
Major Required Electives	9

Undergraduate Professional Degree	
Required Courses	Credit Hours
Landscape Architecture	42
Architecture ¹	(3)
City & Regional Planning	0
Natural Sciences & Physical Sciences	7 or 8
Horticulture	3
Engineering/construction	15
Art or Design	7
Computer Applications/Technology	3
English & Math	9
Quantitative Reasoning	3 or 4
Humanities ²	3
World Language & Culture	9
Social Science	9
Freshman Odyssey	1
PE	1
Group or Controlled Elective Choices	Credit Hours
Natural Sciences	
Social Sciences	
English, Speech, Writing	
Other – CED electives ³	9
Free Electives	

¹ LAND 2520 History of the Built Env.- Architecture is a Preferred World Language & Culture course.

² LAND 1500 is a Preferred Humanities and the Arts course

³ CED electives must have prefixes: LAND, HIPR, PLAN, EDES, or EETH

2. BLA 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:

The semester program at the University of Georgia consists of two 15-week semesters followed by a week of final exams. Fall semester typically begins in mid-August, while spring semester begins in early January and is completed in early May. In May, there is a specialized three-week condensed period of study that is labeled as “Maymester.” The summer semester classes are taught for a period of eight weeks, from early June to early August.

Lecture and lab classes are assigned between three and four credit hours, depending on the content of the course and the contact hours required. Lecture and lab classes typically meet between three and six hours each week. Studio classes are given four class credits, and represent eight contact hours per week.

The BLA program offers two pathways or programs of study. These are 1) the traditional BLA Program of Study, and 2) the Spring Entry Transfer Program of Study designed to serve students who transfer from another major or institution. The Spring Entry Transfer program fulfills the first-year degree requirements by providing the traditional Fall & Spring first-year content in a Spring & Summer semester sequence, shifting only one course to Fall of the second year. Both programs of study include all eight studios and all 79 hours of major required courses.

BLA Program of Study (120 Hours + PE)

79 BLA hours + Core + 1 hr PE

FALL 1st YEAR (14 Hrs)			SPRING 1st YEAR (12 Hrs Coursework + 1 hr PE)		
Course #	Cr Hrs	Course Name	Course #	Cr Hrs	Course Name
LAND 2010	4	Studio I – Visual Design	LAND 2020	4	Studio II – Landscape Design
LAND 2210	3	Design Communication I	LAND 2220	3	Design Communication II
LAND 1500	3	Intro to Landscape Architecture - Area IV <i>Preferred</i> Humanities	LAND 2320	2	Landscape Construction
LAND 2510	3	History of Built Env I -Landsc. Arch. - Area VI major req.	LAND 2520	3	History of Built Env II - Arch. Area IV <i>Preferred</i> World Lang. Culture
FYOS	1	Freshman Odyssey	PE	1	Physical Education
FALL 2nd YEAR (16 Hrs)			SPRING 2nd YEAR (15 Hrs)		
LAND 3030	4	Studio III - Planting Design	LAND 3040	4	Studio IV: Residential / Community Design Studio
LAND 3330	3	Landscape Engineering	LAND 3340	2	Applied Engineering
LAND 3410	3	Plants of the South	LAND 2310	3	Introduction to Sustainability
Core Class	3	Area I - ENGL 1101	Core Class	3	Area I - ENGL 1102
Core Class	3	Area I - MATH 1101	Core Class	3	Area V Social Science - HIST 2111/2112
FALL 3rd YEAR (16 Hrs)			SPRING 3rd YEAR (15 Hrs)		
LAND 4050	4	Studio V - Region/Site/Place	LAND 4060	4	Studio VI - Urban Design
LAND 4350	3	Soil and Stormwater Management	LAND 4370	2	Applied Construction
LAND 4360	3	Applied Landscape Ecology	LAND 4710	2	Professional Practice
Core Class	3	Area V Social Science- POLS 1101	Core Class	3	Area III - Quantitative Reasoning
Core Class	3	Area II - Physical or Life Science	Core Class	4	Area II -Physical or Life Science & 1-hour Lab
Summer 3rd YEAR: LAND 4700 (3 Hrs) Internship					
FALL 4th YEAR (13 Hrs)			SPRING 4th YEAR (13 Hrs)		
Signature Studio	4	Studio VII – Signature Studio LAND 4070/80/85/90/95	LAND 4900	4	Studio VIII - Senior Project Studio
LAND 4380	3	Implementation Documents	*MAJOR ELECTIVE	3	LAND, HIPR, PLAN, EETH, EDES prefixes 3000 level or above
*MAJOR ELECTIVE	3	LAND, HIPR, PLAN, EETH, EDES prefixes 3000 level or above	*MAJOR ELECTIVE	3	LAND, HIPR, PLAN, EETH, EDES prefixes 3000 level or above
Core Class	3	Area IV - World Language & Culture	Core Class	3	Area V - Social Science

BLA Spring Entry Transfer Program of Study (120 Hours + PE)

79 BLA hours + Core + 1 hr PE

SPRING 1st YEAR (9 Hrs)					
Course #	Cr Hrs	Course Name			
LAND 2010	4	Studio I - Visual Design			
LAND 2210	3	Design Communication I			
LAND 2320	2	Landscape Construction			
Summer 1st YEAR (7)					
LAND 2020 (4hrs) Studio II - Landscape Design					
LAND 2220 (3hrs) Design Communication II					
FALL 2nd YEAR (13 Hrs)			SPRING 2nd YEAR (9 Hrs)		
Course #	Cr Hrs	Course Name	Course #	Cr Hrs	Course Name
LAND 3030	4	Studio III - Planting Design	LAND 3040	4	Studio IV - Residential / Community Design
LAND 3330	3	Landscape Engineering	LAND 3340	2	Applied Landscape Engineering
LAND 3410	3	Plants of the South	LAND 2310	3	Introduction to Sustainability
LAND 2510	3	History of Built Env I - Landsc. Arch. - Area VI major requirement			
FALL 3rd YEAR (10 Hrs)			SPRING 3rd YEAR (8 Hrs)		
LAND 4050	4	Studio V - Region/Site/Place	LAND 4060	4	Studio VI - Urban Design
LAND 4350	3	Soil and Stormwater Management	LAND 4370	2	Applied Construction
LAND 4360	3	Applied Landscape Ecology	LAND 4710	2	Professional Practice
Summer 3rd YEAR					
LAND 4700 (3hrs) Internship					
FALL 4th YEAR (10 Hrs)			SPRING 4th YEAR (10 Hrs)		
Signature Studio	4	Studio VII –Signature LAND 4070/80/90/95	LAND 4900	4	Studio VIII - Senior Project
LAND 4380	3	Implementation Documents	*MAJOR ELECTIVE	3	LAND, HIPR, PLAN, EETH, EDES prefixes 3000 level or above
*MAJOR ELECTIVE	3	LAND, HIPR, PLAN, EETH, EDES prefixes 3000 level or above	*MAJOR ELECTIVE	3	LAND, HIPR, PLAN, EETH, EDES prefixes 3000 level or above

3. BLA Landscape Architectural Courses Offered During Past Academic Year

Landscape Architecture (LAND) Courses Offered in the Past Year					
Fall 2020					
LAND Required Courses					
TITLE	Course #	Instructor	Credit Hrs	Contact Hours	# of Students
LA Studio I - Visual Design	2010	Cramer	4	8	14
LA Studio I - Visual Design	2010	Nadenicek	4	8	17
LA Studio I - Visual Design	2010	Cramer	4	8	15
Design Communications I	2210	Verma	3	6	18
Design Communications I	2210	Buitrago	3	6	19
Design Communications I	2210	Verma	3	6	15
History of the Built Env. I - Landscape	2510	MacDonald	3	3	84
LA Studio III - Planting Design	3030	Buitrago	4	8	17
LA Studio III - Planting Design	3030S	Cannady	4	8	20
LA Studio III - Planting Design	3030S	Nichols	4	8	19
Plants of the South	3410	Davis	3	6	23
Plants of the South	3410	Steffens	3	6	19
Plants of the South	3410	Pardue	3	6	11
Landscape Engineering Materials & Proc.	3330	Nichols	3	6	21
Landscape Engineering Materials & Proc.	3330	Nichols	3	6	17
Landscape Engineering Materials & Proc.	3330	Melcher	3	6	19
LA Studio V - Region, Site, Place	4050	Longenecker	4	8	23
LA Studio V - Region, Site, Place	4050	Smith	4	8	18
Soil and Stormwater Management	4350	Sawhill	3	4	25
Soil and Stormwater Management	4350	Calabria	3	4	15
Advanced Landscape Ecology	4360	Fernandez	3	3	40
LA Studio VII - Suitability in Design	4095S	Lee	4	8	9
LA Implementation Documents	4380	Longenecker	3	4	18
LA Implementation Documents	4380	Fernandez	3	4	22
LA Internship	4700	Sawhill	3	NA	4
LAND Electives					
Design and the Environment	1500	Spooner	3	3	58
Design and the Environment	1500	Abdouni	3	3	50
History of the Built Env. II - Architecture	2520	Parkhi	3	3	19
Portfolio Development	4250	Fernandez	3	6	12
Landscapes in Lit., the Arts, & Pop Culture	4580	Cannady	3	3	12
Evolution of American Architecture	4620	Reinberger	3	3	7
Independent Study					
Independent Study	4911	Nadenicek	4	4	1

Faculty-Mentored Undergrad Research II	4970R	Sawhill	3	3	1
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Landscape Architecture (LAND) Courses Offered in the Past Year					
Spring 2021					
LAND Required Courses					
TITLE	Course #	Instructor	Credit Hrs	Contact Hours	# of Students
LA Studio I - Visual Design	2010	Nadenicek	4	8	22
LA Studio II - Landscape Design	2020	Palacios	4	8	12
LA Studio II - Landscape Design	2020	Sawhill	4	8	13
LA Studio II - Landscape Design	2020	Abdouni	4	8	16
Design Communications I	2210	Palacios	3	6	23
Design Communications II	2220	Cannady	3	6	18
Design Communications II	2220	Fernandez	3	6	20
Design Communications II	2220	Jones	3	6	20
Introduction to Sustainability	2310	Vick	3	3	60
Introduction to Sustainability	2310	Vick	3	3	14
Landscape Construction Process & Mat.	2320	Steffens	2	3	59
History of the Built Env. I - Landscape	2510	MacDonald	3	3	80
LA Studio IV - Community Design	3040	Parkhi	4	8	14
LA Studio IV - Community Design	3040	Nichols	4	8	20
LA Studio IV - Community Design	3040S	Buitrago	4	8	18
Applied Landscape Engineering	3330	Nichols	2	3	20
Applied Landscape Engineering	3330	Buitrago	2	3	18
Applied Landscape Engineering	3330	Melcher	2	3	14
LA Studio VI - Urban Design	4060	Pardue	4	8	6
LA Studio VI - Urban Design	4060	Verma	4	8	15
LA Studio VI - Urban Design	4060S	Longenecker	4	8	19
Applied Landscape Construction	4370	Pardue	2	3	6
Applied Landscape Construction	4370	Verma	2	3	15
Applied Landscape Construction	4370S	Longenecker	2	3	19
Professional Practice	4710	Longenecker	2	3	17
LA Studio VIII - Senior Project	4900	Smith	4	8	11
LAND Electives					
Design and the Environment	1500	Spooner	3	3	96
History of the Built Env. II - Architecture	2520	Reinberger	3	3	42

Portfolio Development	4250	Fernandez	3	6	11
Landscape Photography	4430	Spooner	3	3	20
Plants for Temperate Landscapes	4450	Davis	3	6	15
Contemporary Landscape Arch. Theory	4570	Cramer	3	3	2
Issues and Practices in Sustainable Design	4730	Vick	3	3	48
Ind. Proj.: Advanced Graphics	4910	Fernandez	3	3	7
Ind Proj.: Re-Imagining the Amer. Landsc.	4910	Nadenicek	3	3	9
Ind. Proj.: Real Estate	4911	Jaeger	3	3	5
Independent Study					
Undergrad Research Thesis (or Final Project)	4990R	Sawhill	3	3	1

Landscape Architecture (LAND) Courses Offered in the Past Year					
Summer 2021					
LAND Required Courses					
TITLE	Course #	Instructor	Credit Hrs	Contact Hours	# of Students
LA Studio II - Landscape Design	2020	Buitrago	4	8	16
Landscape Architecture Internship	4700	Sawhill	3	NA	14
LA Studio VIII - Senior Project	4900	Longenecker	4	8	14
LA Studio VIII - Senior Project	4900	Longenecker	4	8	13
LAND Electives					
Design and the Environment	1500	Spooner	3	3	13
Design and the Environment	1500E	Palacios	3	3	18
History of the Built Env. II - Architecture	2520E	Parkhi	3	3	15
Field Sketching and Watercolor	4410	Davis	3	3	10
Independent Study					
Independent Study	4911	Sawhill	3	3	2

C.M. MLA STUDENT INFORMATION

1. MLA Overview

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

Full-Time MLA Students								
Academic Year	In-State		Out-of-State		Foreign		TOTAL	
	Male	Female	Male	Female	Male	Female	Male	Female
2020-2021	10	13	7	13	2	7	19	32
2019-2020	11	12	10	10	2	11	23	33
2018-2019	7	14	8	11	2	12	17	37
2017-2018	6	11	8	12	2	13	16	36
2016-2017	12	8	7	11	5	21	24	40
2015-2016	10	3	5	12	5	24	20	39

2. MLA Ethnic Group/Diversity

Ethnic Group/Diversity			
Full-time current landscape architecture students (F2021)			
	%		%
American Indian	3	Hispanic	0
Black (non-Hispanic)	4	Caucasian	81
Asian or Pacific Islander	12	Other	0

3. MLA Applications

Applications						
	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Total applications	111	130	121	109	65	75
Applications from males	30	36	32	27	19	55
Applications from females	81	94	89	82	46	20

4. MLA Enrollments

Enrollments

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Total enrollment	59	64	52	54	56	51
Males	21	24	16	17	23	19
Females	39	40	36	37	33	32

5. MLA Student Ethnic Backgrounds

Student Ethnic Backgrounds - F2021 Enrollments							
	Caucasian	African-American	African Descent	Asian/Pacific	Hispanic	Native American	Other
Total	39	2	0	6	0	1	0
Males	16	0	0	1	0	1	0
Females	23	2	0	5	0	0	0

C.B. BLA STUDENT INFORMATION

1. Overview

Include only full-time students recorded as majors in the program being reviewed for the last five years. Note: The last accreditation visit was in 2017-18. Information provided here includes some data from the previous accreditation visit. 2021-22 numbers are for Fall 21 only.

Full-Time BLA Students								
Academic Year	In-State		Out-of-State		Foreign		TOTAL	
	Male	Female	Male	Female	Male	Female	Male	Female
2021-2022 Fall 21	58	96	2	12	2	1	62	109
2020-2021	48	86	3	15	2	0	53	101
2019-2020	50	86	4	17	2	1	56	104
2018-2019	50	69	4	13	4	4	58	86
2017-2018	47	52	2	17	4	5	53	74

2. Ethnic Group/Diversity

BLA Ethnic Group / Diversity			
Full-time current landscape architecture students (F2021)			
Ethnic Group	%	Ethnic Group	%
American Indian	0	Hispanic/Latino	9
Black (non-Hispanic)	2	Caucasian	74
Asian or Pacific Islander	8	Other	7

3. Applications

BLA Applications						
		2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Total applications		94	121	158	206	na
Applications from males		44	51	60	In prog	na
Applications from females		50	70	98	In prog	na

In prog: data collection in progress; na: not available

4. Enrollments

BLA Enrollments						
		2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Total enrollment		179	148	159	171	184
Males		79	65	65	61	68
Females		98	83	94	109	115

5. Student Ethnic Backgrounds

BLA Student Ethnic Backgrounds - F2021 Enrollments							
	Asian	Native American	Black or African-American	Hawaiian or other Pacific Islander	Hispanic or Latino	White	Other
Total	13	0	4	1	13	136	12
Males	4	0	3	1	7	50	3
Females	9	0	1	0	11	85	9

6. Honors Program Participation

Honors Program Participation										
	2017		2018		2019		2020		2021	
SEM	SPR	FALL	SPR	FALL	SPR	FALL	SPR	FALL	SPR	FALL
TOTAL	9	9	9	9	9	11	10	10	12	12
FEMALE	6	5	5	6	6	7	6	7	9	11
MALE	3	4	4	3	3	4	4	3	3	1
BLACK	1	1	1	1	1	0	0	0	0	1
FEMALE	1	1	1	1	1	0	0	0	0	1
MALE	0	0	0	0	0	0	0	0	0	0
ASIAN	1	1	1	1	1	1	1	2	2	2
FEMALE	1	1	1	1	1	1	1	2	2	2
MALE	0	0	0	0	0	0	0	0	0	0
NOT REPORTED	0	0	0	0	0	1	1	2	2	2
FEMALE	0	0	0	0	0	1	1	2	2	2
MALE	0	0	0	0	0	0	0	0	0	0
WHITE	7	7	7	7	7	9	8	6	8	7
FEMALE	4	3	3	4	4	5	4	3	5	6
MALE	3	4	4	3	3	4	4	3	3	1

D.M. MLA ALUMNI INFORMATION

1. MLA Degrees Awarded

Tabulate the number of degrees awarded in the present year (estimated) and for the years since the last SER.

Degrees Awarded			
Academic Year	Males	Females	TOTAL
2021	10	13	23
2020	16	7	13
2019	3	12	15
2018	3	13	16
2017	8	16	24
2016	5	10	15
2015	9	13	22

2. MLA 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.)

Alumni who were or are engaged in advanced study in any field					
Academic Year	Institution	Degree	Number of Students	Year LA Degree Awarded	Year Advanced Degree Awarded
2020-2021	--	--	--	--	--
2019-2020	--	--	--	--	--
2018-2019	--	--	--	--	--
2017-2018	--	--	--	--	--
2016-2017	UGA	PhD	3	2016	--
2015-2016	--	--	--	--	--

3. MLA Current Employment

Present Occupation			
	Males	Females	TOTAL
Advanced Study and Research	1	3	4
Teaching	3	0	3
Private Practice	19	34	53
Public Practice	2	4	6
Landscape Hort./Design Build	1	0	1
Volunteer Service	0	0	0
Conservation/Sustainability	0	0	0
Community Education	0	0	0
Other	1	4	5
Unknown	5	12	17
TOTAL	32	57	89
*Tabulated for students graduated 2014-2019			

D.B. BLA ALUMNI INFORMATION

1. BLA Degrees Awarded

Tabulate the number of degrees awarded in the present year (estimated) and for the years since the last SER.

BLA Degrees Conferred					
	Race/Ethnicity	Gender			SubT
		Male	Female	NR	
2021	Asian	2	2	0	4
	Black or African-American	1	2	0	3
	Hispanic or Latino	2	1	0	3
	Not Reported	1	0	0	1
	White	14	17	0	31
	Total	20	22	0	42
2020	Asian	3	5	0	8
	Black or African-American	1	1	0	2
	Hispanic or Latino	1	1	0	2
	Two or more races	1	0	0	1
	White	15	11	0	26
	Total	21	18	0	39
2019	Asian	1	3	0	4
	Black or African-American	1	2	0	3
	Hispanic or Latino	2	1	0	4
	Not Reported	0	0	1	0
	Two or more races	0	1	0	1
	White	12	26	0	39
Total	16	33	1	50	
2018	Asian	3	2	0	5
	Black or African-American	1	0	0	1
	Hispanic or Latino	0	1	0	1
	Not Reported	0	0	0	0
	Two or more races	1	1	0	2
	White	12	16	0	28
Total	17	20	0	37	

2. BLA 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.)

Alumni who were or are engaged in advanced study in any field					
Academic Year	Institution	Degree	Number of Students	Year LA Degree Awarded	Year Advanced Degree Awarded
2020-2021	UGA	MLA	3	2021	In progress
	UGA	MUPD	2	2021	In progress
	UMich	MLA	1	2021	In progress
	Texas A&M	MArch	1	2016	In progress
2019-2020	UGA	MUPD	1	2020	2021
	USC	MLA	1	2020	In progress
	Cornell	MC&RP	1	2019	?
2018-2019	ND	ND	ND	ND	ND
2017-2018	ND	ND	ND	ND	ND

ND: No Data

3. BLA Current Employment

Post-graduation Employment Survey Results				
Employed within 60 days of graduation				
Year	In Profession	Graduate Education	Other Employ.	Not yet Employed or No Response
2019	91%	---	---	9%
2020*	41%	2%	2%	55%
2021	66%	17%	0%	17%

*Note: 2020 results measured during the height of the COVID-19 shutdown.

H. FACULTY INFORMATION

1. Previous and Present Faculty

Faculty and staff specifically assigned and budgeted to the MLA program.

Previous and Present Faculty				
Rank/Title	2020-2021	2019-2020	2018-2019	TOTAL
Professor/LA	2	2	1	5
Assoc. Professor/LA	16	16	15	47
Asst. Professor/LA	0	0	1	1
Instructor	4	3	2	9
Asst. Professor/Arch.	0	0	0	0
Visiting Lecturer/Adjunct	0	2	1	3
TOTAL	22	23	20	65

Students also regularly take classes associated with other professors and programs within the CED. In 2021, the CED employs a total (including LA) of eight Professors, 20 Associate Professors, one Assistant Professor, 2 Lecturers and one Academic Professional.

2. Instructional Assignments

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

Teaching: Percentage FTE assigned to courses taught/instruction.

Research: Include only the percentage of time specifically assigned to research and so recognized by reduction in full-time teaching load. Do not include research efforts normally considered a part or full-time faculty members' contributions.

Administration: Include only the percentage of time devoted to regularly assigned administrative responsibilities. Do not include incidental ad hoc administrative duties, i.e., committee work, visiting lecturer arrangements, student advisement.

Instructional Assignments	
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Faculty Member PROFESSORS	Degree	Teaching %		Research %	Admin/ Other %	TOTAL %	Full time employee
		Land Arch. Curriculum	Other Programs				
Coyle, Gregg A	BFA MLA	0.50		0.25		0.75	1
Nadenicek, Daniel	BS MS BLA MLA	0.50		0.25		0.75	1
Reinberger, Mark	BA MA PhD	0.20	0.30	0.25		0.75	1
Vick, R. Alfred	BS MLA	0.20	0.10	0.12	0.33	0.75	1

Instructional Assignments							
Faculty Member ASSOCIATE PROFESSORS	Degree	Teaching %		Research %	Admin/O ther %	TOTAL %	FTE
		Land Arch. Curriculum	Other Programs				
Buitrago, Jose	BSLA MLA	0.50		0.25		0.75	1
Calabria, Jon	BLA MLA PhD	0.50		0.25		0.75	1
Cannady, Shelley	BLA MLA	0.50		0.25		0.75	1
Cramer, Marianne	BA MLA	0.50		0.25		0.75	1
Davis, Brad E.	BS MLA	0.30		0.12	0.33	0.75	1
Harrison Hall, Georgia	BS MLA	0.50		0.25		0.75	1
LaHaie, Brian	BS MLA	0.50		0.25		0.75	1
Lee, Sungkyung	BLA MLA PhD	0.50		0.25		0.75	1
MacDonald, Eric	BS MUP MA	0.25	0.25	0.25		0.75	1

	PhD						
Melcher, Katherine	BA MLA	0.50		0.25		0.75	1
Nichols, David	BS MLA	0.50		0.25		0.75	1
Pardue, Douglas	BA BLA MLA	0.50		0.25		0.75	1
Sawhill, Ronald	BLA MLA	0.30		0.12	0.33	0.75	1
Smith, Alison	BS MLA	0.40	0.10	0.25		0.75	1
Spooner, David	BS MLA	0.50		0.25		0.75	1
Steffans, Ashley	BS MLA	0.10			0.65	0.75	1
Verma, Amitabh	BA MLA	0.50		0.25		0.75	1

Instructional Assignments							
Faculty Member ASSISTANT PROFESSOR	Degree	Teaching %		Research %	Admin/Other %	TOTAL %	FTE
		Land Arch. Curriculum	Other Programs				
		Fernandez, Jessica	BS MLA PhD				

Instructional Assignments							
Faculty Member Lecturer	Degree	Teaching %		Research %	Admin/Other %	TOTAL %	FTE
		Land Arch. Curriculum	Other Programs				
		Berglund, Cameron	BLA MLA				
Longenecker, Donnie	BLA MLA	0.65			0.10	0.75	1

Instructional Assignments							
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Academic Professional PART TIME INSTRUCTORS	Degree	Teaching %		Research %	Admin/ Other %	TOTAL %	FTE
		Land Arch. Curriculum	Other Programs				
Jones, Thomas	BLA MHP	0.10	0.10		0.80	100	1
Mitchell, Debbie	BS MA PhD	0.20			0.80	100	1

3. Courses Taught by Individual Faculty Members

Courses Taught: Use current year or last academic year. depending on time of report preparation

Term Symbols: Use the institutional terminology. For example: Fall Semester - FS, Spring Semester, SS, Fall Quarter - FQ, Winter Quarter - WQ, Spring Quarter SQ, Summer Term - ST.

Contact Hours: Actual number of scheduled contact hours per week between instructor and students.

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

BUITRAGO, JOSE						
Course Taught	Course Number	Term	Credit Hours	Contact Hrs/Week	Number of Students	FTE Students
Design Communication I	LAND2210	FS2020	3	5.5	19	3.8
History of the Built Environment I	LAND2510	FS2020	3	3	60	12
Studio III – Planting Design	LAND3030	FS2020	4	8	17	4.53
Studio IV – Community Design	LAND3040 S	SS2021	4	8	18	4.8
Applied Landscape Engineering	LAND3340	SS2021	2	2	18	2.4
Studio II – Landscape Design	LAND2020	ST2021	4	8	16	4.27

CALABRIA, JON						
Course Taught	Course Number	Term	Credit Hours	Contact Hrs/Week	Number of Students	FTE Students
Soil and Stormwater	LAND4350	FS2020	3	5.5	15	3
Eco Materials and Process	LAND 6310	FS2020	3	3	9	2.25
Master's Thesis	LAND 7300	FS2020	1-12		4	N/A
Landscape Engineering	LAND6340	SS2021	3	5.5	12	3
Ecological Landscape Restoration	LAND6390	SS2021	3	5.5	3	0.75
Master's Thesis	LAND 7300	SS2021	1-12		2	N/A

Master's Thesis	LAND 7300	ST2020	1-12		1	N/A
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CANNADY, SHELLEY						
Course Taught	Course Number	Term	Credit Hours	Contact Hrs/Week	Number of Students	FTE Students
Studio III – Planting Design	LAND3030S	FS2020	4	8	20	5.33
LA in Lit, Art, and Pop Culture	LAND 4580	FS2020	3	3	12	2.4
LA in Lit, Art, and Pop Culture	LAND 6580	FS2020	3	3	11	2.75
Master's Thesis	LAND 7300	FS2020	1-12		2	N/A
Design Communication II	LAND2220	SS2021	3	5.5	18	3.6
Studio II – Site Applications	LAND 6020	SS2021	5	8	14	5.83
Master's Thesis	LAND 7300	SS2021	1-12		2	N/A

CRAMER, MARIANNE						
Course Taught	Course Number	Term	Credit Hours	Contact Hrs/Week	Number of Students	FTE Students
Studio I – Visual Design	LAND 2010	FS2020	4	8	29	7.73
Contemporary LA Design	LAND4570	SS2021	3	3	2	0.4
Contemporary LA Design	LAND 6570	SS2021	3	3	11	2.75
Master's Thesis	LAND 7300	SS2021	1-12		1	N/A
Master's Thesis	LAND 7300	ST2021	1-12		1	N/A

DAVIS, BRAD						
Course Taught	Course Number	Term	Credit Hours	Contact Hrs/Week	Number of Students	FTE Students
Plants of the South	LAND 3410	FS2020	3	5.5	23	4.6
Master's Thesis	LAND 7300	FS2020	1-12		2	N/A
Plants for Temperate Landscape	LAND 4450	SS2021	3	5.5	15	3
Plants for Temperate Landscape	LAND 6450	SS2021	3	5.5	1	0.25
Master's Thesis	LAND 7300	SS2021	1-12		3	N/A
Field Sketching and Watercolor	LAND4410	ST2021	3		10	2

Field Sketching and Watercolor	LAND6410	ST2021	3		4	1
Master's Thesis	LAND 7300	ST2021	1-12		3	N/A

FERNANDEZ, JESSICA

Course Taught	Course Number	Term	Credit Hours	Contact Hrs/Week	Number of Students	FTE Students
Portfolio Development	LAND4250	FS2020	3	3	12	2.4
Advanced Landscape Ecology	LAND4360	FS2020	3	5.5	40	8
LA Implementation Documents	LAND 4380	FS2020	3	5.5	22	4.4
Design Communications II	LAND2220	SS2021	3	5.5	20	4
Portfolio Development	LAND4250	SS2021	3	3	11	2.2
Advanced Graphics	LAND4910	SS2021	3	3	7	1.4
Portfolio Development	LAND6250	SS2021	3	3	3	0.75
Advanced Graphics	LAND6910	SS2021	3	3	5	1.25

HARRISON HALL, GEORGIA

Course Taught	Course Number	Term	Credit Hours	Contact Hrs/Week	Number of Students	FTE Students
Studio I – Foundations	LAND 6010	FS2020	5	8	13	5.42
Master's Thesis	LAND 7300	FS2020	1-12		2	N/A
Community and Place	LAND6040	SS2021	5	8	8	3.33
Master's Thesis	LAND 7300	SS2020	1-12		2	N/A
Master's Thesis	LAND7300	ST2021	1-12		2	N/A

JONES, TOM

Course Taught	Course Number	Term	Credit Hours	Contact Hrs/Week	Number of Students	FTE Students
Design Communication II	LAND2220	SS2021	3	5.5	20	4

LEE, SUNGKYUNG

Course Taught	Course Number	Term	Credit Hours	Contact Hrs/Week	Number of Students	FTE Students
Sustainability in Design	LAND4095	FS2020	4	8	9	2.4
Research Strategies	LAND 6950	FS2020	3	3	11	2.75
Master's Thesis	LAND 7300	FS2020	1-12		2	N/A
Representation II	LAND 6220	SS2021	3	5.5	13	3.25
Master's Thesis	LAND 7300	SS2021	1-12		2	N/A

LONGENECKER, DONNIE						
Course Taught	Course Number	Term	Credit Hours	Contact Hrs/Week	Number of Students	FTE Students
Studio V – Region, Site, and Place	LAND4050	FS2020	4	8	23	6.13
LA Implementation Documents	LAND4380	FS2020	3	5.5	18	3.6
Landscape Construction	LAND 6330	FS2020	3	5.5	10	2.5
Studio VI – Urban Design	LAND4060 S	SS2021	4	8	19	5.07
Applied Landscape Construction	LAND4370 S	SS2021	2	2	19	2.53
Professional Practice	LAND4710	SS2021	2	2	17	2.27
Senior Project Studio	LAND4900 S	ST2021	4	8	27	7.2

LONNEE, BRUCE						
Course Taught	Course Number	Term	Credit Hours	Contact Hrs/Week	Number of Students	FTE Students
Professional Practice	LAND6710	FS2020	2	3	19	3.8

MACDONALD, ERIC A.						
Course Taught	Course Number	Term	Credit Hours	Contact Hrs/Week	Number of Students	FTE Students
History of the Built Environment I	LAND2510	FS2020	3	3	84	16.8
History of the Built Environment I	EDES6550	FS2020	3	3	14	3.5
History of the Built Environment I	LAND2510	SS2021	3	3	80	16
Landscape Management	EDES 7350	SS2021	3	4	12	3

Master's Thesis	LAND 7300	SS2021	1-12		2	N/A
Master's Thesis	LAND 7300	ST2021	1-12		1	N/A

MELCHER, KATHERINE						
Course Taught	Course Number	Term	Credit Hours	Contact Hrs/Week	Number of Students	FTE Students
Landscape Engineering Process	LAND3330	FS2020	3	5.5	19	3.8
Studio V – Engagement	LAND7050	FS2020	5	8	7	2.92
Master's Thesis	LAND 7300	FS2020	1-12		4	N/A
Applied Landscape Engineering	LAND3340	SS2021	2	2	14	1.87
Master's Thesis	LAND 7300	SS2021	1-12		5	N/A
Master's Thesis	LAND 7300	ST2021	1-12		2	N/A

NADENICEK, DANIEL						
Course Taught	Course Number	Term	Credit Hours	Contact Hrs/Week	Number of Students	FTE Students
Studio I – Visual Design	LAND2010	FS2020	4	8	17	4.53
Studio I – Visual Design	LAND2010	SS2021	4	8	22	5.87
Independent Project	LAND4910	SS2021	3	3	9	1.8
Independent Project	LAND6910	SS2021	3	3	3	0.75

NICHOLS, DAVID						
Course Taught	Course Number	Term	Credit Hours	Contact Hrs/Week	Number of Students	FTE Students
Studio III – Planting Design	LAND3030S	FS2020	4	8	19	5.07
Landscape Engineering Process	LAND3330	FS2020	3	5.5	38	7.6
Studio IV – Community Design	LAND3040	SS2021	4	8	20	5.33
Applied Landscape Engineering	LAND3340	SS2021	2	2	20	2.67

ORLAND, BRIAN						
Course Taught	Course Number	Term	Credit Hours	Contact Hrs/Week	Number of Students	FTE Students
Master's Thesis	LAND 7300	FS2020	1-12		1	N/A

PARDUE, DOUG						
Course Taught	Course Number	Term	Credit Hours	Contact Hrs/Week	Number of Students	FTE Students
Plants of the South	LAND3410	FS2020	3	5.5	11	2.2
Studio III – Nature and Sustainability	LAND6030S	FS2020	5	8	8	3.33
Studio VI – Urban Design	LAND4060	SS2021	4	8	6	1.6
Applied Landscape Construction	LAND4370S	SS2021	2	2	6	
Master's Thesis	LAND 7300	SS2021	1-12		1	N/A

REINBERGER, MARK						
Course Taught	Course Number	Term	Credit Hours	Contact Hrs/Week	Number of Students	FTE Students
Evolution of American Architecture	LAND4620	FS2020	3	3	7	1.4
Evolution of American Architecture	LAND6620	FS2020	3	3	12	3
History of the Built Environment II	LAND2520	SS2021	3	3	43	8.4

SAWHILL, RONALD B.						
Course Taught	Course Number	Term	Credit Hours	Contact Hrs/Week	Number of Students	FTE Students
Soil and Stormwater	LAND4350	FS2020	3	5.5	25	5
Studio II – Landscape Design	LAND2020	SS2021	4	8	13	3.47

SMITH, ALISON						
Course Taught	Course Number	Term	Credit Hours	Contact Hrs/Week	Number of Students	FTE Students
Studio V – Region, Site, and Place	LAND4050	FS2020	4	8	18	4.8
Introduction to Sustainability	LAND2310	SS2021	3	3	14	2.8
Senior Project Studio	LAND4900	SS2021	4	8	11	2.93
Graduate Capstone Studio	LAND6901	SS2021	4	8	2	0.67

SPOONER, DAVID						
Course Taught	Course Number	Term	Credit Hours	Contact Hrs/Week	Number of Students	FTE Students
Design and the Environment	LAND1500	FS2020	3	3	58	11.6
Representation I	LAND6210	FS2020	3	5.5	13	3.25
Master's Thesis	LAND7300	FS2020	1-12		2	N/A
Design and the Environment	LAND1500	SS2021	3	3	96	19.2
Landscape Photography	LAND4430	SS2021	3	3	20	4
Landscape Photography	LAND6430	SS2021	3	3	3	0.75
Master's Thesis	LAND7300	SS2021	1-12		2	N/A
Design and the Environment	LAND1500	ST2021	3	3	13	2.6
Master's Thesis	LAND7300	ST2021	1-12		2	N/A

STEFFENS, ASHLEY						
Course Taught	Course Number	Term	Credit Hours	Contact Hrs/Week	Number of Students	FTE Students
Plants of the South	LAND3410	FS2020	3	5.5	19	3.8
Landscape Construction Process Materials	LAND2320	SS2021	2	3	59	7.87

VERMA, AMITABH						
Course Taught	Course Number	Term	Credit Hours	Contact Hrs/Week	Number of Students	FTE Students
Design Communication I	LAND 2210	FS2020	3	5.5	33	6.6
Studio VI – Urban Design	LAND4060	SS2021	4	8	15	4
Applied Landscape Construction	LAND4370	SS2021	2	2	15	2

VICK, ROBERT A.						
Course Taught	Course Number	Term	Credit Hours	Contact Hrs/Week	Number of Students	FTE Students
Plant Communities	LAND 6320	FS2020	3	5.5	10	2.5
Master's Thesis	LAND7300	FS2020	1-12		2	N/A

Introduction to Sustainability	LAND2310	SS2021	3	3	60	12
Issue Pract Sustainable Design	LAND4730	SS2021	3	3	48	3.2
Issue Pract Sustainable Design	LAND6730	SS2021	3	3	2	0.5
Master's Thesis	LAND7300	SS2021	1-12		2	N/A

4. Visiting Lecturers/Critics

Visiting Lecturers/Critics - 2018-2021			
Name	Field/Specialty	Date(s)	Contribution
Adam Gopnik	HGOR Lecture: "Reconnecting the Arts and the Sciences"	11/17/21	Lecture
Katherine Melcher	Aesthetic Confessions: Questioning Taste in Landscape Architecture	11/10/21	Lecture
Dr. Scott Nesbit	History and Transformation of Athens' Hot Corner	10/26/21	Lecture
Charles Brewer	Healthier Happier Habitats: Two Cases of Places for People	10/6/21	Lecture
Madlen Simon	Teaching Design Thinking	9/29/21	Lecture
Dr. Christine Cuomo	Environmental Leadership: Hope, Women Workers, and Small Business in Haiti (EECP Seminar Series)	9/28/21	Lecture
Darrel Morrison	A talk and book-signing by the author - Book Release: "Beauty of the Wild" by Darrel Morrison	9/15/21	Book Signing
Darrel Morrison	Designed Landscapes Inspired by Native Plant Communities	9/14/21	Lecture
Dr. Jessica Fernandez	The Place to Be: Evaluating People and the Environment through Social Media Data	8/25/21	Lecture
Jenny Hoffner	Advancing Locally-led Climate Adaptation through Collective Impact Water Management	4/20/21	Lecture
Dean Sonia Hirt	Learning from Jane Jacobs's "The Death and Life of Great American Cities" Sixty Years Later	4/14/21	Lecture
Dorinda Dallmeyer	Virtual screening and conversation with Dorinda Dallmeyer, Producer of Cultivating the Wild: William Bartram's Travels	4/13/21	Lecture
Fausto Sarmiento	The Montology of Community-Based Conservation: Earth Ethics in Tropandean Mountainscapes	3/30/21	Lecture
Cari Goetcheus	Environmental Issues of Cultural Heritage	3/17/21	Lecture
Bethany Wiggin	Future Beyond Refining	3/9/21	Lecture
Tom Mayes	Why Old Places Matter: Heritage, Belonging, and Place	3/3/21	Lecture
Kristie Wendelberger	From the Everglades to Regenerative Organic Agriculture, the Need for Stakeholder Involvement in Conservation	2/23/21	Lecture
Jose' Buitrago	Learning from Robert Venturi's "Learning from Las Vegas"	2/3/21	Lecture
Gareth Doherty	Roberto Burle Marx: Landscape as Art and Urbanism ; Panel Discussants: Darrel Morrison and Ian Firth;	12/2/20	Lecture, Book Presentation Panel

	Moderator: Stephen Ramos		Discussion
Shelley Cannady	Delicious Terror! Gothic Landscapes in Literature, the Arts and Popular Culture	11/11/20	Lecture
Stephen Berry	CSI: Dixie – Investigating the Environmental and Social Justice of Death in the Nineteenth Century South	11/10/20	Lecture
Jennifer Ceska	The Ethics of Rare Plant Conservation	10/27/20	Lecture
Daniel Nadenicek	Georgia's Equalization Schools, 1950-70	10/14/20	Lecture
Piers Stephens	Aldo Leopold: Manager or Moralist?	10/13/20	Lecture
Phillip Juras	The Art of Conservation	3/4/20	Lecture
Tim Beasley	Biophilic Cities: Design for Planetary Health and Human Flourishing	2/26/20	Lecture
Dean Sonia Hirt	American Land Use Regulation in Comparative Perspective	2/12/20	Lecture
Dr. John F. Crowley	The Sustainable University Campus: Experiences from Honduras	1/25/20	Lecture
Jack Carman	Landscape and Urban Design for People of All Ages and Abilities	11/13/19	Lecture
Samantha Joye	Science-Enabled Policy and Disaster Response. Lessons from the Deepwater Horizon	11/12/19	Lecture
Adrian Scott Fine	Kodachrome Commerce Symposium; "1950s-70s Downtown Commercial Revitalization: The Physical Imprint and Legacy"	10/25/19	Symposium
Chad Moffett and Liz Boye	Kodachrome Commerce Symposium; "The Bold and the Exaggerated: Roadside Architecture of Route 66 in California"	10/25/19	Symposium
Aaron Marcavitch	Kodachrome Commerce Symposium; "Roadside Landscapes: Effective Connections & Interpretation"	10/25/19	Symposium
Jamee Fiore	Kodachrome Commerce Symposium; 'Fillin' Up Your Tank: Mid-Century Service Stations"	10/25/19	Symposium
Carol Dyson	Kodachrome Commerce Symposium; "The Open Front: Midcentury Commercial Design, Assemblies, & Materials"	10/25/19	Symposium
Susan V. Mayer	Kodachrome Commerce Symposium; "Surveying Modernist Architecture in Charlotte, North Carolina"	10/25/19	Symposium
Emily Pettis and Tim Smith	Kodachrome Commerce Symposium; "Dipped Cones, Sundaes, and Mix-ins: Ice Cream Stands of the Postwar Era"	10/25/19	Symposium
Lauren Patterson	Kodachrome Commerce Symposium; "Making Sense of Mid-Century Commercial Architecture"	10/25/19	Symposium
Sebastian Renfield	Kodachrome Commerce Symposium; "3M Center: The Idea Factory"	10/25/19	Symposium
Margaret Roderick	Kodachrome Commerce Symposium; "Form Follows Function: The Innovative Architecture of	10/25/19	Symposium

	Jack in the Box"		
Barrett Kays	Urban Soil Design and Climate Change in the Southeast	10/17/19	Lecture
Irina Bokova	Preserving Global Cultural Heritage in Times of War and Conflict	10/1/19	Lecture
Brad Davis	Ecological Planting Design: Strategies for Southeastern Landscapes	8/28/19	Lecture
Marianne Cramer	Wellsprings of Design Thinking in Landscape Architecture	4/24/19	Lecture
Dr. Scott Nesbit	The Reconstruction of Southern Landscape	4/10/19	Lecture
Carola Hein	Port City Futures	4/9/19	Lecture
Susan McAlister	Field Forest Flora: Exhibit Opening and Gallery Talk	3/28/19	Lecture
David Spooner	Collecting Streets	3/27/19	Lecture
Stephen Ervin	Ten Newish Things in Digital Design	3/25/19	Lecture
Keith Bowers	Restoring The Future	3/7/19	Lecture
John Anderson	Seeking Sacred Spaces: The Influence of Landscape Architects on the American University Campus	2/27/19	Lecture
Dean Sonia Hirt	Landscapes of Postmodernity: Changes in the Fabric of Central-East European Cities 1990-2000	2/13/19	Lecture
Dr. Wayde Brown	Reconstructing Historic Landmarks: Fabrication, Negotiation, and the Past	1/23/19	Lecture
Eric Groft	The New American Garden, The Landscape Architecture of Oehme van Sweden	1/16/19	Lecture
Dr. Brian Orland	Using GeoDesign To Tame Wicked Problems	11/14/18	Lecture
Morag Kersel	Who Owns the Past? Competing Claims for Antiquities from the Holy Land	10/24/18	Lecture
Bob Hughes, Moderator	Panel Discussion on Affordable Housing; Supported by HGOR; Panelists: Casey Dawkins, John Goff, Cecil Philips, Matt Samuelson, Denise Starling	10/17/18	Panel Discussion
Allie Kelly	The Ray	10/5/18	Lecture
Spencer Tunnell	When the Garden Club of America comes to Town: Atlanta 1932	9/7/18	Lecture
Dean Cardasis	James Rose, A Voice Offstage	3/7/18	Lecture
Warren Byrd and Thomas Woltz	HGOR Lecture; Values and Process: The Evolving work of Nelson Byrd Woltz	10/11/17	Lecture
Stephanie Stuckey Benfield	Vincent Ferguson Lecture; Resilience	9/13/17	Lecture

5. Individual Teacher's Record

NAME: **CAMERON BERGLUND**

Rank: Lecturer

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

Education: (College and Higher)

<u>Number of Institution</u>	<u>Years Attended</u>	<u>Degree</u>	<u>Date Granted</u>
University of Georgia	1	MLA	2016
University of Georgia	4	BLA	2005

Teaching Experience: (College level)

<u>Institution</u>	<u>Years</u>	<u>Taught Subjects</u>
University of Georgia	5	Graphic Workshop Instructor, Environmental Graphic Design, Engineering

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>
Koons Environmental Design	3	Landscape Designer, Illustrator
DTJ Design	3	Landscape Designer, Illustrator
EDAW/AECOM	4	Landscape Designer, Illustrator,
Assistant Project Manager CIDI Training Center for Gardening & Landscaping	1	Landscape Designer, Illustrator
Norris Design	2	Landscape Designer, Illustrator

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

N/A

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

American Society of Landscape Architects (ASLA) Member
Society of Experiential Graphic Designers (SEGD) Member
American Society of Architectural Illustrators (ISAI) Member

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

Empowered by Landscape, Landscape Architecture Magazine, Nov 2019/Vol 109 No 11
(https://issuu.com/cameron.berglund/docs/lam_11nov2019_uganda)

NAME: **JOSE R. BUITRAGO**

Rank: Associate Professor

Education (College and Higher):

<u>Number of Institution</u>	<u>Years Attended</u>	<u>Degree</u>	<u>Date Granted</u>
Harvard University	2	MLA	1997
The Pennsylvania State University	4	BSLA	1995
Minor in Art	1995		

Teaching Experience (College and Higher):

<u>Institution</u>	<u>Years</u>	<u>Taught Subjects</u>
University of Georgia	20	All Core Land. Arch. (under. & grad.)
Harvard University	2	Computer Graphics (Tutor)

Practice Experience (Brief listing; however, if experience in practices 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>
Edward D. Stone & Associates	3 1/2	Senior Designer
Architectural Land Design	1 1/2	Project Manager
Lucido & Sole Design	1	Project Manager/Const. Sup.

Professional Registration (Give profession and State/province):

None

Professional & Academic Activities (Office held, exhibitions, competitions, committee memberships in professional societies or boards, etc., for the last five years):

2021 – Appointed CED representative of the UGA PRAC Committee.

2021 – Oral Examination Faculty thesis reviewer for Devin Butler, MUPD Candidate. The Title of the thesis is: An Analysis of How Historical Racism and Inequality has Impacted the Quality of Green Space within the Minority Community: How to Combat Historical and Modern Limitations for Fair and Easy Access to Green Space.

2021 – Service Learning Project, UGA-CED Office of Public Service and Outreach, Land 3040S - Landscape Architecture Design Studio IV – Community Design.

2021 – Presented research work (Looking Back at Learning from Las Vegas – 49 years later) at the University of Georgia College of Environment and Design Spring 2021 Faculty Lecture Series – Via Webinar (Virtual Event).

2020 – Member of the CED 50th Anniversary Exhibit Committee.

2020 – Member of the CED 50th Anniversary Exhibit Committee responsible to draft and submit the proposal to nominate the CED 50th Anniversary Exhibit to the 2020 ASLA Professional Awards-Communication Category.

2018 – Service Learning Project, UGA-CED Office of Public Service and Outreach, Land 4900S – Senior Project Studio-Summer, Project Name: Repurposing an Historic French Country Manor House in the

rural small town of Buckhead, Morgan County, Georgia. Students were engage and interact with a real client in repurposing the grounds of an historic French Manor House.

2017 – Service Learning Project, UGA-CED Office of Public Service and Outreach, Land 3040 – Landscape Architecture Design Studio IV – Residential/Mixed Used, Project Name: Winterville Station Subdivision, Winterville, Georgia. Students were engage and interact with a real client (Major of Winterville) in rethinking a new used for an abandoned/fail subdivision that are colloquially known as PVC Pipes Farm.

2017 - Oral Examination Faculty thesis reviewer for Caitlyn Hungate, MHP Candidate. The Title of the thesis is: Jaunts and Haunts: Examining the Effect of the Dark Tourism Industry on Savannah's Traditional Cultural Identity.

2017 – Presented research work (The New American Colony) at The University of Georgia Latin American and Caribbean Studies Major Proseminar II. University of Georgia, LACSI, 264 Baldwin Hall, Spring 2016.

2016 – Reviewed and evaluated a research manuscript entitled, Redefining the Design Studio for the Millennials Student, for Landscape Journal.

2016 – Service Learning Project, UGA-CED Office of Public Service and Outreach, Land 3040 – Landscape Architecture Design Studio IV – Community Design, Project Name: History Village Subdivision, 106 History Trail, Winterville, Georgia. Students were engage and interact with a real client in rethinking the use of 26 undeveloped lots in a planned subdivision that was never completed.

2016 – Service Learning Project, UGA-CED Office of Public Service and Outreach, Land 3030 – Landscape Architecture Design Studio III – Planting Design, Oconee County High School, Watkinsville, Georgia. Students were engage and interact with a real client in creating a beautification master plan for a public high school.

2015 – Service Learning Project, UGA-CED Office of Public Service and Outreach, Land 3030 – Landscape Architecture Design Studio III – Planting Design, Project Name: Epting Events Headquarters, Athens, Georgia. Students were engage and interact with a real client in creating a planting design for a locally owned company

2015 to Present - Active Member of the Patient Advisory Board for research with cancer survivors. Nell Hodgson Woodruff School of Nursing, Emory University, Atlanta, Georgia, USA.

1991 to Present – Full Member of The American Society of Landscape Architects.

Honors and Awards:

2021 Awarded \$5,410 UGA-Covid19-Teaching Continuity Funding for Class Room Tools and Materials. The CED acquired six (6) Mobile White-Cork Bulletin Boards to function as Covid19 barriers in an open desk studio environment and one (1) Desk Camera (AVER F50-8M) for streaming and recording live classes via web-interface.

2020 to 2017. United States Department of Agriculture, The Natural Resources and Conservation Services – Environmental Quality Incentive and Conservation Innovation Grant. Amount awarded: \$49,000 dollars. Grant awarded to Meadowbrook Farm in Madison County, Georgia to instituted and

develop land conservation and sustainable-organic management and practices in an equine farmstead. This grant is outside of Academic Oversight.

2018 Awarded The Office of Service Learning \$500 Mini-Grant for Land 4900S – Senior Project Studio-Summer, Project Name: Repurposing an Historic French Country Manor House in the rural small town of Buckhead, Morgan County, Georgia. Students were engage and interact with a real client in repurposing the grounds of an historic French Manor House. The grant was use to cover the cost of vehicle rental to transport 10 students to visit the site of their service learning project.

2017 Awarded The Office of Service Learning \$500 Mini-Grant for Land 3040-Landscape Architecture Design Studio IV – Service Learning Project Field Trip. The grant was use to cover the cost of vehicle rental to transport 10 students to visit the site of their service learning project.

2016 Awarded The Office of Service Learning \$500 Mini-Grant for Land 3040-Landscape Architecture Design Studio IV – Service Learning Project Field Trip. The grant was use to cover the cost of vehicle rental to transport 16 students to visit the site of their service learning project.

2016 – Featured in an article by Bryan Zubalsky at The Georgia Landscape Magazine, CED-UGA, Athens, Georgia, USA..

2015 – Recognized as Residence Life/Faculty of the month for October of 2015 by The National Residence Hall Honorary Georgia Alpha Chapter, University of Central Florida, Orlando, Florida, USA.

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

Publications

*Buitrago, Jose R. Color Index for Landscape Architects - 1ed. Oxfordshire, UK: Routledge/Taylor and Francis Group Publisher. This book is under publication contract with Routledge / Taylor & Francis Group and publication delayed due Covid19 Pandemic.

Work Submitted but not yet accepted

2021 – Buitrago, Jose R. Looking Back at Learning from Las Vegas – 50 years later.

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

The incorporation of service-learning projects into the CED curriculum along with the approval and coordination with the University of Georgia Office of Service-Learning. The students learning experience is enhanced with the incorporation of a real-world project and site. Whereas the student's interaction with a client present them with an accurate professional experience of a typical landscape architecture project. The student engagement with a client base projects promotes a better understanding of the professional expectations of the job market. The application of academic skills and knowledge to address a community need, issue, or problem enhances the student learning experience. It also aids the students to refine their technical-professional skills while engaging the community. It also serves as a mechanism to promote the community understanding of the capabilities of landscape architects.

Appendix (Significant Professional Experience/Projects):

2002 - As Designer & Construction Supervisor for Lucido & Sole Design, I contributed to the following projects:

- Vista Credit Union, Orlando, FL, US. Credit Union Bank was designed for the employees of Disney Corporation.
- Ritz Carlton Pool and Spa, Jupiter, FL, US. This hotel and spa was built in the exclusive community of Jupiter and included a +500 square foot pool, deck, spa and grounds.
- Vacation Village at Parkway, Orlando, FL, US. Located in close proximity to Walt Disney World Parks and Resorts, this Hotel offers a swimming pool, an environmentally sensitive marsh, and garden areas.
- Lando Resort CDP, Orlando, FL, US. Located in close proximity to Walt Disney World Parks and Resorts, this proposed new Hotel required the submittal of initial design study and Construction and Development Plans (CDP) to the Orange County's Construction Permit Office for consideration and approval.

2000 to 2001 - As Project Manager for Architectural Land Design, I contributed in the following projects:

- Bajaj Residence Master Plan, Naples, FL, US. This residence was built in the exclusive community of Aqualine Shores and included a driveway entry-courtyard along with a 350 square foot pool and deck.
- Vasari Community Planning Master Plan, FL, US. A planned golf course community themed around the life and works of the Italian renaissance painter, architect and art historian Giorgio Vasari.
- Eldon Johnston Residence, Bonita Springs, FL, US. This residence was built in the exclusive community of Port Royal and included a 500 square foot pool, deck, Spa and a vanishing edge over looking the main waterway canal and private dock.
- Naples Boat Club, Naples, FL, US. This exclusive member only marina is located in the old town of Naples and has direct access to Naples Bay.

1997 to 2000 - As Senior Design Staff for Edward D. Stone and Associates, I contributed to the following projects:

- Sandy Lane Hotel and Resort, Barbados, West Indies. The revitalization of an existing hotel/resort that includes a new 18-hole golf course, tennis courts, a new pool and a spa.
- Pentamar Master Community Plan, Buenos Aires, Argentina. A 500-hectare upscale golf community located north of Buenos Aires, Argentina in the El Tigre vicinity. The site is to include high security with two control points, parks, and a golf club with a pool, tennis, paddle tennis exercise facility and bocce. Canals and lakes will be created by dredging and most lots will have either water views or easily accessible amenities.
- Hurricane Restoration - San Juan Hotel & Casino, San Juan, PR, US. In the aftermath of Hurricane George in October, 1998, I provided hurricane assessment, redesign, and on-site observation for El San Juan Hotel & Casino.
- Hurricane Restoration - Palmas del Mar Resort, Humacao, PR, US. In the aftermath of Hurricane George in October, 1998, I provided hurricane assessment, redesign, and on-site observation for Palmas del Mar and Palmas Properties.
- El Conquistador Resort and Casino, Fajardo, PR, US. In the aftermath of Hurricane George in October, 1998, I provided hurricane assessment, redesign, and on-site observation

- Ritz Carlton Hotel and Casino, Carolina, PR, US. In the aftermath of Hurricane George in October, 1998, I provided hurricane assessment, redesign, and on-site observation for the Ritz Carlton Hotel and Casino.
- Alpargatas Master Community Plan, Buenos Aires, Argentina. A 158 hectare site, one-half hour from the capital city, providing nearly 5000 entry to moderate level residential accommodations, and 90,000 square meter conversion of an existing textile factory into a shopping center and retail establishment.
- Los Paisajes Master Community Plan, Luquillo, PR, US. An upper-class residential community located west of Luquillo, Puerto Rico. The site boasts views of the Atlantic Ocean, the Mountain Range of Sierra de Luquillo, and the Sabana River. The community also has an equestrian center with a small polo-equestrian arena.
- Baan Campus Master Plan, Reston, Virginia, US. Headquarters of an international computer company located in Reston, Virginia.
- Miami Polo Club Master Plan, Miami, Florida, US. An upper class residential community located west of the Miami Airport. The community will include an international polo field, an equestrian center, guest hotel, pools and tennis center. All residential areas also border natural-looking lakes.

NAME: **JON CALABRIA**

Rank: Associate Professor

Education: (College and Higher)

Number of <u>Institution</u>	<u>Years Attended</u>	<u>Degree</u>	<u>Date Granted</u>
Clemson University	3	PhD	2010
Clemson University	2	MLA	2007
University of GA	5	BLA	1992

Teaching Experience: (College level)

Number of <u>Institution</u>	<u>Years</u>	<u>Taught Subjects</u>
University of Georgia	7	Sustainability, Professional Practice, Construction and Implementation, Ecological Restoration, Studios, Ecol.
North Carolina State University	10	Land Use, Water Quality

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>
The Jaeger Company	5	Entry LA, then PM
Melrose and Associates	4	Project Manager
North Carolina State University	10	Water Quality Associate

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

Landscape Architect, NC 974; Landscape Architect, GA 1003; Landscape Architect, SC 1240

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

a. Awards and Certification

- i. Honor Award: *Evaluating Historic Fourth Ward Park*, Georgia Chapter of American Society of Landscape Architects, GA
- ii. Honor Award in Analysis and Planning, *Daylighting Greenville Branch*, American Society of Landscape Architects Georgia Chapter.

b. Committee and Professional Memberships

- i. Committee Member, BLA Graduate Curriculum Committee. (2021 - Present).
- ii. Committee Member, University Council Facilities Committee (2019-present)
- iii. Committee Member, Learning Technology Grant Committee (2013-present).
- iv. Committee Member, PhD Proposal Committee. (January 2011 – present).
- v. Committee Member, MLA Graduate Curriculum Committee. (August 15, 2010 - Present).
- vi. Athens Land Trust, Land Conservation Committee Member (2013 to 2019)
- vii. American Society of Landscape Architects (full member since 1994)
- viii. American Ecological Engineers (full member since 2012)

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

a. *Refereed publications (book chapter and journal articles)

- i. Shields, R., Calabria, J., Orland, B., & Vick, R. (2019). Historic Fourth Ward Park, Phase 1 Methods. Landscape Architecture Foundation. doi:[10.31353/cs1381](https://doi.org/10.31353/cs1381)
- i. Shields, R., Calabria, J., Orland, B., & Vick, R. (2018). University of Georgia Science Learning Center Methods. The Landscape Performance Series, Landscape Architecture Foundation. doi:[10.31353/cs1391](https://doi.org/10.31353/cs1391)
- ii. Rivero, R., Smith, A., Ballal, H., Steinitz, C., Orland, B., McClenning, L., Calabria, J, ... Key, H. (2018). Experiences in Geodesign in Georgia, USA / Experiencias en Geodiseño en Georgia, Estados Unidos. DISEGNARECON, 11, 14.1-14.4. Retrieved from <https://disegnarecon.univaq.it/>
- iii. Rivero, R. G., Smith, A., Orland, B., Calabria, J., Ballal, H., Steinitz, C., . . . Key, H. (2017). La conception géographique pluriéchelle et pluriadministrative : la région côtière américaine de la Géorgie. Canadian Society of Landscape Architects, Landscapes/Paysages, 19, 43-49. Retrieved from <http://www.csla-aapc.ca/csla-aapc>
- iv.

b. *Conference Presentations with Published Counterpart

- i. Pardue, D., Calabria, J., & Lee, S. (2021). Just Park: Examining Pluralisms in Public Place. EDRA52 Detroit: Just Environments- Transdisciplinary Border Crossings.
- ii. Calabria, J., & Pangle, L. (2021). Proctor Creek Restoration Design, Jon Calabria, University of Georgia. In Georgia Water Resource Conference. Water Resources in Urban and Suburban Environments (Special Session: Luke Pangle, Georgia State University).
- iii. Calabria, J., Rogers, E., Shelton, J., Couch, A., & Hoschek, S. (2021). The Community Around A Stream Enhancement Project: Crayfish Creek. In Georgia Water Resource Conference. An Example of a Multi-Dimensional Stream Enhancement Project: Crayfish Creek (Special Session, Emily Rogers, University of Georgia).
- iv. Calabria, J., Matthews, P., Moffit, M., Floyd, T., & Brooks, S. (2021). Bog Wild. In CELA Conference on Landscape Architecture Education 100 +1. (p 75).
- v. Calabria, J., Ross, S., & Teuton, C. (2019). Back from The Dead: Implementation and Monitoring Maritime Longleaf Pine. In CELA 2019 (pp. 125). Sacramento, CA
- vi. Calabria, J., Orland, B. A., & Davis, B. (2018). Benefits of Granite Fines to Suppress Unwanted Vegetation During Meadow Establishment. CELA 2018, 267.
- vii. Davis, B. E., Calabria, J., & Orland, B. (2018). Prairie Meadow Establishment and Management for Temperate Piedmont Regions. Unknown Journal, 248
- viii. Sauer, C., & Calabria, J. (2018). Residents' Receptivity to Sea Level Rise Adaptations on Tybee Island. In Carolinas Coastal Resilience Conference. Columbia, SC
- ix. Vick, R., & Calabria, J. (2018). Enhancing Ecosystem Services with Green Infrastructure. In GCRC Coastal Georgia Colloquium. Savannah, GA
- x. Vick, R., Calabria, J., & Ceska, J. (2018). PV + Pollinators in Georgia. In Georgia Environmental Conference. Jekyll Island, GA
- xi. Calabria, J. (2018). 2018 EcoStream Conference. In Experiential Learning in Lilly Branch. Asheville, NC

- xii. Quick, Devyn., Calabria, J., Breedlove, Tom., & Byers, Tyra. (2017). Improving Water Quality from Rogers Road Family and Graduate Housing Runoff. In *Georgia Water Resources* (pp. 70). Athens, GA
- xiii. Calabria, J., Henning, Frank., & Ross, Sarah. (2017). Using EC to understand mechanisms that drive plant alliance shifts in coastal settings. In *17th Annual Meeting of the American Ecological Engineering Society "Ecological Engineering for Adaption in the Anthropocene"* (pp. 44). Athens, GA
- xiv. Vick., Calabria, J., & Combs, Alyssa. (2017). The I-20/85 Interchange Green Stormwater Infrastructure Pilot Project. In *Georgia Water Resources* (pp. 19). Athens, GA
- xv. Fowler., Calabria, J., & Wood, James. (2016). Using Stream Restoration on UGA's Campus as a Focus for Engaging all Three Land Grant Missions in Sustainability. In *EcoStream 2016: Ridgeline to Thalweg*. Asheville, NC
- xvi. Calabria, J. (2016). Opportunities in Restoration and Green Infrastructure. In *First International Congress on Landscape Management and Restoration: Implications in Urban Planning Policies and Land Management*, Curridabat, Costa Rica

c. *Grants Received

- i. Phase 2: Enhancement and Restoration Interventions for Bird-Long Island Shoreline Alternatives: Design and Modeling for Stewardship (FP00017884): Proposed amount: \$ 167,055 (US), Role: Principal investigator of, Credit: 85%
- ii. Review of Special Provisions and Other Conditions Placed on GDOT Projects for Imperiled Aquatic Species Protection (FP00014783): Amount: \$ 658,492 (US), Role: Co-investigator of, Credit: 10%
- iii. Stormwater Monitoring of Interstate Runoff into New GDOT Bioretention Cell (FP00012731): Proposed amount: \$ 199,749 (US), Role: Principal investigator of, Credit: 25%
- iv. Bird-Long Island Management Study Phase 1A: The Application of Geospatial Tools to Quantify Shoreline Change and the Threat to Cultural and Natural Resources on Bird/Long Island (FP00008345): Amount: \$ 99,941 (US), Role: Co-investigator of, Credit: 19%
- v. City of Tybee Island Coastal Marsh and Community Resilience Adaptation (GA) (FP00020195): Amount: \$ 221,240 (US), Role: Co-investigator of, Credit: 10%
- vi. Coastal Geodesign Project: Planning for the Future of Coastal Georgia (FP00008099): Amount: \$ 15,000 (US), Role: Co-investigator of, Credit: 5%
- vii. Developing a Framework to Integrate Landscape Architecture Design and Planning Concepts into Engineering with Nature (EWN) Approaches to Levee-Based Flood Management (FP00019045): Amount: \$ 237,018 (US), Role: Principal investigator of, Credit: 50%
- viii. Dried Indian Creek Watershed (FP00023377): Amount: \$ 36,631 (US), Role: Principal investigator of, Credit: 100%
- ix. Engineering with Nature ® Initiative (FP00021076): Amount: \$ 2,500,000 (US), Role: Co-investigator of, Credit: 6%
- x. Fort Pulaski Sustainability Issues (FP00005243): Amount: \$ 61,765 (US), Role: Co-investigator of, Credit: 50%
- xi. Green Infrastructure Implementation and Capacity Building in Folkston, Georgia (FP00012192): Amount: \$ 95,000 (US), Role: Co-investigator of, Credit: 20%
- xii. Incorporating Engineering With Nature® (EWN®) and Landscape Architecture (FP00014791): Amount: \$ 125,000 (US), Role: Principal investigator of, Credit: 50%

- xiii. Landscape Architecture Foundation CSI Fellow 2018 (FP00013191): Amount: \$ 7,840 (US), Role: Principal investigator of, Credit: 34%
- xiv. Landscape Performance and Biodiversity Analysis, Phase 1: Ground Layer Vegetation for Solar Project Literature Review (FP00006297): Amount: \$ 24,903 (US), Role: Co-investigator of, Credit: 18%
- xv. Landscape Performance Series Case Study Review and Analysis (047897-01): Proposed amount: \$ 22,500 (US), Role: Principal investigator of, Credit: 100%
- xvi. Monitoring Bioretention Efficacy on Interstate 20 in Atlanta to Assess Water Quality (FP00016522): Amount: \$ 95,732 (US), Role: Co-investigator of, Credit: 30%

d. Research Reports

- i. Calabria, J. (in prep 2021). Dried Indian Creek. City of Oxford, GA.
- ii. *Calabria, J., Alexander, C. (in prep 2021). *Bird-Long Island Management Study Phase 2: Enhancement and Restoration Interventions for Bird-Long Island Shoreline Alternatives: Design and Modeling for Stewardship*. Georgia Department of Transportation.
- iii. *Wenger, S., Bledsoe, B., Freeman, B., Bringolf, R., Hill, K., Calabria, J., and Vick, R. (2020). *Review of Special Provisions and Other Conditions Placed on GDOT Projects for Imperiled Species Protection*. Georgia Department of Transportation.
- iv. *Alexander, C., Calabria, J. (2019). *Bird-Long Island Management Study Phase 1A: The Application of Geospatial Tools to Quantify Shoreline Change and the Threat to Cultural and Natural Resources on Bird-Long Island*. Georgia Department of Transportation.
- v. Evans, J., Sacks, D., Calabria, J., & Bockoven, C. (2019). *Landscape Design and Performance at the Sandra Stetson Aquatic Center Final Project Report for Institute for Water and Environmental Resilience Seed Grant*
- vi. Vick, R., Calabria, J., Mason, G. (2016). *Landscape Sustainability for Solar Projects*. UGA.

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

I have advanced the profession through teaching (freshman to PhD), service and research in ecological restoration, ecology, imperiled species, conservation, visual perception, coastal resilience, green infrastructure, low impact development, stormwater management, professional practice and stream restoration.

NAME: **SHELLEY CANNADY**

Rank: Associate Professor

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

Education: **(College and Higher)**

<u>Number of Institution</u>	<u>Years Attended</u>	<u>Degree</u>	<u>Date Granted</u>
University of GA	3	MLA	1999
Indiana University		BA	1985

Teaching Experience: (College Level)

<u>Institution</u>	<u>Number of Years Taught</u>	<u>Subjects</u>
University of Georgia	6 (Part-Time)	Master's Thesis, Design Comm.,
University of Georgia	6 (Assist.)	Reading the Landscape, Planting Design
University of Georgia	7 (Assoc.)	Capstone Studio; Region-Site-Place Studio; Landscape in Lit/Arts/Pop Culture

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>
Mountain View Farm	17	Viticulturist
Connoisseur Gardens	7	Partner
Robinson Fisher Associates	1	Landscape Design Associate:

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

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

Chair (appointed), CED Post-Tenure Review Committee 2021
Co-chair (appointed), CED 50th Anniversary Planning Committee 2018-2019
CED Scholarship Coordinator and Committee Chair (appointed) 2012 - 2019
Committee Member, MLA Curriculum Committee. August 2009 - Present.
Committee Member, BLA Curriculum Committee. August 2007 - Present.

Publications; List significant publications, projects and/or reports covering the last five years.

Identify refereed publications with an asterisk.

Cannady, Shelley (2020). Invited lecture: “Delicious Terror: The Gothic Landscape in Literature, the Arts and Popular Culture.” UGA Spotlight on the Arts Festival/CED Faculty Lecture Series, Nov. 11, 2020.

* Cannady, Shelley (2018). Conference proceedings: “Conflict, incarceration, and decay: the American concentration camps of WWII.” Landscapes of Conflict. European Council of Landscape Architecture Schools (ECLAS) Annual Conference, Ghent, Belgium, September 2018, pp. 396-404.

* Cannady, S. (2019) Abstract and presentation: “Reaching out, reaching in: reciprocal meaning and relevance in community design.” In Engaged Scholarship, CELA 2019 Conference proceedings, pp. 16- 17. Council of Educators in Landscape Architecture.

* Cannady, S. (2017) Abstract and presentation: “The Myth of the Moral Heartland: Transforming the Discussion of America’s Agricultural Landscapes.” In Transforming the Discussion, CELA 2018 Conference Proceedings, p. 360. Council of Educators in Landscape Architecture.

*Cannady, S. (2016). Abstract and presentation: “For Whites Only: Mass Incarceration and Land Racialization in the Tule Lake Basin.” In Dilemma: Debate, CELA 2016 Conference Proceedings, p. 234. Council of Educators in Landscape Architecture.

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

Professor Cannady's contribution to advancing the profession is primarily through keen attention to high standards in teaching and through engagement with meaningful community projects. She focuses on functional, appropriate, and sustainable design; technological advancements in graphic media; student community interaction through real projects; and professionalism. Her research has been presented at numerous international venues and focuses on the legacy of conflict in the landscape, furthering a dialog with academics and practitioners on the implications of post-conflict social change in the built environment. Her service to the profession includes extensive peer review for books, book proposals, journal articles and conference abstracts.

NAME: GREGG COYLE

Rank: Professor

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

Education: (College and Higher)

<u>Number of Institution</u>	<u>Years Attended</u>	<u>Degree</u>	<u>Date Granted</u>
Peru State Teachers College	3	BFA In Edu.	1972
Iowa State University	3	MLA	1977

Teaching Experience: (College Level)

<u>Number of Institution</u>	<u>Years Taught</u>	<u>Subjects</u>
University of Georgia Construction, Engineering, Graphics, Professional Practice, Recreation Design	29	Design, Plant Materials,
Houston Community College Engineering, Drafting, Drawing	3	Design, Construction,

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>
Teas Nursery Co.	5	Land. Arch., Operations Manager
Growth Systems. Inc.	4	Land. Arch., VP of Operations
Rosenblath Landscape Services	1	Landscape Architect
Graphic Consultant	18	Self-Employed

Professional Registration: Give profession and state/province(s).
Landscape Architecture Texas 1980 – 1990

Landscape Architecture Georgia 1990-Present

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

Associate Dean of Academic Affairs, CED
July 2012 to Present

University Faculty Admissions Committee, Secretary
2012 to Present

Presidents Faculty Advisory Council
2007 to 2010

UGA College of Environment and Design, Athens, GA UGA Coastal Gardens &
Bamboo Farm design development and processes. Coyle, Gregg A.. November
2009.

Abstract: Presentation to the Chinese delegation from Nanjing Forestry University on
the design development and processes of the University of Georgia Coastal
Gardens and Bamboo Farm, Athens, Georgia

CURO International Research Symposium. San Luis, Costa Rica "Disena La Grafica
Del Proceso" (Design Process Graphics). Coyle, Gregg A.. May 2007.

CURO International Research Symposium. San Luis, Costa Rica "El Proyecto Del
Diseno, Campus Profesional Del Desarrollo" (The Design Project, Professional
Development Campus). Coyle, Gregg A.. May 2007.

CURO International Research Symposium. San Luis, Costa Rica "Una Historia Del
Diseno Y Del Desarrollo Del Campus" (A History of the Campus Design and
Development). Coyle, Gregg A.. May 2007.

University of Georgia Coastal Gardens and Bamboo Farm, Savannah, GA UGA
Coastal Gardens & Bamboo Farm Master plan. Coyle, Gregg A.. August 2009.
UGA Coastal Gardens & Bamboo Farm, Savannah, GA UGA Coastal Gardens &
Bamboo Farm master plan. Coyle, Gregg A.. April 2009.

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

Coyle, G. A., Calabria, A. (2007). *Processing Educational Design Opportunities into
Professional Communications* (pp. 52-58). Muncie, IN: Design Communication
Association Biannual Conference.

Coyle, G. A. (2010). *The Gardens of Vince Dooley*.

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

Dedicated in February of 2008, the UGA Costa Rica campus, designed and implemented by Professor
Coyle as charged by the Associate Provost of International Education of the University of Georgia has
broadened the exposure of the profession of landscape architecture domestically and internationally. The
design and development of a 153-acre campus abroad in Costa Rica has exposed the profession of

landscape architecture to many other educational disciplines such as biology, ecology, agronomy, botany and ornithology, as well as to general eco-tourists. All have been users of the site in Costa Rica and were introduced to landscape architecture in the design development phase of the project through interviews and presentations by professors and students. Also, and of more importance, is the introduction of the profession to a foreign culture. Input in the design of the campus included interviews and public forums with community officials, elected municipality officials, and the general population of the San Luis valley. This displayed the value of the landscape architectural design process to a culture that, prior to the campus design project, had very little, if any, exposure to the profession of landscape architecture.

NAME: **MARIANNE CRAMER**

Rank: Associate Professor

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

Education: (College and Higher)

<u>Institution</u>	<u>Years Attended</u>	<u>Degree</u>	<u>Date Granted</u>
University of Georgia	4	MLA	1977
Thiele College	4	BA Biology	1969

Teaching Experience: (College Level)

<u>Institution</u>	<u>Years Taught</u>	<u>Subjects</u>
University of Georgia	20	Design Studios, Landscape Management, Construction
University of Pennsylvania	2 semesters	Graduate Design Studio Critic

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>
City of NY Parks and Rec. (Central Park)	9	Land.Arch. Planner
City of NY Parks and Rec. (Central Park)	4	Land.Arch. Chief of Design & Planning
City of NY Parks and Rec. (Central Park)	3	Land. Arch. Restoration Planner
NYC Parks and Recreation	3	Assistant Landscape Architect
Project for Public Spaces	1	Project Designer
M. Paul Friedberg & Partners	1	Project Architect

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

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

December, 1998 – present. Associate Professor. University of Georgia, School of Environmental Design. 1990 Spring & Fall Semesters. Graduate Design Studio Critic. LARP 701 -- Studio V and LARP 702 – Studio VI. Department of Landscape Architecture and Regional Planning. University of Pennsylvania.

1984 -- 1985. Instructor. LAN 102: Landscape Design Theory; LAN 222: Landscape Design I – Site Analysis and Schematic Design. New York Botanical Garden Landscape Design Program.
1975 – 1977. Graduate Teaching Assistant. University of Georgia, School of Environmental Design.

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

a. Publications.

Books Authored or Co-authored:

Putnam, Karen and Marianne Cramer. 1999. *New York's 50 Best: Places to Discover and Enjoy in Central Park*. NYC: City & Company.

Rogers, Elizabeth Barlow, Marianne Cramer, Judith Heintz, Bruce Kelly, and Philip Winslow. 1987. *Rebuilding Central Park: A Management and Restoration Plan*. Cambridge: MIT Press.

Books Edited or Co-edited: None

Chapters in Books: None

Peer-reviewed Journal Articles:

Firth, Ian and Marianne Cramer. 1999. "Ecosystems and Preservation: Learning from New York's Central Park" *APT Bulletin: the Journal of Preservation Technology*. 30(1)15-20. [Journal Cover Illustration]

Cramer, Marianne. 1993. "Urban Renewal: Restoring the Vision of Olmsted and Vaux in Central Park's Woodlands." *Restoration & Management Notes*. 11(2)106-116.

Other Professional Journal Articles: None

Peer-reviewed Papers in Published Conference Proceedings:

Cramer, Marianne. "Design and Management Relationships: An Historic Case Study" CELA 2005 Conference Proceedings, 29-34.

Other Papers in Published Conference Proceedings:

Cramer, Marianne. 1998. "Central Park's Woodlands: A Case Study in Restoring and Managing an Urban Natural Resource" American Museum of Natural History Spring Symposium. Preventing Extinction: Advances in Biodiversity Conservation.

Bulletins or Reports:

Tunnell & Tunnell Landscape Architecture, Charles Beveridge, Marianne Cramer, Pharr Engineering and Barrie Collins. 2003. "Olmsted Linear Park Alliance. Phase IV Master Plan Implementation. Deepdene Park: Pre-Schematic Design Report" Not published.

Kidd, Michael, Marianne Cramer, Pratt Cassity, and Amy Moore. 2002. *Savannah Squares: Plant Identification and Maintenance Manual*. Historic Savannah Foundation.

Book Reviews:

A Clearing in the Distance by Witold Rybczynski. 1998. 480 pp. Reviewed in *Whole Earth*. Fall 1999. p.86.

Other:**Articles**

Cramer, Marianne. 1995. "The Sylvan City: Restoring Central Park" *American Forests*. 101(5)35-37.
Cramer, Marianne. 1991. "The Central Park Conservancy" *Trends*. 28(2)35-38.

Central Park Publications

Harlem Meer Walking Tour. 1997. Central Park Conservancy. Project Manager: responsible for concept and content. One illustration.

WOODSwatch: Central Park's Woodlands Management & Restoration Update. 1994. Author and Illustrator: responsible for conceptual development, text and illustrations.

The Ravine in the North Woods: A Central Park Walk. 1993. Central Park Conservancy. Author: responsible for concept, text, and illustrations.

Poetry

Cramer, Marianne. "Did they not tell you?" *Georgia Landscape 2002*. p.17

Art

CED 2013 Holiday card artwork

b. Creative contributions other than in publications.**Exhibits.**

2020. "Expressions of Care" CED Circle Gallery mini-exhibit on movable panels as part of changing "SNAPSHOTS" exhibit; faculty advisor and co-designer.

2019 "SNAPSHOTS: 50 years at the College of Environment + Design" August 2019-February 2020. Circle Gallery Jackson Street Building. Curator of the College of Curiosities wall; co-curator of the timeline; oversight of charter timeline, part of the "Landscapes of Care" revolving centerpiece.

2015. US World War I Memorial Competition Group member and responsible for design concept; Entry # 0219

2013. "Drawn from the Garden" April 1 – 26 Exhibit at the Circle Gallery in the Jackson Street Building. Results of the University-wide competition for two-dimensional works of art of the Founders Memorial Garden in preparation for its 75th anniversary.

2007. "investigation+exploration+findings" Spring exhibit at the Circle Gallery in the Hubert B. Owens Library, UGA; one of 12 participants; created a large-scale comic strip inspired by Tom Tomorrow's work to report-out research findings at Eastwyck Village.

1997. "Woods and Water Exhibit" The Henry Luce Nature Observatory at Belvedere Castle, Central Park, NYC Permanent. Designer and Illustrator: responsible for concept and creation of an "I Spy" map of the Ramble and a ¾ life size cross section of Turtle pond for the discovery trunk.

1984. "Renewing Central Park: A Management & Restoration Plan in Progress" Temporary Exhibit at the Dairy in Central Park, NYC.

c. Grants received.

2005. Marianne Cramer and Eric MacDonald, Principle Investigators
\$ 6,000 UGA SEGUE Grant for "Engaging Students in Preserving the Saltwater Geechee Cultural Heritage on Sapelo Island, GA."

d. Recognition & Outstanding Achievements****Mention in publications by others:**

Recognition in the following publications:

1. Brown, Jane Roy. 2005. "Landscape Curator: A New Wave of Professionals Oversees the Care of Historic Landscapes" *Landscape Architecture* 95(12)66-71
2. Gabriel, Laura Hall. 2003-4. "A Local Organic Farm May be Protected by a New Conservation Easement" Athens Land Trust Newsletter. Winter 2003-2004. p. 5.
3. Miller, Sara Cedar. 2003. *Central Park, An American Masterpiece*. NY:Harry N. Abrams
4. Hannon, Kent. 1999. "Friend of Central Park" *Georgia Magazine* 70(3)28-33
5. Sauer, Leslie Jones. 1998. *The Once and Future Forest: A Guide to Forest Restoration Strategies*. Washington, DC: Island Press.
6. Winn, Marie. 1998. *Red-Tails in Love*. NY: Pantheon Books.
7. Burton, Dennis. 1997. *Nature Walks of Central Park*. NY: Henry Holt & Co.
8. Nixon, Will. 1995. "As the Worm Turns" *American Forests*
9. Burnham, Louise and George Packard. 1993. *Central Park: A Visit to One of the World's Most Treasured Landscapes*. NY: Crescent Books.
10. Leccese, Michael. 1991. "The Reality of Space" *Landscape Architecture* 81(1)60-63
11. Barlow-Rogers, Elizabeth. 2018. *Saving Central Park: A history and memoir*. Knopf Doubleday Publishing Group.

Citations in the following publications:

Citing Cramer's 1993 publication: "Urban Renewal: Restoring the Vision of Olmsted and Vaux in Central Park's Woodlands"

- Collinge, S. 1996. "Ecological Consequences of Habitat Fragmentation: Implications for Landscape Architecture and Planning" *Landscape and Urban Planning* 36(1)59-77.
- Flores, A., S. Pickett, W. Zipperer, et. al. 1998. "Adopting a Modern Ecological View of the Metropolitan Landscape: The Case of a Greenspace System for the New York City Region" *Landscape and Urban Planning* 39(4)295-308.
- Alanen, Arnold and Robert Melnick, Editors. 2000. *Preserving Cultural Landscapes in America*. Johns Hopkins University Press, Baltimore, MD.
- Dunmore, Ralph, 2000. "Disturbance and Restoration in Northern Piedmont Forests" *Ecological Restoration* 18(3)150-166.
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Citing the coauthor’s 1987 book: *Rebuilding Central Park: A Management and Restoration Plan*

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- Fieldhouse, Ken. and Jan Woudstra Eds. 2012. *The regeneration of public parks*. The Garden History Society Landscape Design Trust and E & FN Spon, UK.
- Thompson, Catherine W. 2004. Historic American parks and contemporary needs. *Landscape Journal*. 17(1)1-25.
- Bates, Charlotte. 2017. Desire lines: Walking in Woolwich In: *Walking through social research* Routledge 55-69.
- Furman, A. Desire lines: 2012. Determining pathways through the city. Sustainable City. In: Sustainable City VII: Urban Regeneration and sustainability. M. Pacetti, et. al. Eds. WIT Press UK.
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- Fickle, James E. 1990. Differing perspectives on urban parks. *Forest and Conservation History* 34(1) 35-37.
- Rogers, Elizabeth Barlow 2016, *Green Metropolis: the extraordinary landscapes of New York City as nature, history and design*. Penguin Random House LLC.

Citing the coauthor’s 1999 publication: “Ecosystems and Preservation: Learning from New York’s Central Park”

- National Park Service. Conservation Study Institute Manager’s Handbook. “Discovering Dumbarton Oaks: Restoring a Masterwork for Modern Needs”
- National Park Service. “The Reynolda Gardens: Exploration of the Causes of Deterioration, Planning for Preservation and Repair” Currents
- Buggy, Susan. 2000. Associative values: Exploring nonmaterial qualities in cultural landscapes. *APT Bulletin* 31(4)21-27.
- MacDonald, Eric and Elizabeth G. King. 2018. Novel ecosystems: A bridging concept for the consilience of cultural landscape conservation and ecological restoration *Landscape and Urban Planning*. Vol. 177. 148-159.
- Slaiby, Barbara and nora Mithell, 2003. *A Handbook for Managers of Cultural Landscapes with Natural Resource Values*. A web-based publication of: The Conservation Study Institute QLF/Atlantic Center for the Environment

Citing the author’s unpublished paper for the 2005 AHL P Annual Meeting; “What Does Authenticity Mean for Scenic Landscapes?”

- Crook, Susan. 2005. “Saving the Future by Preserving the Past: Developing Guidelines for the Sustainable Management of Historic Sites” ASLA Annual Meeting Panel Paper.177; 148-159.

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

Although not yet published, my current research has is in the area of design education and educational psychology—specifically an examination of design thinking in procedural theory, and studio teaching and learning. A spring 2019 lecture as part of the CED faculty lecture series entitled “Wellsprings of Design Thinking in Landscape Architecture” presented the initial findings and six propositions that proposed new directions in design studio education. “A Century of Thinking Like Designers: The wellsprings of design thinking and its future in landscape architecture education” was accepted but not presented at the 2020 CELA conference because of the pandemic. The presentation “*Fôrm’ · ing*: A means to engage and develop design thinking skills” accepted by National Conference on the Beginning Design Student (NCBDS) also canceled.

Name: Brad E. Davis

Rank: Associate Professor

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

Education: (College and Higher)

<u>Number of Institution</u>	<u>Years Attended</u>	<u>Degree</u>	<u>Date Granted</u>
Louisiana State Univ.	3	MLA	2002

Teaching Experience: (College level)

<u>Institution</u>	<u>Number of Years Taught</u>	<u>Subjects</u>
University of Georgia	7	Planting Design Plant Identification Site Analysis/Inventory Healthcare Garden Design Design Studio Applied Engineering Drawing and Painting

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>
Ross Fowler, PC.	2	Project Landscape Architect
Benfield Richters Company	3	LA Intern
Collective Design, Inc. Design, Construction Documents, Construction Observation	2	LA Intern

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

Landscape Architecture, Tennessee, obtained October 2006

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

Committee Member, International and Off Campus Studies Committee.
September 2008 - Present.

Committee Member, (appointed) BLA Curriculum Committee.
August 2007 - Present.

Committee Member, (appointed) MLA Curriculum Committee.
August 2012- Present.

Committee Member, (appointed) MLA Selections Committee.
August 2012- Present.

Committee Member, (appointed) Faculty Search Committee.
August 2013 – May 2014.

Faculty Mentor.

November 27, 2008.

Responsibilities: Invited Lecture to the Athens Emerging Green Builders Association
entitled: "Taking a Fresh Look at Natives for Planting Design." Lecture held as a walk at
the State Botanical Gardens.

Chairperson, (elected) East Tennessee Section, ASLA (Knoxville, Knox, TN).
May 2006 - July 2007. Approx. hours spent: 60.

Professional Advisor, East Tennessee Community Design Center (Knoxville, Knox, TN).
May 2006 - November 2006.

Guest Juror, University of Tennessee College of Architecture (Knoxville, TN).
October 2006.

Project Landscape Architect, Whitehead Elementary School, Athens, GA (Athens, Clarke,
GA).
May 2008 - Present.

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

*Davis, B. E., and Nichols, D. (In-preparation) *Plants in design: A guide to southern landscape plants*.
Manuscript under contract with the University of Georgia Press

*Davis, B.E., Chappell, M.R., and Schwevens, J.D. 2012. Using native plants in traditional design contexts: Smilax
smalli provides an example. *Native Plants Journal*, 13(1), 27-34

*Davis, B. E. 2011. "Rooftop hospital gardens for physical therapy: a post occupancy evaluation." *Health
Environments Research and Design Journal*, 4(3), 14-43

*Davis, B. E. 2011. Market demand for smilax smalli? A survey of design use in the south. In N. Gawel (Ed.),
Proceedings of the Southern Nurserymen Association Research Conference Vol. 56 (pp. 328-335). Oak
Grove, Virginia: Southern Nurserymen Association

*Davis, B. E., Morgan, C. 2010. Building a legacy of leaders: service-learning across disciplines. [CD-ROM]. In G.
Carsjens, (Ed.), *Council of Educators in Landscape Architecture Landscape Legacy: Landscape Architecture and
Planning Between Art and Science* (pp. 1 -12). Wageningen, Netherlands: Wageningen University

*Davis, B. E. 2010. Evaluation of woody plant selection, maintenance, and long term performance on a rooftop
hospital garden. In N. Gawel (Ed.), *Proceedings of the Southern Nurserymen Association Research Conference Vol.*
55 (pp.81-86). Oak Grove, Virginia: Southern Nurserymen Association

*Chappell, M., Davis, B., Pennisi, B., and Sullivan, M. 2011. Landscape basics: color theory. *University of Georgia Cooperative Extension Bulletin 1396*

*Davis, B. E., & Morgan, C. (2010). "Crossing disciplinary lines: impacts on faculty, teachers, and students." *Journal of Higher Education, Outreach, and Engagement* (in revision)

Refereed Paper and Poster Presentations

**"Finding center through plein air drawing and watercolor." Paper presented at the Council of Educators in Landscape Architecture Finding Center: Landscape +Values Conference, University of Illinois, March 2012

**"Market demand for *smilax smalli*? A survey of design use in the south." Paper presented at the Southern Nurserymen Association Research Conference, Mobile, Alabama. January 2011

**"Cultural landscape perception in the south through the lens of *Smilax smalli*." Paper presented at the Council of Educators in Landscape Architecture Urban Nature Conference, Los Angeles, CA. March 2011

**"Building a legacy of leaders: service-learning across disciplines." Paper presented at the Council of Educators in Landscape Architecture Conference, Landscape Legacy: Landscape Architecture and Planning Between Art and Science Masstricht, Netherlands. May 2010

**"Assessing student leadership skills development in the Learning garden." Poster presented at the National Outreach Scholarship Conference, Athens, Georgia. September 2009

**"Reflections on crossing faculty disciplinary lines through service - learning: Impacts on the tenure process." Paper presented at the National Outreach Scholarship Conference, Athens, Georgia. September 2009

**"Leadership skills development through service-learning: service -learning in the landscape architecture curriculum." Paper presented at the Gulf South Summit, Baton Rouge, Louisiana. March 2009

**Compiler*, (2010) with Professor Georgia Harrison. UGA Coastal Gardens and Bamboo Farm Planting Plan Booklet.

**"Plants and place expression: using music to teach an empathetic approach to planting design." Paper presented at the Council of Educators in Landscape Architecture Conference. Tucson Arizona. January 2009

**"The active use healing garden: A post-occupancy evaluation of the rooftop therapy park." Poster presented at the Environmental Design Research Association Conference. Vera Cruz, Mexico. May 2008

Projects: (Service Through Instruction)

(2013) Camp Southern Ground, Design Solutions for a camp for special needs and Autism Spectrum Disorder Children in Fayetteville, GA. Work done in concert with the firm Perkins + Will Atlanta

(2013 - present) Labyrinth Garden, Loran Smith Center for Cancer Support at Athens Regional Medical Center, Athens, Georgia. (Labyrinth installed, planting to be installed spring 2014)

(2012) Atlanta Beltline, Boulevard Crossing Masterplan, Atlanta, Georgia

(2011) Healing garden Masterplan for Loran Smith Center for Cancer Support at Athens Regional Medical Center, Athens, Georgia. (Center currently using masterplans for fundraising)

(2010) Cleveland Road Elementary School Garden, Athens, Georgia (Under construction)

(2009) UGA Coastal Gardens and Historic Bamboo Farm for the Friends of the Bamboo Farm, Savannah, Georgia. (Student designs currently under construction)

(2009) Spangler Residence design, Watkinsville, Georgia. (Implemented)

(2008, 2009) Whitehead Elementary School Learning Garden, Athens, Georgia. (Implemented)

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

Eight years ago I left professional practice as a licensed landscape architect to join the CED. I bring a wide range of practice experience to the classroom from urban design to high end residential garden design. As an academician I have advanced the knowledge base for landscape architecture on several fronts including innovative studio instruction to meet the educational needs of this generation of students; research on native plant propagation and design use to find greater cultural acceptance and use; and research on design for hospital gardens. I am currently under contract to publish the book: Plants in Design: A Guide to Southern Landscape Plants which will serve students and practitioners as a thorough palette and inspiration for better planting design and thus better environments for people. I am committed to reinvigorating a passion for plants and planting design knowledge in landscape architecture as the need for this knowledge and skill is on the increase as urban areas grow and need quality green spaces, as landscape architects continue to do environmental restoration work in which careful planting is a key component, as hospitals increase their inclusion of nature and garden spaces, and as there is growing societal awareness of the importance of a daily connection to nature.

NAME: _____

JESSICA FERNANDEZ, PH.D., PLA, ASLA, LEED AP ND

Rank:

Assistant Professor, August 2021-Present

Lecturer, August 2019- July 2021

Department or Unit: **Landscape Architecture,** **College of Environment and Design**

Education:

Number of

<u>Institution</u>	<u>Years Attended</u>	<u>Degree</u>	<u>Date Granted</u>
Clemson University	3.5	Ph.D.	August 10, 2018
Auburn University	2	MLA	May 10, 2007
Auburn University	4	B.S. Env. Design	August 8, 2005

Teaching Experience:

<u>Institution</u>	<u>Years</u>	<u>Taught Subjects</u>
University of Georgia	3	Senior Project & Graduate Capstone Studios Design Communication II Portfolio Development Advanced Graphics Advanced Landscape Ecology Implementation Documents
Clemson University	4	Design Implementation II Landscape Basic Design II Studio Computer-Aided Design Landscape Design Fundamentals Studio Design Implementation III Advanced Community Design Studio

Practice Experience:

<u>Firm or Agency</u>	<u>Number of Years</u>	<u>Responsibilities</u>
ALPHA Design Studio	6	Co-Owner, Design Visualization
RDG Planning & Design	5	Design, Master Planning, Project Management
Ed Castro Landscape	1.5	Residential Design & Documentation
Niles Bolton Associates	2	Higher Ed Design & Master Planning

Professional Registration:

2016- Present State of South Carolina Landscape Architect Registration #1347, 2016 - Present
2011- 2016 State of Iowa Landscape Architect Registration #586
2011- Present LEED® Accredited Professional for Neighborhood Development (LEED® AP ND)

Professional & Academic Activities.

Service to Academy:

2021- Present UGA Arts Council
2020- 21 UGA Teaching Academy Fellow
2020- 21 Chair, University of Georgia College of Environment and Design (CED) Recruitment, Marketing, and Communications Specialist Search Committee
2020- Present Member, CED Technology Committee, University of Georgia CED
2020- 21 Member, Bachelor of Landscape Architecture Curriculum Committee
2020- 21 Chair, CED Design Thinking Sub-Committee, University of Georgia CED
2020- 21 Member, CED Diversity and Inclusion Committee, University of Georgia CED
2020- 21 Circle Gallery Advisory Committee, UGA College of Environment and Design
2017- 18 Faculty Advisor, Clemson University Student Chapter ASLA (CUASLA)
2017- 18 School of Architecture Communication & Marketing Committee, Clemson University
2017- 18 Landscape Architecture Program Marketing & Website Committee, Clemson University

Service to Profession:

2021 Peer Reviewer, Invited, Architecture & Culture Journal
2021 Peer Reviewer, Invited, Landscape Research Record
2020- Present Region 6 Director, CELA
2020- Present Member, CELA Finance Committee
2020- Present Member, Georgia Chapter ASLA
2021 Peer Reviewer, Landscape Journal, 1 article reviewed
2020 Peer Reviewer, CELA Annual Conference, Topic of Design Education and Pedagogy.
5 abstracts reviewed
2019 Peer Reviewer, CELA Annual Conference, Topic of People-Environment Relationships.
5 abstracts reviewed
2019 Leadership Clemson; Clemson, South Carolina
2019 Leadership Pendleton; Pendleton, South Carolina
2019 Peer Reviewer, Invited, Landscape Research Record
2019 ASLA Awards Jury, Invited, Regional Level
2019 South Carolina ASLA (SCASLA) Promotional Marketing Designer
2018 Peer Reviewer, CELA Annual Conference, Topic of People-Environment Relationships.
5 abstracts reviewed
2017 Peer Reviewer, Invited, CELA Annual Conference, Theme Track of Transforming the Discussion: Breaking our Landscape Architecture Chrysalis. 5 abstracts reviewed
2016- 20 Member, South Carolina Chapter ASLA
2016- 18 Member, Association for the Study of Higher Education (ASHE)
2016- 18 Member, The Environmental Design Research Association

Publications:

*Song, Y., Wang, R., **Fernandez, J.**, Li, D. (2021). Investigating sense of place of the las vegas strip using online reviews and machine learning approaches. *Landscape and Urban Planning*. DOI: 10.1016/j.landurbplan.2020.103956

*Song, Y., **Fernandez, J.**, & Wang, T. (2020). Understanding perceived site qualities and experiences of urban public spaces: A case study of social media reviews in Bryant Park, New York City. *Sustainability*. DOI: 10.3390/su12198036

***Fernandez, J.**, Powers, M., & Song, Y. (In press). Measuring collaboration in community and campus planning. *Journal of Architecture and Planning Research*.

***Fernandez, J.** & Powers, M. (2020). Before the neo-liberal campus: University,

place, and the business of higher education. *Architecture and Culture*.
DOI: 10.1080/20507828.2020.1805949

Fernandez, J. (January 2019). Inclusion and the Design Process in the American College Town Community. *ASLA Field Blog*.

Fernandez, J. (2018). *Blurring Boundaries: A Study of Town, Gown, and the Built Environment* (doctoral dissertation). Clemson University, Clemson, SC.

Fernandez, J. & Song, Y. (2017). Evaluating Landscape Character through Parametrical Indicators: A Case Study of the Campus-Community Edge. *Proceedings, 54th Conference on International Making Cities Livable, Sante Fe, NM*.

Song, Y. & **Fernandez, J.** (2017). A Glimpse of Big Data: How Social Media can Inform Urban Design. *Proceedings, 54th Conference on International Making Cities Livable, Sante Fe, NM*.

Under Peer Review

***Fernandez, J.**, Song, Y., Padua, M., & Liu, P. A framework for urban parks: Using social media data and mixed methods to assess Bryant Park, New York.

*George, B., **Fernandez, J.**, & Summerlin, P. The impact of virtual reality on student design decisions: Assessing density and proximity when designing in virtual reality versus traditional analog approaches.

*Longnecker, D., Jones, T., **Fernandez, J.**, Spooner, D. Perspectives on communication standards in design education: A strategic approach to AutoCAD implementation.

*Song, Y., Yang, R., Lu, H. **Fernandez, J.** Why Do We Love the High Line? A Case Study of Understanding Long-term User Experiences of Urban Greenways.

Contributions:

In the past five years I've rigorously produced research to further landscape architecture's role in emerging technologies, using new methods such as big data and virtual reality to assess the people-place relationship and to explore novel ways to design. Additionally, I've brought knowledge gained through professional practice into the higher education classroom, creating successful new courses which incorporate both research and practice-based materials. I've secured or helped secure approximately \$325,000 worth of technological equipment for our college through both internal and external grant funding, have given 22 conference and national speaking engagements, and continue to maintain my professional licensure and practice. I've also received 7 student advising awards at various levels and received the UGA College of Environment and Design's Outstanding Teacher Award in 2021 involving university-wide recognition for superior teaching and research.

NAME: **GEORGIA HARRISON HALL**

Rank: Associate Professor

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

Education: (College and Higher)

<u>Number of Institution</u>	<u>Years Attended</u>	<u>Degree</u>	<u>Date</u>	<u>Granted</u>
University of Virginia	3		MLA	1984
University of Memphis	2		BS	1981
Rhodes College	2			

Teaching Experience: (College level)

<u>Institution</u>	<u>Years</u>	<u>Taught Subjects</u>
University of Georgia	18	Urban Design, Beginning Design Studio, Planting Design, Materials and Methods, Site Engineering
Clemson University	3	Campus Design, Urban Design, & Beginning Design Studio, Site Engineering, Construction

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</u>	<u>Years</u>	<u>Responsibilities</u>
Harrison Design	8		Owner/Principal
Ben Page & Associates	1		Project Manager
Hodgson and Douglas	7		Project Manager
Odell Associates, Inc.	3		Project Landscape Architect
National Park Service	2	(summers)	Surveying, Designer of Paths

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

Landscape Architecture, South Carolina, obtained 1995, no. 648

Landscape Architecture, Tennessee, obtained 1988, inactive

Landscape Architecture, North Carolina, obtained 1985, inactive

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

Georgia Chapter of ASLA Professional Award Committee, Juror, 2019

CED MLA Graduate Coordinator, (appointed), July 1, 2013 – June 30, 2020

CED MLA Admissions Committee, (appointed), Member 2007 - 2013, Chair 2013 – 2020

CED MLA Faculty Council, Member August 2007 – present, Chair 2013 – 2020

CED BLA Faculty Council, Member, August 2003 – present

CED Scholarship Committee, Member, 2013-2020

UGA President's Faculty Advisory Council, (elected), Member 2013-2016

UGA Graduate Council, (elected), Joint Representative for Colleges of Environment and Design, Family and Consumer Sciences, Pharmacy, School of Ecology, and School of Forestry and Natural Resources, 2018-2021

UGA Vice Provost/Dean of the Graduate School Search Committee, (appointed), Member 2020

UGA Committee to Review Graduate School in preparation for Vice Provost/Dean of the Graduate School Search, (appointed), Member 2019

CED Dean Search Committee, (appointed), Member 2017-'18

CED Denmark Renovation Committee, Member 2019-'20

CED/Lamar Dodd School of Art Collaboration Committee, Member 2017

CED Enrollment Management Committee, Member 2015-'17

CED Strategic Planning Committee, Member 2019-2020

CED Dean's Review Committee, 2015

CED Operations Committee, Member 2015-'17

CED Peer Review of Teaching for Associate Professor David Nichols, 2015

CED Peer Review of Teaching for Associate Professor Brad Davis, 2017

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

*Harrison-Hall, Sarah Georgia, *Robert E. Marvin*, book in progress.

*Harrison, Sarah Georgia, "Robert Marvin: Southern Agrarian Meets Modernist," *Landscape Journal*, Volume 36, Number 2 (53-71), 2017.

Sniff, Danny, Harrison-Hall, G., Spooner, D., Longenecker, D., Palacios, L., "Master Plan for East Georgia State College," Statesboro, GA, 2017.

Conference Presentations/Published Abstracts:

*Harrison-Hall, S.G., "Finlay Park Needs a Fresh Start," *Southeast Society of Architectural Historians 2019 Annual Meeting*, Greenville, SC.

*Harrison-Hall, S.G., "Finlay Park: Refresh of an Iconic Design," *56th International Making Cities Livable Conference*, 2019 Portland, OR.

*Harrison, S.G., "Built Works as Manifestations of Design Philosophy: The John A. Sibley Horticultural Center and the Cecil B. Day Butterfly Center at Callaway Gardens," *Dilemma: Debate*, CELA Conference, Utah State University, 2016.

Supervision of Graduate Research:

- 2021 Whisenant, Emily, "Whisenant Farms: a Conservation Asset for Manatee County," Major Professor
- 2021 Gu, Ruolin, "Streetscapes on the Campus Edge," Major Professor
- 2021 Schroder, Erika, Reading Chair
- 2020 Gao, Yuanmin, "Landscape Design for Crime Prevention in Commercial Neighborhoods," Major Professor
- 2020 Li, Ruohan, "Rail to Burial: Transforming Abandoned Railroads to Urban Cemeteries," Reading Chair
- 2019 Wang, Yakun, "Developing Guidelines for Ecotourism on World Heritage Sites in Sichuan Province, China," Reading Chair
- 2017 Chen, Yingting, "The Impact of Biophilic Design on Health and Wellbeing of Residents Through Raising Environmental Awareness and Nature Connectedness," Reading Chair
- 2017 Holmer-Boyd, Lauren, "The Wildlife Gallery: Integrating Wildlife Habitat into Urban Areas Using Land and Environmental Art," Reading Chair
- 2017 Peterson, Peyton, "Restructuring the Means of Century Farms in North Carolina: a Mutualistic Opportunity for Landscape Architects & Farmers," Reading Chair
- 2016 Anderson, John, "Gray Hair Matters: Making the Case for an MLA Curriculum Model Designed to Prepare Seasoned Practitioners to Enter Academia," Reading Chair
- 2016 Dittman, Nathan, "A Model for Piedmont Meadow Design and Management: Implementation and Management Challenges for an Agrarian Landscape," Major Professor
- 2016 Stebbins, Chris, "Planning, Programming and Design Concept for an Athens City Hall Plaza," Reading Chair
- 2015 Siggins, Lucie, "Distilled Complexity: Using Minimalism as a Framework for a Sustainable Landscape in Marfa, Texas," Major Professor
- 2015 Dong, Tianyi, "From Genius Loci to Sustainability: Place-based Design Principles for Athens, Georgia," Reading Chair

Projects:

Finlay Park Renovation Master Plan, in Columbia, SC, Consultants: Stantec Inc. and Civitas, Cultural Resource Consultant, 2014, Tri-State Honor Award, 2017.

Grants Received:

\$57,100, PI, Georgia Department of Community Affairs, awarded to support 6 graduate student assistantships, 2017.

Recognitions and Outstanding Achievements:

College of Environment and Design Dean's Award for Teaching Innovation, 2019.

University of Georgia Outstanding Teaching Faculty Award representing the College of Environment and Design, 2019.

Finlay Park Renovation Master Plan, Tri-State ASLA Honor Award, Cultural Resource Consultant, 2017.

CED Alumni Association Distinguished Faculty Award, 2015.

Commendation from UGA Career Center for contributing to the career development of UGA students, 2015, 2017.

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

Continuing research on the work of Robert E. Marvin. A highlight of this special area of interest was a publication in *Landscape Journal* in 2017.

A book on the topic is in progress. To date, I have written the overview and 12 out of 15 planned short chapters, a total of over 30,000 words.

I have carefully studied the Robert Marvin collection housed at the South Carolinian library at the University of South Carolina. This collection consists of 50 boxes of office files and correspondence, as well as multiple drawing files.

My Marvin scholarship has been recognized in the professional arena, as I have served as a cultural resource consultant on a project team to revitalize Marvin's Finlay Park, in Columbia, SC. Lead consultants were Stantec Inc. and Civitas. This project won a Tri-State Honor award in 2017.

I have advised five students as major professor and served as reading chair for nine students following our last accreditation review in 2015.

In 2020, as Graduate Coordinator, I wrote, submitted and received approval for a Non-thesis Option for MLA students that will enable students to focus on design process, informed by a thorough research process, under the direction of a major professor and committee.

In 2019, as Graduate Coordinator, I wrote, submitted and received approval for a change to the MLA program classification code from "Landscape Architecture" to the STEM discipline "Environmental Studies."

In 2017, as Graduate Coordinator, the BLA Coordinator and I submitted and received approval for the BLA/MLA Double Dawg degree.

In 2019, I served as a Juror of the Annual Awards for the Georgia Chapter of the ASLA.

NAME: **THOMAS JONES**

Rank: **Academic Professional**

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

Education: **(College and Higher)**

<u>Number of Institution</u>	<u>Years Attended</u>	<u>Degree</u>	<u>Date Granted</u>
University of Georgia	2010-2013		MHP 2013
University of Georgia	1997-2000	BLA	2000
Trident Technical College	1993-1996	N/A	N/A

Teaching Experience: (College level)

<u>Institution</u>	<u>Years</u>	<u>Taught Subjects</u>
University of Georgia Preservation Graphics	2018-2021	Design Communication

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

SEE ATTACHED RESUME

<u>Firm or Agency</u>	<u>Number of Years</u>	<u>Responsibilities</u>
UGA CED	2017-Present	Academic Professional
UGA CED	2015-2017	Instructional Tech Pro.
UGA CED Cultural Landscape Lab	2012-2015	Historical Landscape Architect
EDAW / AECOM	2001-2010	Landscape Architect
Verdant Enterprises	1996-2000	Landscape Designer
Robert Marvin and Associates	1992-1996	Landscape Technician

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

Landscape Architect, ARKANSAS (No. 309)

Landscape Architect, GEORGIA (No. LA001441)

Landscape Architect, SOUTH CAROLINA (No. 1080)

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

CED Communications/Recruitment Position Search Committee (Chair), September 2, 2019–March 31, 2020

CED Public Relations Committee (Chair), June 2019–May 2020

CED Strategic Planning - Teaching Subcommittee (Member), 2019-2021

CED Strategic Planning Steering Committee (Member), 2019-2021

CED 50th Anniversary Planning Committee (Member), 2018-2020

CED 50th Anniversary Communications Subcommittee (Member), October 1, 2018–Present

CED 50th Anniversary Branding Subcommittee (Chair), October 1, 2018–Present

CED Public Relations Committee (Member), July 1, 2016–Present

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

**Perspectives on Communication Standards in Design Education: A Strategic Approach to AutoCAD Implementation.* Panel presentation (four panelists) centered on the implementation of CAD Standards, given at 2021 CELA Annual Conference

**Perspectives on Documentation Standards in Design Education: A Strategic Approach to AutoCAD Implementation.* Paper developed from panel presentation centered on the implementation of CAD Standards, accepted for publication in CELA's Landscape Research Record

CED CAD Standards (2015-Present) The CED CAD standards were created to improve professional instruction in the college by incorporating techniques and methods from industry in the curriculum. The standards are comprised of a series of AutoCAD drawing templates that contain the elements of the standard, as well as a user guide with an overview of the use of these elements and installation on student's computers.

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

My job is to use years of experience in practice and strong technical skills to enhance the professional education and development of future practitioners. Creating and implementing the CAD Standard here in our college is one example of my involvement in advancing the profession, in this case by providing better-prepared graduates.

NAME: **BRIAN LAHAIE**

Rank: Associate Professor

Department or Unit College of Environment + Design

Education: (College and Higher)

<u>Institution</u>	<u>Years Attended</u>	<u>Degree</u>	<u>Date Granted</u>
Southern Illinois University	5	B.S. Plant & Soil Sci.	1979
University of Illinois	3	M.L.A.	1986

Teaching Experience: (College level)

<u>Institution</u>	<u>Years Taught</u>	<u>Subjects</u>
Auburn University Site Engineering Environmental Planning Environmental Ethics	16	Land. Construction / Studio
University of Georgia Applied Ecology Graduate Coordinator Region, Site, Place Landscape Construction	17.5	Studio, Planting Design

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>
Peoria Land. & Greenview Nursery	5	Landscape Designer
Daily and Associates Engineering	2	Landscape Architect / Land Planner
AL Department of Transportation	2	Landscape Architect
French and Associates	2	Landscape Architect
Brian J. LaHaie, Land. Arch.	27	Landscape Architect / Consultant

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

Landscape Architecture, Alabama, obtained 1990.

Publications: List significant publications, projects and/or reports covering the last five years.

Identify refereed publications with an asterisk.

Chapters in Books

- Chapter Five: "Stone", The Handbook of Landscape Architecture Construction, Vol. IV, Published by the Landscape Architecture Foundation, Scott Weinberg and Gregg Coyle Editors, 1992.

Peer-reviewed Journal Articles

- “SENSE OF PLACE: The New Role of Public Gardens in the Celebration of Place” Volume 4, 2007, The Public Garden, A Publication of the American Public Gardens Association.

Peer-reviewed Conference paper Abstracts and Presentations

- “The Search for Knowledge, a Matter of Perspective and Time” March 15, 2018 95th Annual Meeting Alabama Academy of Sciences Section X – Bioethics and History & Philosophy of Science Stanford University, Birmingham Alabama
- “Periodic Table of Design: Elements and Principles” February 23, 2017 94 th Annual Meeting Alabama Academy of Sciences Section X – Bioethics and History & Philosophy of Science University of South Alabama, Mobile, Alabama
- “The Other Side of STEM: Preparing a New Generation for and Uncertain Future”, February 18, 2016 93rd Alabama Academy of Sciences Section X- Bioethics and History & Philosophy of Science University of North Alabama, Florence, Alabama
- “The Relevance of Place and Memorial Monuments” The Alabama Academy of Science Annual Conference, User Experience.UX Design, Auburn University March 14, 2014
- “Regional Gardens: A Distillation of Environment, Culture and Place”, BJFU World Landscape Architecture Summit, Landscape Diversity. May 16-17, 2015
- “Is STEM Funding Leading the Profession Down a Slippery Slope?”, peer reviewed abstract accepted for presentation CELA – Council of Educators in Landscape Architecture 2015
- “Negotiating Sacred Ground: A Comparative Analysis of Three Pennsylvania Memorial Sites; Past, Present and Future” Peer reviewed abstract accepted. Council of Educators in Landscape Architecture (CELA) Annual Conference 2007, Penn State University August 15-18, 2007
- “Public Gardens as a Distillation of Place” One of five abstracts accepted for presentation American Public Gardens Association (APGA) 2007 Annual Conference, Washington D.C. June 26th- July1, 2007 (Peer reviewed and accepted for presentation)
- “Distance Learning: Teaching and Learning in a Digital Place and Time” CELA- Council of Educators in Landscape Architecture University of Georgia, 2005 (Abstract written and accepted, but presented by other colleagues)
- “Heritage Highways: How ISTEA Brings Sweet Tea to the Heritage Tourist” CELA- Council of Educators in Landscape Architecture (Presented at CELA Conference 2005- University of eorgia)

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

Associate Dean of Outreach and Professional Relations. 2012 to 2014.
Georgia Press Faculty Advisory Council 2014-2016 2016-17 Chair
Trustee, American Society of Landscape Architects 2012-17

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

ASLA Committees:

Committee on Education	2013-16
Public Practice Committee	2016-17

NAME: **SUNGKYUNG LEE**

Rank: Associate Professor

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

Education: (College and Higher)

<u>Number of Institution</u>	<u>Years Attended</u>	<u>Degree</u>	<u>Date Granted</u>
Univ of Illinois, Urbana	5	PhD in LA	2009
Univ of Illinois, Urbana	3	MLA	2004
Dong-A University (S. Korea)	4	BLA	2001

Teaching Experience: (College level)

<u>Institution</u>	<u>Years Taught</u>	<u>Subjects</u>
University of Georgia	11	Sustainability in design studio Planting design studio Historic preservation graphics Planning graphics Computer graphics Environment and behavior Seminar Research methods Independent student research Thesis research

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

Landscape Architect, South Korea

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

A. Academic advisement

MAJOR PROFESSOR

(2021)	Felipe Barrantes (MLA)
2021	Whitney Barr (MLA), Designing for Racial Healing: (How) Can Physical Design Responses to Plantation Futures Offer Space for Racial Healing?
2019	Zitao Cui (MLA), Streetscape Crime Prevention Through Environmental Design in Downtown Athens, Georgia
2017	Tao Wang (MLA), Promoting Active Aging: Integrating Edible Landscape into the Healing Environment of Retirement Communities in Athens, GA
2016	Juncheng Lu (MLA), The Employment of Green Community Design Methods in Redeveloping

	Huashiying Village in Beijing, A Chinese Urban Village
2015	Xiwei Wu (MLA), Reclaiming a Brownfield Site by the Combination of Landscape Design and Remediation Strategies

THESIS COMMITTEE CHAIR

2021	Joshua Goeden (MLA), A Co-Design Framework for Public Golf Design
2021	Brian Melchioni (MLA), Integrating Ecological and Human Health: Restorative Environmental Design in Therapeutic Landscapes
2020	Jingxin Ren (MLA), Integrating Playgrounds and Edible Gardens for Children
2018	Danielle Renee Valdes (MLA), the Rising Edge: Adapting Savannah to the Ever-Changing Coast
2018	Henry Carter Ricks (MLA), an Investigation of Programming and Space: Integrating Skateboarding into Public Spaces to Enhance the Urban Fabric
2018	Shaotian Li (MLA), Folks as Professionals: Engaging Community Participation in Brownfields To Green Design
2017	Dan Shinkle (MLA), Curating Space, Designing from Place: Strategies for Landscape Architects and Planners for Enhancing and Connecting Vernacular Socialscape
2016	Susan Summers (MLA), A Study of Placemaking in Atlanta's Community Gardens
2016	Elizabeth Clarkin (MLA), The Next Generation of Vertical Farming: Creating a Regenerative Typology of Urban Space and Programming
2015	Yiqian Liang (MLA), Making the Past Serve the Present: Traditional Fengshui and Applied Landscape Ecology in Chinese Traditional Village

THESIS COMMITTEE MEMBER

2021	Yunzi Lou (MUPD), Rethinking Traditional Lilong Housing for Contemporary Neighborhood in Shanghai
2018	Lisa C. Demarais (HP), The Reuse of Industrial Ruins in Heritage Tourism: Case Studies from the Minneapolis Riverfront
2017	Tianyu Wu (MLA), Global Lessons For Promoting Elderly Social Engagement Through Intergenerational Activity in Urban Parks
2015	Alison Hernandez (MHP), A Study of German-Texan Cultural Identity Through Sacred Architecture
2015	Fanglan Chen (MHP), Thrive or Survive: Preservation of Chinatowns in the U.S.

B. Editorship and editorial board membership

EDITORIAL POSITIONS

2017~present	Co-editor , <i>Landscape Research Record</i> No. 6, 7, 8, 9 Council of Educators in Landscape Architecture
2012-2014	Editorial Board Member , <i>Journal of the Korean Institute of Traditional Landscape Architecture</i>

REVIEWS OF JOURNAL ARTICLES, CONFERENCE PAPERS, AND ABSTRACTS

2020	1 paper review, <i>Landscape Research Record</i>
2019	2 paper reviews, <i>Landscape Research Record</i>
2018	3 paper reviews, <i>Landscape Research Record</i>
2017	3 paper reviews, <i>Landscape Research Record</i>
2017	11 abstract reviews, CELA Conference

C. Committees

COLLEGE LEVEL

Fall2020~present	Member, Post-tenure committee
Fall2020~present	Member, BLA program committee
Fall2020~ present	Member, Ph.D. program committee
Spring2019~spring20	Chair, Ph.D. program committee

20	
2019~2020	Member, CED strategic plan steering committee
2019~2020	Member, Service mission sub-committee for CED strategic planning
2018~present	Chair, Academic honesty panel
2015- 2017	Member, CED lecture series committee
2015~present	Member, International visiting scholar program committee

UNIVERSITY LEVEL

2020	6 grant application review, Dissertation Completion Grant, the Graduate School, UGA
2019	6 grant application review, Dissertation Completion Grant, the Graduate School, UGA
2019	3 grant application review, Graduate Education Advancement Board Fellowship, the Graduate School, UGA
2018	Application review, Service-learning Excellence Faculty Award, 5 applications, the Office of Service-learning, UGA
2016-2017	Member, Academic honesty student panel, UGA

SERVICE TO OTHER UNIVERSITIES, CONFERENCES, AND PROFESSIONAL MEETINGS

2020	External review for tenure and promotion to Associate Professor Dept. of Landscape Architecture and Environmental Planning, Utah State University
2019	External review for tenure and promotion to Associate Professor Dept. of Landscape Architecture, University of Oregon
2019	Review, Outstanding Research Paper Award, Council of Educators in Landscape Architecture
2018	Review, Outstanding Research Paper Award, Council of Educators in Landscape Architecture
2017~present	Lead co-chair, Urban Design Track, Council of Educators in Landscape Architecture
2016-17	Faculty host for an International visiting scholar Professor Jin-Wook Kwon, Associate Professor, Yeungnam University, South Korea
2016	External review for tenure and promotion to Associate Professor, Dept. of Landscape Architecture, Texas A&M University

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

My research focuses on the intersections of urban landscapes, culture, identity, and sense of place. Particularly, I am interested in the landscape and urban communities affected by highly organized and top-down development pressure, such as government-led modernization programs and colonial urbanization. In my analyses, I draw attention to people, social institutions, and their relationships to the landscape and cultural assimilation processes. My work is interdisciplinary and interpretive, as I combine landscape research with theories from Cultural Studies, Human Geography, and other critical spatial disciplines, and contributes to understanding the complex and multilayered symbolic meanings of landscape and particular social and political strategies represented through design, designed landscape, and spatial practices.

NAME: DONNIE LONGENECKER _____

Rank: Senior Lecturer/Continuing Education Coordinator

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

Education: (College and higher)

Institution	Number of Years Attended	Degree/Date Granted
University of Illinois at Urbana Champaign	2	MLA/1997
University of Georgia	5	BLA/1990

Teaching Experience: (College level)

Institution	Years Taught	Subjects
University of Georgia	8	Representation Communication II, Professional Practice, implementation documents, landscape engineering, capstone studio, Landscape architecture design studio v, landscape architecture design studio vi, applied landscape construction, Landscape Architecture Design Studio I, Design Communication I, Landscape Construction Processes and Materials, Design Communication II, Landscape Architecture Design Studio III, Planting Design I, Soil and Stormwater Management, Signature Studio (Golf Course 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
Sizemore Group	2	Director of Landscape Architecture
Design Technology Consultants	16	Founder
Bluegreen Corp.	5	Corporate Landscape Architect
Land Design Inc.	3	Landscape Designer, CAD
Manager and Network Administrator		
Robert and Co.	1	Landscape Architect I
Eighteen Construction Inc.	1	Construction Survey Technician
Connor Hinesley, Inc.	1	Landscape Architect I

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

Georgia Registered Landscape Architect: License # LA001434
CLARB Council Certificate #6317

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

Advisory Panel, Monthly Economic Forecast Newsletter, Landscape Architect and Specifier News and Landscape Contractor National Magazines.

Edward L. Ryerson Travelling Fellowship in Landscape Architecture, the University of Illinois at Urbana-Champaign.

Outstanding Graduate Student Award, Illinois chapter of the American Society of Landscape Architects.

Master's Thesis, "Comparing Two Methods of AutoCAD instruction" was accepted for presentation at the 2003 meeting of the Council of Educators in Landscape Architecture.

Students Choice Faculty Award, the University of Georgia School of Environmental Design.

Member of the National Landscape Architecture Review Examination Prep Subcommittee, American Society of Landscape Architects.

UGA Student Chapter Advisor

Member of Lambda Alpha International, The Honorary Society for the Advancement of Land Economics

Member of UGA Entrepreneurship Certificate Academic Advisory Board

Member of UGA HOST Seed Grant Initiative

UGA Innovation Fellowship, 2019-2020.

UGA Career Development Certificate Recipient: December 2105; May 2014

Member of the National Landscape Architecture Review Examination Prep Subcommittee, American Society of Landscape Architects.

ASLA Student Chapter Advisor

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

"An Introduction to High Density Laser Scanning." Landscape Architect and Specifier News. August, 2009, 26-28.

"Use of Laser Scanning and Ground Penetrating Radar. Case Study: Drainage problems on the Greens." Landscape Architect and Specifier News. August, 2009, 26-28.

"Use of Laser Scanning and Ground Penetrating Radar" Landscape Contractor Design Build Magazine. February, 2010.

"Locating and Mapping of Underground Utilities using GPR and Digital Laser Scanning." *Landscape Architect and Specifier News*. January, 2011.

"Capture, Create and Convey with 3D laser scanning and other 3D Technologies." with Daniel Tal and David Leonard Presentation given at 2013 ASLA Annual meeting in Boston, Mass. November, 2013.

“Promoting Health Through Design: Improving Rural Health with Design Interventions.” With David Spooner and Jennifer Lewis. Presentation given at the 2019 State of the Public’s Health Conference in Athens, GA, October, 2019.

“Assessing Design Quality for Walkability Improvements in Rural Georgia” Contributing author with Spooner, D., Council of Educators in Landscape Architecture (CELA), Louisville, Kentucky, March, 202.

“Academic-community partnerships to address built environment active living barriers: A pilot. Contributing Author with Southall, H., Spooner, D., Lamm,A., and Davis, M. American Public Health Association Annual Meeting, Virtual, October 2020.

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

I am a landscape architect, entrepreneur and educator. During my time as lecturer at CED I have taught almost every course in the BLA curricula. Over the last few years, my design studios have focused on helping organizations and municipalities with big dreams and small budgets. I also teach professional practice and construction documentation. In addition to my responsibilities as Senior Lecturer, I am also Coordinator for CED Continuing Education Programs. Each year, the [Landscape Short Course](#) and [Georgia LARE Review](#) provide continuing education and exam prep for over 150 registered and aspiring landscape architects.

My research interests include the implementation of technology into landscape architectural practice, the economics of land development, how to successfully run a landscape architecture business, and how to best help young landscape architects get started on their career path.

NAME: **ERIC MACDONALD**

Rank: Associate Professor

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

Education: (College and Higher)

<u>Institution</u>	<u>Years Attended</u>	<u>Degree</u>	<u>Date Granted</u>
University of Wisconsin-Madison	9	Ph.D.	2006
University of Michigan	3	M. Arch.	1992
University of Michigan	3	M.U.P.	1992
University of Michigan	4	B.S., Arch.	1989

Teaching Experience: (College level)

<u>Institution</u>	<u>Years</u>	<u>Taught Subjects</u>
University of Wisconsin-Madison Government & Natural Resources	4	Environ. History, Land Arch.,
University of Georgia	15	History of the built environment; Ideas of community; Ideas of nature; Applied landscape ecology; Historic landscape management; Landscape management, Rural preservation

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>
Mich. State Hist. Pres. Office	4	Coord. National Register & Environ. Review programs; historic landscapes initiative

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

None

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

Cultural Landscape Laboratory, College of Environment and Design, University of Georgia, Faculty coordinator, 2010 – 2012; faculty affiliate, 2010-present.

Master of Historic Preservation Curriculum Committee, College of Environment and Design, University of Georgia. Member, Fall 2011 – present.

Alliance for Historic Landscape Preservation, Board of Directors, Education Committee Co-chair, May 2012 – present.

Watershed UGA Advisory Committee, University of Georgia. Member, 2013 – present.

UGA College of Environment and Design, Jury Week Committee. Member, 2014 – 2016.

Doctoral Program in Environmental Planning and Design Program Curriculum and Admissions Committee, College of Environment and Design, University of Georgia. Member, 2016 – present.

UGA College of Environment and Design, Circle Gallery Advisory Committee, University of Georgia. Member, 2016 – present.

UGA College of Environment and Design, 50th Anniversary Committee. Member, 2018 – present.

UGA Campus Pollinator Advisory Committee, University of Georgia. Member, 2018 – present.

Landscapes of Care. Circle Gallery, College of Environment and Design, Athens, GA, 7 November 2019 – 8 January 2020. [Exhibition curated and designed with Katherine Melcher.]

Snapshots: 50 Years at the College of Environment and Design. Circle Gallery, College of Environment and Design, Athens, GA, 22 August 2019 – 7 February 2020. [Exhibition curated and designed with Jennifer Lewis, Melissa Tufts, Marianne Cramer, Eleonora Machado, Katherine Melcher, Rosanna Rivero, David Evans, Elizabeth Solomon, and Jose Buitrago.]

Assistant Professor/Lecturer Position Search Committee, College of Environment and Design, University of Georgia. Member, 2020 – 2021.

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

Eric A. Macdonald. “‘The River Is the Trail’: The Middle and North Oconee Rivers Greenway.” In Scott Nesbit, ed., *Places: Commemorating 50 Years at the College of Environment and Design*. Athens, Georgia: University of Georgia, 2020, 89-91.

Eric A. Macdonald. “Still, Striving to Be Love.” In Scott Nesbit, ed., *Places: Commemorating 50 Years at the College of Environment and Design*. Athens, Georgia: University of Georgia, 2020, 6-7.

Eric A. Macdonald. “Tanyard Branch.” In Scott Nesbit, ed., *Places: Commemorating 50 Years at the College of Environment and Design*. Athens, Georgia: University of Georgia, 2020, 53-55.

* Genevieve A. Holdridge, Fausto O. Sarmiento, Suzanne E. Pilaar Birch, Bynum Boley, James K. Reap, Eric A. Macdonald, Maria Navarro, Sarah L. Hitchner, John W. Schelhas. “Feeding Futures Framed: Rediscovering Biocultural Sustainable Foodscapes.” In Fausto Sarmiento and Larry Frolich, eds., *Handbook on Geography of Sustainability*, Chapter 15. Cheltenham, United Kingdom: Edward Elgar Publishing, 2018, chapter 15.

* MacDonald, Eric A., and Elizabeth G. King. 2018. “Novel Ecosystems: A Bridging Concept for the Consilience of Cultural Landscape Conservation and Ecological Restoration.” *Landscape and Urban Planning* 177 (September): 148-159.

* Eric A. MacDonald. 2017 “Defending the American Genius Loci: The Reception of Foreign Trends in “Garden and Forest”. In Raffaella Fabiani Giannetto, ed., *Foreign Trends on American Soil*. Charlottesville: University of Virginia Press. [ISBN 978-0-8139-3929-2].

Contributions: Briefly describe your involvement in advancing the knowledge or capability of the

profession of landscape architecture in the last five years.

I have taught courses in both the BLA and MLA curricula, encompassing the history and theory of environmental design, ecological theory and applications, social theory and community design principles, cultural landscape interpretation and management, land suitability analysis, and landscape design. For these courses I developed new syllabi, lectures, assignments, and service-learning projects. My teaching in the BLA program includes the required history of landscape architecture course, LAND 2510, which also attracts undergraduates from other majors across campus. My research has centered on three areas of inquiry: (1) the history of late nineteenth- and early twentieth-century environmental design in the United States; (2) the application of Actor-Network Theory (ANT) to environmental design theory and criticism; and (3) the interpretation and management of historic cultural landscapes. More recently I have begun to investigate the theory of ecological restoration, and to study the ecological and social aspects of vegetation management via prescribed grazing. Since 2012, I have coordinated a research and outreach initiative called the Tanyard Creek Chew Crew, which tests prescribed grazing as a vegetation management technology and as means to engage communities in environmental stewardship. I have presented this work internationally at the World Conference on Ecological Restoration in 2013 and 2015, and the effort has supported several research projects undertaken by both undergraduate and graduate students. My research products include peer-reviewed publications, as well as a number of professional reports landscape management reports for historic sites in the Southeastern U.S. I continue to be involved with long-term research projects as part of the UGA-CED Cultural Landscape Laboratory.

NAME: **KATHERINE MELCHER**

Rank: Associate 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>
Institute for Doctoral Studies in the Visual Arts Louisiana State University	6 3	PhD (ABD)/anticipated 2022 MLA/2001
Vassar College	4	BA in Sociology/1995

Teaching Experience: (College level)

<u>Institution</u>	<u>Years Taught</u>	<u>Subjects Taught</u>
University of Georgia	12	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>
Urban Ecology	3	Design Director
Peace Corps Response Construction of Community Community Play Area	1	Designed and Supervised
Estrada Land Planning	3	Land Planner/Urban Designer

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

Landscape Architecture, California, obtained August 2005 – present

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

Editorial Positions

Editorial Board, *Landscape Journal*, 2021-present.

Interim Editor, *Landscape Journal*, 2021.

Editor, Institute for Doctoral Studies in the Visual Arts Newsletter, 2017-2019.

Manuscript Reviews

Review of papers, *Landscape Research Record*, Council of Educators in Landscape Architecture conference proceedings, 2011, 2015, 2017, 2019.

Review of manuscript for *Journal of Planning History*, 2021.

Review of manuscripts for *Landscape Journal*, 2014, 2019, 2020.

Abstract Reviews for Conferences

Review of abstracts, Council of Educators in Landscape Architecture conference proceedings, 2010-2020.

Juror, professional organizations

Potomac ASLA awards jury, 2019.

Evaluation of work of faculty at other universities

Member of Accreditation Review Team, Landscape Architecture Accreditation Board, 2021.

Outside reviewer, tenure review, University of California, Davis, 2019.

Curatorial work for exhibitions

Co-curator with Eric MacDonald. "Places of Care," University of Georgia, College of Environment and Design, 50th Anniversary Exhibit, fall 2019.

Invited Lectures

"Aesthetic confessions: questioning taste in landscape architecture," invited speaker for the College of Environment and Design lecture series, University of Georgia, November 2021.

"Public Places, Pandemics, and Protests: reflections on the importance of public space in contemporary American society," invited speaker for the second international webinar of landscape, University of Kurdistan, October 2021.

"New research questions, fields, and trajectories in urban residential and public spaces," invited panelist for *Rethinking urban geography and planning through COVID-19*, Utrecht University and Technion: Israel Institute of Technology, April 2021.

Mention in publications by others

Winterbottom, Daniel. *Design-Build*. Routledge, 2020, pp. 33-36.

Tibbetts, Christine. "Native Plants of Southwest Georgia," *Southwest Georgia Living*, March/April 2020, pp. 120-130.

Sayles, Frank Jr. "Fullwood Park gets native plants," *Tifton Grapevine*, November 5, 2019.

Moss, Leah. "Certificate in Native Plants takes root in Tifton," *State Botanical Garden of Georgia News*, February 22, 2019.

Honors and awards

Outstanding Paper Award for "Three Moments in Aesthetic Discourse," *Landscape Research Record*, no. 7, Council of Educators of Landscape Architecture conference proceedings, 2018.

Publications: List significant publications, projects and/or reports covering the last five years.

Identify refereed publications with an asterisk.

- Books edited or co-edited

Melcher, Katherine; Barry Stiefel, and Kristin Faurest, eds. *Community-Built: Art, Construction, Preservation, and Place*. Community Development Research and Practice Series, vol. 7. Routledge: 2017.

- Chapters in books

"Southern Folk Art Environments: Making Do, Making-With, Making Worlds." *Reading Southern Art*, edited by Naomi Slipp and Rachael Stephens, abstract accepted March 2021, first draft under development, due December 2021.*

"Youth-Built Places: Involving Youth in the Construction of Public Places." *Routledge Handbook for Designing Public Places for Young People: Design Practices, Processes, and Policies for Youth Inclusion*, edited by Janet Loebach, Adina Cox, Sarah Little, and Patsy Eubanks Owens, 2020.*

"Community-built as a professional practice," in *Community-Built: Art, Construction, Preservation, and Place*. Community Development Research and Practice Series, vol. 7. Routledge: 2016, 23-37.

"Building streets and building community," in *Community-Built: Art, Construction, Preservation, and Place*. Community Development Research and Practice Series, vol. 7. Routledge: 2016, 190-206.

Stiefel, Barry L., Kristin Faurest, and Katherine Melcher. "Introduction: defining community-built," in *Community-Built: Art, Construction, Preservation, and Place*. Community Development Research and Practice Series, vol. 7. Routledge: 2017, 1-20.

Faurest, Kristin, Barry L. Stiefel, and Katherine Melcher. "Conclusion: valuing community-built," in *Community-Built: Art, Construction, Preservation, and Place*. Community Development Research and Practice Series, vol. 7. Routledge: 2017, 207-216.

"Healing community through play: the design and construction of the Moo Ban Nua Playground," in *The Architecture of Change: Building a Better World*, Jerilou Hammet and Maggie Wrigley, eds. University of New Mexico Press: Albuquerque, NM, 2017, pp. 255-264.

- Journal articles

"Making public space more 'common'." *New Geographies 12: Commons*, 2021 (in press), pp. 237-252.*

"Viewpoint: In praise of social distance in public spaces," *Town Planning Review*, vol. 92, no. 2, 2021, pp. 247-256.

"Valuing the discipline: refrains and riffs," *Landscape Review*, vol. 18, no. 2, 2019, pp. 5-15.

"Three moments in aesthetic discourse: from natural law to phenomenal richness." *Landscape Research Record*. Council of Educators in Landscape Architecture conference proceedings, no. 7, 2018, pp. 70-81. Recipient of the Outstanding Paper Award.*

"Many voices, one project: participation and aesthetics in community-built practices." *The Plan Journal*, vol. 1, no. 2, 2017, pp. 351-366. *

- Book reviews

"Designing a Good City? Review of *Better by Design* by Paul Knox and *Building and Dwelling* by Richard Sennett" *Landscape Journal*, vol. 41, no. 1, 2022, in editing process.

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

Katherine Melcher, associate professor, has been contributing significantly to the profession of landscape architecture through her research, teaching, and service over the past five years. Prof. Melcher's research focuses on landscape architecture theory, questioning concepts such as aesthetics and ethics in design in order to develop ways of talking about landscape architecture practice that better capture the values, aims, and thought processes involved in design. This research has resulted in numerous journal articles and book reviews, including "Three Moments in Aesthetic Discourse," which received the outstanding paper award from the Council of Educators of Landscape Architecture in 2018.

She has been successfully teaching landscape architecture students basic technical skills required for practice, such as site engineering and graphic communication, as well as exposing them to the soft skills required for working with clients and communities through service-learning design studios. Through the undergraduate lecture course, Place, Society, and Design, she is introducing students in fields of engineering, journalism, agriculture science, and business to the social values of environmental design.

As interim editor for *Landscape Journal*, and now currently as an editorial board member, Prof. Melcher is helping advance knowledge in the discipline while increasing the rigor of academic work. Over the past five years, she has advised fifteen masters' students on their thesis work and served on the reading committee for an equal amount of theses.

Prof. Melcher is also working to increase public knowledge of how landscape architecture can serve society through service projects and public lectures. She teaches in the State Botanical Garden's Certificate in Native Plants and gives public lectures on planting design with native plants for the local native plant society. Service learning projects completed through her classes include: designs for an African American cemetery, site plan for a nonprofit that serves children working through bereavement, a

park plan for a rural, underserved community, and an educational garden for University extension. Several of these projects have received local press and social media coverage. She also has been interviewed on the local radio show about hostile architecture and downtown planning.

NAME: DEBRA BAILEY MITCHELL

Rank: Academic Professional/Non-Tenure Track Faculty

Department or Unit: College of Environment + Design, Founders Memorial Garden Curator/Instructor

Education:

University of Georgia	3.5	PhD	May 2013
University of Georgia	2.5	MA	Dec. 2009
University of North Carolina at Charlotte	4	BS	May 1989

Teaching Experience: (College level)

University of Georgia	2021	LAND 3410_____
Clarke County School District	2019-2021	AP Environmental Science
University of Georgia	2012	ECOL 1000/1000L_____
University of Georgia	2012	EFND 8080_____
University of Georgia	2011	ESCI 3450_____
University of Georgia	2011	ESCI 4450/6450_____
University of Georgia	2011	ESCI 4460/6460_____
University of Georgia	2010	ESCI 5480/7480_____
University of Georgia	2010	AESC 4920S/6920S_____
University of Georgia	2010	ESCI 4420_____
University of Georgia	2010	PBIO 2001L_____

Practice Experience:

University of Georgia, College of Environment + Design, Founders Memorial Garden		
.25 year began June 2021		Curator/Instructor
Clarke County School District, Clarke Central High School/Clarke Middle School		
8 years, 2013-2021		Secondary Science Teacher
AmeriCorps VISTA, Clarke County School District/University of Georgia Office of Service Learning		
1 year, 2012-2013		School Garden Coordinator
University of Georgia, State Botanical Garden of Georgia		
13 years, 1998-2012		Garden Curator/Education Coordinator
University of Georgia, Physical Plant, Grounds Department		
2 years, 1996-1998		Flower Crew/Courtyard Gardener
Vines Botanical Garden, Loganville Georgia		
1.5 years, 1995-1996		Horticulturist Assistant

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

Georgia Educator Certificate, Georgia Professional Standards Commission License # 768558

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

Institutional Service

UGA Business Affairs Advisory Forum Rebranding and Relaunch Steering Committee, member
UGA Campus Arboretum Committee, member
Athens Land Trust Community Agriculture Committee, member
National Association for Research in Science Teaching, conference proposal reviewer

Georgia Science Teachers Association, member
Environmental Education Alliance of Georgia, member

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

Mitchell, D.B. (2019). Unearthing inequality in a middle school garden. In A. Gitlin, *Reinventing Teacher Education: Challenges for Our Troubled Times*. Dubuque: Kendall Hunt, 127-135.

*Mitchell, D.B. (2017). Deeper than rhizomes, becoming decalcomaniacal: A reflexive response to Murakami and Siegel's "Becoming Bermuda Grass". *Cultural Studies of Science Education*. doi: 10.1007/s11422-017-98242

*Mitchell, D.B. & Alley, H. (2016). Botanical Guardians: Educator Volunteers Restoring Resilient Roots. *Roots*, 13(2), 31-33.

Mitchell, D.B., Tippins, D.J., Kim, Y.A., Perkins, G.D., & Rudolph, H.A. (2016). Last Child in the Woods: An analysis of Nature, Child, and Time through a lens of eco-mindfulness. In M. Powietrzynaka & K. Tobin (Eds.), *Mindfulness and Educating Citizens for Everyday Life*. Rotterdam, the Netherlands: Sense Publishing.

Kim, Y.A., Perkins, G.D., Rudolph, H.A., Mitchell, D.B., Tippins, D.J. (2016). "I walk in nature more confidently": Using photoessays to understand ecological mindfulness in pre-service teachers. In M. Powietrzynaka & K. Tobin (Eds.), *Mindfulness and Educating Citizens for Everyday Life*. Rotterdam, the Netherlands: Sense Publishing.

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

In the coming semester, I will host an intern from the Clarke County School District Work Based Learning Program at the Founders Memorial Garden. I will also serve as a guest lecturer in horticulture classes and as a participant in career informational events at Athens high schools, all with the purpose of promoting awareness of the profession of landscape architecture among young and diverse students. In addition, I will host several service events in the Founders Garden, such as Dawg Days of Service and MLK Day of Service to strengthen community ties between UGA and Athens at large. Inviting faculty, staff, students and the general public into the Garden to work together will advance knowledge of the profession while enabling capability through collaboration. Prior to beginning in my current position in June, 2021, I was closely involved with public school gardens and service events. I will carry these experiences forward to my work with UGA College of Environment + Design.

NAME: **DANIEL J. NADENICEK**

Rank: Professor

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

Education: **(College and Higher)**

<u>Number of Institution</u>	<u>Years Attended</u>	<u>Degree</u>	<u>Date Granted</u>
Mankato State Univ.	3	BA in Hist.	1973
Mankato State Univ.	3	MS in Hist.	1976
Univ. of Minnesota	4	BLA	1991
Univ. of Minnesota	4	MLA	1991

Teaching Experience: (College level)

<u>Institution</u>	<u>Years Taught</u>	<u>Subjects</u>
University of Georgia Lectures	13	Land. Arch. Studios, Seminars,
Clemson University Lectures	6	Land. Arch. Studios, Seminars,
Penn State Lectures	11	Land. Arch Studios, Seminars,
University of Minnesota Lectures	2	Land. Arch Studios, Seminars,

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>
18	Consulting, Historic Preservation	

Professional Registration: Give profession and state/province(s).
None

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

University-wide Committees, The University of Georgia
University of Georgia Historic Preservation Plan Chair (2017-2019)
Provost's Advisory Committee (2016)
Wormsloe Science Advisory Committee (2009-present)

College of Environment and Design, University of Georgia
PhD Committee (2018-2021)
Athens Charter Committee (2019-2020)

Other
President, Board of the Library of American Landscape History
Board of Alliance for Historic Landscape Preservation

Landscape Journal Editorial Board and Coeditor
University of Georgia Press Editorial Board and Advisory Board
Fellow, American Society of Landscape Architects
Fellow, Council of Educators in Landscape Architecture
Association of Collegiate Schools of Planning

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

Editor of a new University Massachusetts book series titled “Critical Perspectives in the History of Environmental Design. Three books in print. 2016 - present

Coeditor, Landscape Journal, ended 2018

Nadenicek, Daniel, Frederick Billings and 19th-Century American Land Planning, book contract and manuscript in progress with the Library of American Landscape History and University of Massachusetts Press, 2021

Nadenicek, D, “It’s Still about History: Editors Introduction,” Landscape Journal, 34, 2016.

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

My major contributions were in expanding knowledge about Landscape Architectural History and Theory.

NAME: **DAVID B. NICHOLS**

Rank: Associate Professor

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

Education: (College and Higher)

<u>Number of Institution</u>	<u>Years Attended</u>	<u>Degree</u>	<u>Date Granted</u>
University of Tennessee	4	B.S. Agriculture	1974 – 1978
Louisiana State University	3	M.L.A	1979 – 1982

Teaching Experience: (College level)

<u>Institution</u>	<u>Years</u>	<u>Subjects Taught</u>
University of Georgia construction, site engineering	1988 - Present	Plant materials, site design, site

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>
Blalock, Barbour, Cooper and Associates, Inc. Birmingham, AL	4	Site Design, contract documents Project administration
Barbour-Cooper & Partners Birmingham, AL	2.5	Project design and administration Office sales

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

Landscape Architecture, Louisiana, obtained 1986 – expires February, 2022.

Professional & Academic Activities: Offices held, exhibitions, competitions, committee memberships

in professional societies or boards, etc., for last five years.

Member, American Society of Landscape Architects. December, 1986 – Present.

Committee Member, BLA Curriculum Committee. August 14, 2009 - Present

Director, Founders Memorial Garden. October 1, 2004 – December, 2020.

Committee Member, University of Georgia Campus Arboretum Committee.
December, 2009 - Present.

Committee Member, College of Environment and Design Founders Memorial Garden Professional Staff Search Committee. November 2020 – May, 2021.

Committee Member, College of Environment and Design Faculty Search Committee.
December 2020 – July, 2021.

Gallery Exhibition. *Plants in Design: Oh, The Places We'll Go (To Get a Photo)*. College of Environment and Design, The University of Georgia. October 4 – December 17, 2021.

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

Plants in Design: A Guide to Designing with Southern Landscape Plants. Brad Davis and David Nichols. University of Georgia Press. Spring, 2021.

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

I have conducted field trips to Savannah, Hilton Head, and Charleston, SC as part of my LAND 3040/3340 (Community Design / Applied Engineering) class each year. The class visits three professional offices and a number of projects that have received state as well as national awards for design.

I have served as the Director of the Founders Memorial Garden which is an important educational resource for both our College as well as the Horticulture department in the College of Agricultural and Environmental Sciences. The Garden received an ASLA Centennial Medallion in 1999 which recognized the 100 most significant designs of the first 100 years of the Society.

Name: Douglas M. Pardue

Rank: Assistant Professor

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

Education: (College and Higher)

<u>Institution</u>	<u>Years Attended</u>	<u>Degree</u>	<u>Date Granted</u>
University of Oregon	5	BLA/MLA	
Miami University	4	BA/Zoology	

Teaching Experience: (College level)

<u>Institution</u>	<u>Years Taught</u>	<u>Subjects</u>
University of Georgia Const., Design, Master's Thesis,	6	Senior Project, Theory (Grad/Undergrad),

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>
Landscape Arch. Bureau	3	Principal, Project Mgr. Project Arch.

Professional Registration: Give profession and state/province(s).
None

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

Brave New Worlds: Selections from the College of Environment and Design's inaugural study abroad programs in Nanjing, China and San Luis, Costa Rica, College of Environment and Design Circle Gallery, Athens, GA, USA, (with Pardue, Douglas M. (Exhibitor), Sawhill, Ronald B. (Exhibitor), Dublinski, Allison (Exhibitor), Feagan, Emily, Guo, Kuo, Hong, Yuan, Hoppe, Neenah, Ormsby, Elizabeth, Petersen, Lindsey, St. Denis, Amanda, White, Andrew, Zhang, Da, (Invitation))
February 24, 2011 - March 25, 2011

LANDSCAPE LEGACY: Landscape Architecture between Art and Science. Council of Educators in Landscape Architecture, Maastricht, Netherlands Unintended Consequences. Pardue, Douglas M., Fox, Andrew A.. May 12, 2010.

EDRA 40. Environmental Design and Research Association, Kansas City, MO Unintentions. Fox, Andrew A., Pardue, Douglas M.. May 27, 2009.

CELA 2008 - 2009: Teaching + Learning landscape. Council of Educators in Landscape Architecture, Tuscon, AZ Come be disturbed!: Cultivating constructive landscapes in an unsettling world. Pardue, Douglas M.. January 17, 2009.

2009 ACSA: Architecture is a Thing of Art. Association of Collegiate Schools of Architecture, SCAD, Savannah, GA Shifting Ground: Towards An Architecture Of Movement, Adaptation And Responsiveness. Pardue, Douglas M., Zanzot, Jocelyn E.. October 8, 2009.

Nanjing Forestry University, Nanjing, China Synthetic Urban Nature: Landscapes for the Next Millennium. Pardue, Douglas M.. September 20, 2010.

Committee Chair, (elected) Lecture Series.
August 1, 2009 - May 1, 2010.

Committee Member, (appointed) International Programs.
August 1, 2008 - May 1, 2009.

Committee Member, (appointed) Faculty Search Committee.
August 1, 2008 - December 18, 2008.

Task Force Chair, Athens HUD (Athens, Clarke, GA, USA).
December 16, 2008 - Present.

Charrette Participant, University of Georgia, CCDP (Gainesville, GA).
November 25, 2009 - November 26, 2009.

Charrette Participant, University of Georgia, CCDP (Augusta, GA).
September 24, 2008 - September 27, 2008

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

Publications/Intellectual Contributions

Pardue, D. M. (2008). *Come be disturbed!: Cultivating Constructive Landscapes in an Unsettling World* (ed., vol. CELA 2008 - 2009, pp. 20). Tuscon, AZ: Council of Educators in Landscape Architecture (CELA). <http://landscape.arizona.edu/CELA/home.html>

Pardue, D. M., Zanzot, J. E. (2008). *Shifting Ground: Towards An Architecture Of Movement, Adaptation And Responsiveness* (vol. 2009). Washington, DC: Association of Collegiate Schools of Architecture.

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

Books Edited and Co---edited

a. Pardue, Douglas M. et. al. 2010. Paveshare: Open---Education Resource for Landscape Architecture Students and Educators (Digital Text). Herndon, VA: ICPI.

Chapters in Books

a. Nadenicek, Daniel J. and Pardue, Douglas M. "Landscape Architecture," in Andrew T Carswell, ed., *The Encyclopedia of Housing*, 2nd Ed. Sage Publications, 2012.

Other Professional Journal Articles

- a. Pardue, Douglas M. (forthcoming, 2014). "Paveshare: Open---education Resource for Landscape Architects." *Landscape Architect and Specifier News*.
- b. Ramos, Stephen and Pardue, Douglas M. (2014). "Spontaneous Civic Tactics." *Chicago Expander at Archeworks 2014*.
- c. Pardue, Douglas M. (2010). "Synthetic Urban Nature: Landscapes for the Next Millennium." *Nanjing Forestry Currents*.

Peer---reviewed Papers in Published Conference Proceedings

- a. Hsu, Frances, Romm, Stuart, and Pardue, Douglas M. (2014). "Allegories of Virtues and Vice." *Proceedings of Globalizing Architecture: Flows and Disruptions*. 102 Association of Collegiate Schools of Architecture (ACSA), Miami Beach, FL.
- b. Bramlet, Alison S. and Pardue, Douglas M. (2014). "Informal Networks: Mapping Homeless Spatial Patterns," *2014 Esri Geodesign Summit Proceedings*, Redlands, CA.
- c. Pardue, Douglas M. (forthcoming, 2014). "Calibrating Thrift: Studio Methods for Engaging Homelessness." *Proceedings of Finding Center: Landscape+Values*. 2012 Annual Convention of Council of Educators in Landscape Architecture (CELA), Champaign, IL.
- d. Pardue, Douglas M. (2011). "CED---ICPI: Web---based Tools for Teaching Landscape Architecture." *EDULEARN11 Proceedings*, IATED, Barcelona, Spain.

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

Director of CED-Nanjing: responsibilities include cultural and professional exchange of knowledge, skills, and practices with Chinese academic partners.

NAME: **MARK REINBERGER**

Rank: Professor

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

Education: (College and Higher)

<u>Number of Institution</u>	<u>Years Attended</u>	<u>Degree</u>	<u>Date Granted</u>
Cornell University	5	Ph.D.	1988
Cornell University	2	M.A.	1982
University of Virginia	4	B.A.	1977

Teaching Experience: (College level)

<u>Institution</u>	<u>Years Taught</u>	<u>Subjects</u>
University of Georgia Preservation	28	History of Arch. & Landscape;
Drexel University Preservation	5	History of Architecture
Cornell University	2	History of 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>
Private Consulting	28	Historical Research; Preservation
Martin Jay Rosenblum & Assoc. Arch.	8	Historical Research; Preservation
Charles F. Bowers, Architect	5	Architecture

Professional Registration: N/A

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

"Merchant Exchanges in New Orleans," Southeast Society of Architectural Historians, Greenville, South Carolina, 2019.

"First Period Houses of Northeast Georgia: A Report with Dendrochronology," Southeast Society of Architectural Historians, Manhattan, Kansas, 2018.

"The Baltimore Exchange and its Meanings," Southeast Society of Architectural Historians, Lynchburg, Virginia, 2017.

"The Merchant Exchange in America," Southeast Society of Architectural Historians, New Orleans, Louisiana, 2016.

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

(All the following were authored solely by Mark Reinberger unless otherwise noted.)

A. indicates refereed publications.

+ Indicates invited publications.

Books:

- a. * (with Elizabeth McLean), The Philadelphia Country House: Architecture and Landscape in Colonial America, Baltimore: Johns Hopkins University Press, 2015.

Chapters in Books:

- a. *+ "Edifying the House: Meaning in the Mantel Design of the Read House," New Stories from Old Things: Alternate Histories of the Read House and Gardens, Newark, Delaware: University of Delaware Press, published online 2018.

Journal Articles:

- a. * "Lake Meadows, Chicago: an experiment in early redevelopment," Planning Perspectives (2020).
- b. * "First Period Houses of Northeast Georgia: A Report with Dendrochronology," Buildings and Landscapes, 27/1 (2020) 65-78.
- c. *+ "Philadelphia versus Baltimore: City Planning and Aesthetic Character in Two Antebellum American Cities," Journal of Planning History, 2019.
- d. * "The Varied Fortunes of the British Merchant Exchange," ARRIS: The Journal of the Southeast Society of Architectural Historians, 2017.
- e. * Pioneering in a Post-War New Town: Peachtree City, Georgia," Journal of Planning History, 2014, pp. 247-272.

Bulletins or Reports:

1. + "Historic Structures Report, Morgan House," Swainsboro, Georgia, for East Georgia State College, 2016.
2. + "Historic Structures Report, Richard Russell House," near Winder, Georgia, for Russell Family Foundation, 2011.

Reviews of Books or Journal Articles

- a. Review of W. Barksdale Maynard, The Brandywine: An Intimate Portrait. Philadelphia: University of Pennsylvania Press, 2015, in Landscape Journal 35/1 (2016) 134-135.
- b. Review of Barbara Burlison Mooney, Prodigy Houses of Virginia and the Native Elite (Charlottesville and London: University of Virginia Press, 2008) and Louis P. Nelson, The Beauty of Holiness: Anglicanism and Architecture in Colonial South Carolina (Chapel Hill: University of North Carolina Press, 2008), in Journal of Southern History 76/1 (November 2010), pp. 964-966.

- c. Review essay on architectural guidebooks; specific new titles: W. Barksdale Maynard,

Buildings of Delaware. Society of Architectural Historians, Buildings of the United States Charlottesville: University of Virginia Press, 2008; Franklin K. Toker, Buildings of Pittsburgh. Society of Architectural Historians, Buildings of the United States. Charlottesville: University of Virginia Press, 2007; G. Martin Moeller, Jr., AIA Guide to the Architecture of Washington, D.C.. 4th Edition. Baltimore: Johns Hopkins Press, 2006; M. Ruth Little. Chapel Hill: University of North Carolina Press, 2006; and Roger Reed and Greer Hardwicke. Carriage House to Auto House. Brookline Preservation Commission, 2002, reviewed in Buildings and Landscapes, 2009.

Editorship

1. Co-editor, ARRIS, The Journal of the Southeast Society of Architectural Historians, 2010-2011; 2019+.

Editorial Consultant and Referee of Scholarly Work (see also 3:g Editorship)

- a. Reader for University of Georgia Press, 2020.
b. a. Reader for Winterthur Portfolio, 2019.
c. Reader for *Journal of Planning History*, 2019+.
d. Reader for *Journal Suburban Sustainability*, 2013.

Design and Documentation Projects on Historic Sites (listed for last 15 years)

- a. Exhibition in the Circle Gallery of College of Environment and Design: "The Historic Structures Report -- Process and Product," January 2012.

Conference Organized and Conference Sessions Chaired or Moderated

- a. Conference Chair, Southeast Chapter of the Society of Architectural Historians, October 2012, Athens, Georgia. 100 attendees; organized paper sessions, keynote speaker, receptions, and tours.

Grants Received

1. Wormsloe Foundation, \$10,000 for study of Wormsloe slave cabin, 2016.
2. Elaine Collier Neal, \$30,000 for Dendrochronology of Ten First Period Houses in Northeast Georgia, 2015-21.
3. Elaine Collier Neal, \$3,500 for summer internship for historic structures report on Collier-Howard House, Oglethorpe County, Georgia, 2015.
4. McLean Contributionship, Bryn Mawr, Pennsylvania, \$3,500 for illustrations for The Philadelphia Country House: Architecture and Landscape in Colonial America, 2014.

5. Willson Center for the Humanities, University of Georgia, \$500 subvention for Philadelphia country house book (3.a.1.a), 2014.
3. National Park Service, “Resources Stewardship Strategy,” report for Fort Donelson, Tennessee; co-Principal Investigator, with others from Warnell School of Forestry, UGA; \$70,000 grant, 2010-2012.

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

N/A

NAME: **RONALD B. SAWHILL**

Rank: Associate Professor

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

Education: (College and Higher)

<u>Number of Institution</u>	<u>Years Attended</u>	<u>Degree</u>	<u>Date Granted</u>
University of Georgia	1	MLA	1995
University of Georgia	5	BLA	1980

Teaching Experience: (College level)

<u>Institution</u>	<u>Years</u>	<u>Taught Subjects</u>
University of GA (part time)	8	•design studios, landscape construction, landscape engineering.
University of GA (full time)	18	•all studio levels, landscape engineering, soil & stormwater management, landscape construction, environmental analysis.
Ball State University	1	•graphics, studio, introduction to L.A., environmental systems, ecological planning.

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>
Sawhill & Associates	12	Principal
Jordan, Jones & Goulding	8	Senior Landscape Architect
Ramsey Land Planning	1/2	Landscape Architect
Ron Sawhill	1	Landscape Architect
Jay Scott & Associates Architect	3 1/2	Landscape Designer/Landscape

Professional Registration: Give profession and state/province(s).
Landscape Architecture, obtained 1982 – present, Georgia

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

Offices Held

BLA Program Coordinator. 2020-Present
BLA Internship Coordinator. 2014-2019, 2020-2021
CED Scholarship Coordinator. 2020-Present

Committee Service

BLA Council and Curriculum Committee. Chair. 2020-Present
UGA Human Resources Committee, Com. Member. (appointed). 2017 – 2021.
UGA Educational Affairs Committee, Com. Member. (appointed). 2017 – 2021.
UGA University Council, Council Member. (elected). 2016 – 2019.
BLA Council and Curriculum Committee. Chair 2020-Present; Member 2003-Present.
Sigma Lambda Alpha Honor Society. Faculty Advisor. (appointed). 2017-2021
Georgia Students of Landscape Architecture. Faculty Advisor (appointed). 2020-Present.
CED Branding Committee/Communications Committee, Com. Member. (appointed). 2019-2020.
CED 50th Anniversary Planning Committee, Com. Member. (appointed). 2019-2020.
CED Land Development Program Committee. Com. Member. (appointed). 2019 – 2020.
CED/Lamar Dodd Design Collaboration Committee, Com. Member. (appointed). 2017 – 2018.
CED Enrollment Management Committee, Com. Member. (appointed). 2015-2017.
College of Environment & Design Alumni Association Executive Board, Board Member. (elected).
2013 – present.

Continuing Education Provided:

GA ASLA Panel Discussion RE: LARE Preparation. Apr. 21, 2016.

Awards Received:

2017 Distinguished Faculty Award. College of Environment and Design. University of Georgia. April.

Graduate Thesis Research Supervision:

Anderson, John P. 2020 Building an Ecosystem for Infiltration: An approach for long-term performance in stormwater infiltration facility design. MLA Thesis.

Kim, Bora. 2020. Is There a Landscape Solution to Reducing Airborne Pollen: Examining the Environmental Elements in Campus Courtyards. MLA Thesis.

Penny, Oliver K. 2020. Cultivating Small-Scale Community Through Design: Developing Guidelines to Promote Social Interaction in Cottage Clusters. MLA Thesis.

Fu, Li. 2018. Advancing Rainwater Harvesting Systems to Help Mitigate the Urban Flooding Problem in China. MLA Thesis.

Qu, Chen. 2018. A Brownfield Revitalization: Turning a Lead-Contaminated Industrial Wasteland into a Neighborhood Park in Atlanta Using Landscape Intervention and Bioremediation. MLA Thesis.

Yang, Yuwen. 2018. Assessing Public Perception of Green Infrastructure in Academic Settings: Using the University of Georgia as an Example. MLA Thesis.

Gong, Yuanyuan. 2017. Stormwater Management Based on Evapotranspiration as a Tool to Mitigate the Urban Heat Island (UHI) Effect. MLA Thesis.

Yang, Chang. 2017. LID Appropriateness for Various Land Uses: Making Low Impact Development Work in the Old City, Nanjing. MLA Thesis.

Yang, Fuyu. 2017. Improving a Riparian Buffer along Terrell Creek, Atlanta, GA to Benefit Neighborhood Quality of Life. MLA Thesis.

Shen, Chengquezhoni. 2016. A Green Street in a Southern Mill Town Community: Fairmont Neighborhood, Griffin, GA. MLA Thesis.

Graduate Thesis Research Review – Chair: Reading Committee

Mera, Evelyn June. 2021 Tapping into Neighborhoods: Craft breweries and the return of the local taproom. MUPD Practicum.

Scoccimaro, Anna Marie. 2021 Ameliorating Homelessness through the Built Environment. MLA Thesis.

Alcorn, Julia 2020. Conformed by Standards: A Study Conducted through the Chicopee Mill Village. MUPD Practicum.

Peer Reviewer

South Carolina Sea Grant Consortium. Grant Proposal Review. Jul. 2021.
CELA Landscape Research Record 10. Full paper review. Jun. 2021.
CELA 2021 100 + 1 | RESILIENCE. Peer-review of 3 abstracts. Oct. 2020.
CELA 2020 Deep Time: 100 Years of CELA: Peer-review of 4 abstracts. Nov. 2019.
CELA 2019 Engaged Scholarship: Peer-review of 5 abstracts. Nov. 2018.
CELA Landscape Research Record 7: Peer-review full paper. Aug. 2018.
CELA 2017 Bridging. Peer-reviewed 6 abstracts. Nov. 2016.

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

Abstracts accepted:

*Sawhill, R.B. Implications of improved soil infiltration measurements for the design of stormwater management infiltration practices. *CELA 2020*.
*Sawhill, R. B., Calabria, J. 2015. *Virtual Teams: explorations in online studio collaboration*. Council of Educators in Landscape Architecture.

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

A summary of my contributions in advancing the knowledge and capability of the profession of landscape architecture over the period of 2016 – 2021 would best be described in the following ways: 1) continued exploration of landscape architecture pedagogy and development of new course materials and new course proposals to augment and deepen landscape architecture training, and 2) ongoing research into stormwater management issues and land design practices as related to the practice of landscape architecture.

1. Exploration of landscape architecture pedagogy and development of new course materials

and new courses to augment and deepen landscape architecture training.

In 2016, I returned to teaching first-year studios and, in concert with associated faculty, redesigned and rewrote the course content to better support collaborative design skills, design thinking processes, and skill formation/reinforcement. In addition, we have worked together to better coordinate the entire year-level of coursework, integrating content between the classes and, we believe, achieving a better synthesis of skills and understanding for the overall cohort of students. In 2018, I launched a Landscape Lighting course (elective, 3hrs). The course ran under independent study numbers for the first two years, receiving CAPA approval during 2019 and now cross-listed as LAND 4460/6460.

2. Ongoing research into stormwater management issues and land design practices as related to the practice of landscape architecture.

My primary involvement in ongoing research is in the direction of Graduate research related to stormwater management practices and land design practices. These topics (see Graduate Thesis Research Supervision list above) are then used to influence the topics and content in LAND 4350, Soil and Stormwater Management. In 2017, a graduate level version of the course was launched, LAND 6351, internalizing research directly in the course setting. Some of the material also finds its way into LAND 6340 – Landscape Engineering. Beginning in 2018, I began working with David Radcliffe from Soil Science in some shared research into stormwater infiltration measurements in soils. The initial findings are currently undergoing outside review, but a related abstract was accepted by the 2020 CELA Conference.

Name: Alison Smith
Rank: Assistant Professor

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

Education: (College and Higher)

<u>Institution</u>	<u>Years Attended</u>	<u>Degree</u>	<u>Date Granted</u>
Auburn University	6	MLA	

Teaching Experience: (College level)

<u>Institution</u>	<u>Years Taught</u>	<u>Subjects</u>
University of Georgia Sustainability Studio, Representation II, Site Analysis Studio	3	GIS in Environmental Design, Nature &

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>
Pond & Co. Associate, Associate	5	Project Manager, Senior

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

Registered Landscape Architect, State of Georgia, 2010 – Present
 AICP Certified Planner, American Institute of Certified Planners, 2009 - Present
 National Charrette Institute, Charrette Planner Certification, 2009

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

Service-Learning Fellows Program, University of Georgia, 2013-2014

Teaching Academy Fellows Program, University of Georgia, 2012-2013

Group Leader, CED Vertical Charrette, College of Environment & Design. December 2013
Committee Member, Lecture Committee, College of Environment & Design. 2013-2014
Co-Chair, Technology Committee, College of Environment & Design. 2012-2013
Committee Member, MLA Council, College of Environment & Design. 2012-Present
Committee Member, Student Evaluation Committee, College of Environment & Design. 2012
 Chattahoochee River Valley Alliance, *Stakeholder Group Member, Resources Sub-Committee Group Member*

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

- Peer-Reviewed Publications
 - Bramlet, A.S. (2014). Walkability, Accessibility and Public Transit. SpatiaLABS, EsriPress (*in progress – peer-review complete; awaiting contracting*)
- Peer-Reviewed Abstract in Published Conference Proceedings
 - Calabria, J., Evans, J., Bramlet, A.S. (2013). Using GIS to assess risks of critical habitat loss from forestry bioenergy: A multi-criteria evaluation, scenario modeling, and policy options approach. 9th Southern Forestry and Natural Resource Management GIS Conference, 2013 SOFOR GIS Conference. Athens, GA.
 - Calabria, J., Evans, J., Bramlet, A., Esswein, S. (2012). In Christopher D. Ellis, PhD, PLA (Ed.), *Using the Landscape Development Index to Support Land Management Decisions* (pp. 325). University of Illinois at Urbana-Champaign: Council of Educators in Landscape Architecture.
- Other Conference Proceedings/Presentations
 - Pardue, D., Bramlet, A.S., (2014). Informal Networks: the value and potentials of spatial patterns, relations, and character for landscape architectural design approaches to homelessness. Council of Educators in Landscape Architecture. Baltimore, MD. March 2014 (*upcoming*)
 - Bramlet, A.S., Pardue, D. (2014). Informal Networks: Mapping Homeless Spatial Patterns. Esri Headquarters, Redlands, CA: 2014 Geodesign Summit. January 29, 2014
 - Vick, A., Bramlet, A.S., (2014). Reimagining the Chattahoochee River with Geodesign. Esri Headquarters, Redlands, CA: 2014 Geodesign Summit. January 29, 2014
 - Bramlet, A.S., Vick, A. (2013). Geodesign in the Studio. Esri Headquarters, Redlands, CA: 2013 Geodesign Summit. January 24, 2013
 - Bramlet, A.S. (2012). The Greenprints Project: Green Infrastructure Planning with GIS. San Diego, CA: 2012 Esri International User Group Conference. July 2012
 - Bramlet, A.S. (2012). How GIS Can Inform Design Decisions. Esri Headquarters, Redlands, CA: 2012 Geodesign Summit. Esri Video Proceedings; Published February 16, 2012, Views: 14,330.
- Articles
 - Bramlet, A.S. (2012). “Digital Workflow: ArcGIS, AutoCAD and Google Earth”. *Landscape Architect and Specifier News*.
- Poster Sessions
 - Bramlet, A.S., Vick, A. (2013). LAND 6030 Nature & Sustainability - Semester in Review: Creating a Culture of Sustainability at UGA, December 2013.
 - Bramlet, A.S. (2012). Explorations of a GIS-Centric Digital Workflow for Designers. San Diego, CA: 2012 Esri International User Group Conference Map Gallery.
 - Smith, A. (2008). The City of Woodstock Greenprints Plan. ESRI South Eastern Regional User Group (SERUG) 2008 Map Gallery
- Reports
 - Evans, J.M., R.J. Fletcher, Jr., J.R.R. Alavalapati, A.L. Smith, D. Geller, P. Lal, D. Vasudev, M. Acevedo, J. Calabria, and T. Upadhyay. 2013. *Forestry Bioenergy in the Southeast United States: Implications for Wildlife Habitat and Biodiversity*. National Wildlife Federation, Merrifield, VA.

- **Featured Work**
 - Arcuser Magazine, Spring 2010 edition, *GeoDesigning a Better Future*. Cover Art Feature: City of Woodstock Greenprints Plan graphic incorporated into magazine cover art.
 - 29th ESRI International User Conference, 2009, *GeoDesigning a Better Future*. Work featured as part of Jack Dangermond's Plenary Session Presentation.
- **Studies & Reports**
 - Update of the Land Use, Zoning, and Design Guidelines for the College Hill Corridor, Macon, Georgia, 2011
 - Highway 29 Boulevard of Opportunity Corridor Study (per ARC LCI standards), Lilburn CID, Lilburn, GA, 2011
 - City of Norcross LCI 10-Year Update Application, Norcross, Georgia, 2011
 - Arabia Mountain National Heritage Area Management Plan, 2010 Management Plan Update
 - BeltLine Subarea Master Plan for Subarea 4: Memorial-Glenwood, Atlanta, Georgia, 2011
 - BeltLine Subarea Master Plan for Subarea 3: Boulevard Crossing, Atlanta, Georgia, 2009
 - Downtown Suwanee Master Plan Livable Centers Initiative Update, Suwanee, Georgia, 2009
- **Town & Campus**
 - New Holland Master Plan, Gainesville, Georgia, 2010
 - Cloudland Canyon Connector Trail Master Plan: Design Guidelines and Recommendations, Walker and Dade County, Georgia, 2009
- **Mapping**
 - Chattahoochee River Corridor Mapping, Trust for Public Land, Atlanta, Georgia, 2011
 - Health Management Associates Floodplain Study, 54 facilities, 15 states, 2009
 - Arabia Mountain Environmental High School grade-level curriculum maps, Lithonia, Georgia, 2009
- **Community Facilitation/Interpretive Planning**
 - Comprehensive Interpretive Plan for Timpanogos Caves National Monument, Highland, Utah, 2011
 - Long Range Interpretive Plan for Ulysses S. Grant National Historic Site, St. Louis, Missouri, 2011
 - Long Range Interpretive Plan, Existing Visitor Center Spatial Redesign and Proposed Visitor Center Design Charrette for Grand Canyon-Parashant National Monument, St. George, Utah, 2011
 - Long Range Interpretive Plan for Santa Monica Mountains National Recreation Area, Santa Monica, California, 2011
 - Long Range Interpretive Plan for Rosie the Riveter and John Muir National Historic Sites, Northern California, 2010
 - Long Range Interpretive Plan for Fort Raleigh National Historic Site, Outer Banks, North Carolina, 2010

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

Ms. Alison Smith Bramlet is a landscape architect/planner and Assistant Professor in the College of Environment and Design at The University of Georgia. With over six years of work experience, her

professional focus includes land use planning, parks, open space and trail master plans, sustainable design, community facilitation, digital/graphic visualization and highly technical computer design applications; specifically Geographic Information Systems (GIS). Ms. Bramlet's teaching and research is focused on the integration of GIS in the planning and design process to promote sustainable design and planning at the regional and community scale. Her use of GIS throughout her career has provided her with a unique skill set regarding how the software is used within the field of landscape architecture and planning and she incorporates this experience directly into the classroom. In addition to transferring her knowledge to students, Ms. Bramlet is regularly called upon for technical and professional advice regarding the use of GIS in the profession from groups such as Trees Atlanta and the Carl Vincent Institute as well as for mapping projects for non-profit groups.

NAME: **DAVID SPOONER**

Rank: Associate Professor

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

Education: (College and Higher)

<u>Number of Institution</u>	<u>Years Attended</u>	<u>Degree</u>	<u>Date Granted</u>
NC State University	5	BS in Hort. Sci.	1994
University of Georgia	3	MLA	1997

Teaching Experience: (College level)

<u>Institution</u>	<u>Years</u>	<u>Taught Subjects</u>
The University of Georgia Const., Design & Environment.	17	Planting Design, Urban Design,

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>
EDAW, Inc	2	Design Associate, CD's, CA
Tunnell & Tunnell	5	Project Manager
David Spooner, Inc.	10	Independent Designer

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

Landscape Architecture, North Carolina #1244, obtained January 2002

Landscape Architecture, Georgia #1251, obtained January 2000

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

Public Service

Services through the American Society of Landscape Architects (ASLA)

LARE Coordinator, Georgia Chapter of the American Society of Landscape Architects 2005-2012.

Secretary, Georgia Chapter of the American Society of Landscape Architects 2000, 2005-2006.

Professional Design Juries

Jury Member, (2015) Undergraduate Student ASLA Awards

Jury Member, (2008) Undergraduate Student ASLA Awards

Jury Member, (2006) Student Competition, ACC Bus Shelter Design Competition

Jury Member, (2005) Graduate Student ASLA Awards

Jury Member, (2003) Undergraduate Student ASLA Awards

Jury Member, (2002) State ASLA Awards for South Carolina

Public Committees

Committee Member, Lexington Road Corridor TSPLOST User Group, Appointed by ACC Mayor Kelly Girtz. (Present member, since 2019).

Committee Member, Dudley Park Master Plan SPLOST User Group, Appointed by ACC Mayor Nancy Denson (Present member, since 2017).

Committee Member, Oconee Rivers Greenway Sub-Projects SPLOST User Group (Present member since 2015).

Committee Member, Rail to Trail User Group Citizen Committee, Athens-Clarke County Unified Government, Athens-Clarke County, Georgia. (Present member, since 2006)

Committee Member, Athens Cultural Affairs Commission, Public Art Panel Juror for Dudley Park (2020)

Committee Member, Lexington Highway Corridor Study, Invitation by ACC Mayor and Commission, (2014-2018).

Committee Member, Connect Athens - Lexington Road Corridor Steering Committee, Appointed by ACC Mayor Nancy Denson (2018-2019).

Committee Member, Envision Athens Rail to Trail Representative, Appointed by City Manager Blaine Williams (2017-2018).

Committee Member, Lexington Highway Signage Initiative (2015), Invitation by ACC Mayor Nancy Denson.

Committee Member, Prince Avenue Complete Streets “People on Prince” (2014-2015)

Committee Member, Georgia Trail Summit Host Committee (2014)

Commissioner, Oconee Rivers Greenway Commission, Athens-Clarke County. (2007-2013)

Treasurer, Oconee Rivers Greenway Commission, Athens-Clarke County. (2010-2013)

Committee Member, Greenway User Group Citizen Committee, Athens-Clarke County Unified Government, Athens-Clarke County, Georgia. (2011-2013)

Committee Member, Planning Sub-Committee Oconee Rivers Greenway Commission, Athens-Clarke County, Georgia. (2011-2013)

Committee Member, Design Guidelines Sub-Committee Oconee Rivers Greenway Commission, Athens-Clarke County, Georgia. (2008-2010)

Professional Memberships

Member, Phi Kappa Phi Honor Society, (Present member, since 2007)

Member, Environmental Design Research Association (EDRA), (Present member, since 2005)

Member, Council of Educators in Landscape Architecture (CELA), (Present member, since 2005)

Member, American Society of Landscape Architects (ASLA), (Present member, since 2003)

Member, Sigma Lambda Alpha Honor Society, (Present member, since 1997)

Professional Service through Instruction

Wright Residence, Conceptual Master Plan (2015) – Athens, Georgia

Senoia, Georgia Downtown Master Plan (2015) – Senoia, Georgia

Wormsloe Research Campus Master Plan (2013) – Savannah, Georgia

Agnes Scott College Sustainable Master Plan (2011) – Decatur, Georgia

Agnes Scott College Sustainable Guidelines (2011) – Decatur, Georgia

The North West Precinct Campus Master Plan (2011) – Athens, Georgia

The River District Master Plan (2011) – Athens, Georgia

Wormsloe Historic Master Plan (2010) – Savannah, Georgia

Oconee Street Corridor and Master Plan Study (2009) – Athens, Georgia

1140 Prince Avenue Master Plan Options (2007) – Athens, Georgia

Oakhurst Master Plan (2007) – Decatur, Georgia

Navy School Redevelopment (2006) – Athens, Georgia

Chase Street Elementary School (2006) – Athens, Georgia

Beckham Grove (2005) – Emory University - Atlanta, Georgia

Prince Avenue Redevelopment Strategies for Mixed-Use (2005) – Athens, Georgia

Morningside Elementary School Master Plan (2005) – Atlanta, Georgia
City of Comer Master Plan and Redevelopment Guidelines (2004) – Comer, Georgia
Atlanta Botanical Garden Fragrance Garden Master Plan (2004) – Atlanta, Georgia
Olmsted Linear Park Alliance (2004) – Dellwood Park Master Plan-Atlanta, Georgia

Other Service (Administrative, Unit, and University)

University of Georgia

Committee Member, UGA Campus Environs Committee (Present member, since 2021)
Committee Member & CED Representative, UGA ELEMENTS Planning Committee, College of Environment and Design Representative (Present member, since 2016)
Committee Member, University Curriculum General Education Sub-Committee (Present member, since 2012)
Committee Member, UGA Strategic Plan Committee for Academic Affairs (2019-2020)
Committee Member, Faculty Admissions Committee (Present member, 2017-2020)
Committee Member, First-Year Odyssey (FYO) Faculty Advisory Committee (Present member, since 2015), Invitation from Dr. Ronald Cervero, Associate Vice President for Instruction
Committee Member, Educational Affairs Committee (2015-2017)
Committee Member, University Curriculum General Education Sub-Committee (Present member, since 2012)
Committee Member, University Curriculum Committee (2014-2017)
Committee Member, University Council (2013-2016)
Committee Member, Environmental Literacy Requirement Subcommittee (2013-2015)
Committee Member, MyProfile Working Group, Customization Committee (2012)
Invited Participant, Academic Affairs Faculty Symposium, “Changing Roles, Perceptions and Expectations: Faculty in the American Research University, Unicoi Conference Center, Helen, Georgia (2014)
Committee Member, University Curriculum Committee (2011-2014)
Committee Member, University Faculty Affairs Committee (2010-2013)
Committee Member, University Council Executive Committee (2008-2011)
Committee Member, University Facilities Committee (2008-2011)
Invited Participant, Academic Affairs Faculty Symposium, “Enhancing Faculty Impact through Engagement and Renewal”, Dillard House Conference Center, Dillard, Georgia (2008)
Committee Member, University Council (2007-2010)
Invited Participant, Academic Affairs Faculty Symposium, “Enhancing the Undergraduate Experience through Discovery, Engagement and Transformation”, Unicoi Conference Center, Helen, Georgia (2007)
Panelist, University Academic Honesty Committee (2005-2006)

College of Environment and Design

Committee Member, Post Tenure Review Committee (Present member, since 2021)
Committee Member, Charter Committee (Present member, since 2021)
Committee Member, Technology Committee (Present member, since 2021)
Committee Member, BLA Curriculum Committee (Present member, since 2016)
Committee Member, Communication and Professional Practice Teaching Circle (Present member, since 2006)
Member, MLA Curriculum Committee (Present member, since 2016-2020)
Chair, CED Technology Committee (Present member, since 2016-2020)
Member, CED PR Committee (Present member, since 2016-2020)
Steering Committee Member, Strategic Planning Committee (2019-2020)
Chair, Vision and Mission Subcommittee of Strategic Planning Committee (2019-2020)
Advisory Board Member, CED Design Camp, Summer (2020)
Chair, Administrative Specialist Search Committee (2019)
Member, CED Lecture Committee (2016-2018)

Chair, Student Learning Outcomes for the College and Environment and Design (2016-2017)
Co-coordinator, Georgia Landscape Magazine (2016-2017)
Chair, BLA Curriculum Committee (2012-2015)
Co-coordinator, Student ASLA Merit and Honor Awards (2015)
Chair, CED Faculty Search Committee (2014)
Continuing Education Coordinator, CED Representative to the Georgia Center (2007-2012)
Committee Member, MLA Admissions Committee (2011-2012)
Committee Member, BLA Accreditation Report (Student Section) (2011-2012)
Committee Member, Teaching Opportunities, Preferences & Awards Committee (2011-2012)
Committee Member, Undergraduate Studies Committee (2011-2012)
Committee Member, BLA Curriculum Committee (2009-2012)
Committee Member, Owen's Library Circle Gallery Committee (2009-2012)
Committee Member, BLA Faculty Search Committee (2011-2012)
Committee Member, Strategic Planning Committee (2008-2009)
Committee Member, International and Off Campus Programs Committee (2008-2009)
Committee Member, Dean Search Committee (2008-2009)
Faculty Advisor, CED Representative to the Georgia Center (2007-2008)
Committee Member, Golf Course Certificate Program Committee (2007-2008)
Committee Member, Planning and Design Teaching Circle (2004-2005)
Faculty Marshall, Undergraduate Graduation (2004, 2007, 2008, 2011, 2012, 2014, 2015)

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

Chapters in Books

**Spooner, David D. (2006) Part 3 Pavement Structures in the Landscape “Stairs/Ramps/Curbs”, *Landscape Architectural Graphic Standards*, New York: Wiley, Publication, pp. 464-483.
 **Spooner, David D. (2007) “Stairs/Ramps/Curbs”, *Landscape Architectural Graphic Standards Student Edition*, New York, Wiley, Publication, pp. 273-284.

Peer Reviewed Journal Articles

*Spooner, David D (2019) “Place Attachment on Campus” *Planning for Higher Education*, Vol. 47 No. 2 January – March, pp. 27 -38.
 *Spooner, David D. (2014) “Improving Campus Sustainability through SITES and Socially Equitable Design”. *Planning for Higher Education*, Vol. 42 No 4 July-September, pp. 30-44.
 *Spooner, David D. (2014) “Improving Campus Sustainability through Human Health and Well-being”. Submitted and under Peer-Review for publication in *Planning for Higher Education*.
 *Spooner, David D. (2011) “Ten Minutes Wide – Human Capacities and Campus Design”. *Planning for Higher Education*, Vol. 39 No. 4 July-September, pp. 11-22.
 *Spooner, David D. (2008) “Assessing the Learning Value of Campus Open Spaces through Post-Occupancy Evaluation”, *Planning for Higher Education*, Vol. 36 No. 3 April-June, pp. 44-55.

Peer Reviewed papers in Published Conference Proceedings

**Longenecker, Donnie, Tom Jones, Jessica Fernandez and David Spooner. (2021) Perspectives on Communication Standards in Design Communication: A Strategic Approach to AutoCADD Implementation.
 *Spooner, David D. (2007) “Enclosure and Walkability: An Italian Street Study”. *EDRA 38: Building Sustainable Communities*, Environmental Design Research Association, Sacramento, California, pp.85-89.
 *Spooner, David D. (2005) “Junior Faculty Teaching: Major Lessons from a Minor”. *CELA: A Time for Place*, Council of Educators in Landscape Architecture, University of Georgia, pp.111-116.

Bulletins or Reports

- Longenecker, Donnie, David Spooner, Jennifer Lewis (2020) *Taliaferro County: Healthier Together Final Report*. The University of Georgia, College of Environment and Design.
- Longenecker, Donnie, David Spooner, Jennifer Lewis (2020) *Dooly County: Healthier Together Final Report*. The University of Georgia, College of Environment and Design.
- Longenecker, Donnie, Daniel Sniff, David Spooner (2018) *Armstrong State University Campus Master Plan*. The University of Georgia, College of Environment and Design.
- Spooner, David D., Leslie Palacios, Daniel Sniff. (2017) *East Georgia Campus Master Plan*. The University of Georgia, College of Environment and Design.
- Spooner, David D. (2015) *Senoia Downtown Master Plan*. The University of Georgia, College of Environment and Design.
- Spooner, David D. (2013) *Wormsloe State Historic Site Research Campus Master Plan*. The University of Georgia, College of Environment and Design.
- Spooner, David D, Lara Mathes and Amanda St. Denis (2011) *North West Precinct Study: Enhancing Connections and Building Community*, The University of Georgia, College of Environment and Design.
- Spooner, David D., Michy McCreary and Meghan Injaychock (2011) *Guiding Principles for a Sustainable Landscape: Agnes Scott College*. The University of Georgia, College of Environment and Design.
- Spooner, David D. and Jessica Hyde, Amber Christoffersen (2010) *Wormsloe State Historic Site Preliminary Master Plan Report*. The University of Georgia, College of Environment and Design.
- The School of Environmental Design. (1997) *Land Development Provisions to Protect Georgia Water Quality*. (Spooner et. al project staff)
- EDAW Inc. (1997) *Freedom Park Design Guidelines*. (Spooner et. al project staff)
- EDAW Inc. (1997) *Coastal Gateways*. (Spooner et. al project staff)

Other Articles

- Spooner, David. (2006) "Campus Design for the Net Generation". *College Planning and Management*. Vol. 9 No.6, pp. 54-59.
- Spooner, David. (2006) "Sketch Up 5". *Landscape Architect and Specifier News*, Vol. 22 No. 6, pp. 24-26.
- Spooner, David. (2005) "Learning from Campus". *Georgia Landscape*. pp. 8-10.
- Spooner, David D. (2004) "Campus Security: Design Against Terrorism". *Readiness Rules*, University Office of Security Preparedness Bulletin.

Peer Reviewed Convention Papers (*peer reviewed)

- *Spooner, David D., (2021) Utilizing 'Feeling Maps' and Kinematics of Motion to Inform Walking Route Design. Environmental Design Research Association (EDRA52). How About Justice? Detroit, MI May 19-22.
- *Longenecker, Donnie, Tom Jones, Jessica Fernandez and David Spooner. (2021) Perspectives on Communication Standards in Design Communication: A Strategic Approach to AutoCADD Implementation. Council of Educators in Landscape Architecture (CELA) – Resilience. Santa Ana Pueblo, NM. March 18, 2021.
- * Southhall, Hannah, Donnie Longenecker, David Spooner, Alexa Lamm, and Marsha Davis (2020) Academic-community Partnerships to Address Built Environment Active Living Barriers: A Pilot. American Public Health Association Annual Conference, San Francisco, California. October 24-28, 2020. (Poster Presentation)
- *Spooner, David D., (2020) "Assessing Design Quality for Walkability Improvements in Rural Georgia". Council of Educators in Landscape Architecture (CELA) – Engaged Scholarship. Louisville, KY March 19.
- Spooner, David D., Donnie Longenecker, Jennifer Lewis (2019) "Improving Rural Health Through Design." 2019 State of the Public's Health Conference, Athens, Georgia. October 22.
- *Spooner, David D. (2019) "Measuring Walkability through Movement: a flipbook approach". Council of Educators in Landscape Architecture (CELA) – Engaged Scholarship. Sacramento, CA March 8.

- *Spooner, David D. (2018) “Student Place Attachment: A Longitudinal Study”. Council of Educators in Landscape Architecture (CELA) – Transforming the Discussion. Blacksburg, VA March 23.
- *Anderson, John and David D. Spooner. (2018) “Gray Hair Matters”. Council of Educators in Landscape Architecture (CELA) – Transforming the Discussion. Blacksburg, VA March 23.
- *Spooner, David D. (2017) “Measuring Social Success in Public Space: A Critique, Modification and Application of SITES Credit 6.6 Support Social Connection”. Environmental Design Research Association (EDRA 48) – Voices of Place: Empower, Energize, and Engage. Madison, Wisconsin May 31 – June 3.
- *Spooner, David D. (2016) “Feeling Small in Large Classes: Investigating How Small Group Blended Learning Strategy Can Decrease Feelings of Anonymity and Perceived Class Size”. Council of Educators in Landscape Architecture (CELA) - Dilemma:Debate. Salt Lake City, Utah March 23.
- *Spooner, David D. (2014) “Freshmen Attachment to University Campus Spaces”. Environmental Design Research Association (EDRA45) – Healthy + Healing Places, New Orleans, Louisiana May 28.
- *Spooner, David D. (2013) “Validating Criteria for Mentally Restorative Spaces in Outdoor Campus Landscapes”. Environmental Design Research Association (EDRA44) – Healthy + Healing Places, Providence, Rhode Island, May 29.
- *Spooner, David D. (2012) “Informing Sustainable Sites Initiative (SITES) Criteria for Human Health and Well-Being on University Campuses”. Environmental Design Research Association (EDRA43) – Emergent Placemaking, Seattle, Washington, May 30.
- *Spooner, David D. (2011) “Enhancing the Experiential Quality of Campus Walks through Time and Distance Estimation”. Environmental Design Research Association (EDRA42) – *Make No Little Plans*, Chicago, Illinois, May 27.
- *Spooner, David D. (2010) “Ten Minutes Wide: Altering the Perception of Time on Campus Walks”. Environmental Design Research Association (EDRA41) – *Policy and the Environment*, Washington, D.C., June 3.
- *Spooner, David D. and Eric MacDonald. (2010) “Master Planning Wormsloe: An Integrated Approach for Conserving and Interpreting Landscape and History on a Coastal Georgia Plantation”, International Association for Landscape Ecology (IALE) – *Is What Humans Do Natural?*, Athens, Georgia. April.
- *Spooner, David D. (2010) “Asynchronous Connections – Motivating Distance Learning Students through Assessment-Feedback Cycles”. The Council of Educators in Landscape Architecture annual conference (CELA) – *Landscape Legacy: Landscape Architecture Between Art and Science*, Maastricht, The Netherlands, May 14.
- *Spooner, David D. (2009) “Campus Community and the Nonverbal Landscape”. (EDRA40) Environmental Design Research Association – *The Ethical Design of Places*, Kansas City, Missouri, May 31.
- *Spooner, David D. and Andy Kaufman. (2009) “University Campus Fabric: How Campus Open Spaces Support Students’ Studying Behaviors” (CELA) Council of Educators in Landscape Architecture – *Teaching and Learning Landscape*, Tempe, Arizona, January 28.
- *Livingston, Margaret, Andy Kaufman, David Spooner, David Myers. (2009) “Exploring Campuses As Valuable Open Space: Opportunities For Teaching, Research, And Outreach” (CELA) Council of Educators in Landscape Architecture – *Teaching and Learning Landscape*, Tempe, Arizona, January 28.
- *Spooner, David D. (2008) “Learning from Campus: Student Behavior in Campus Open Spaces” (EDRA39), Environmental Design Research Association – *Linking Differences/Defining Actions*, Veracruz, Mexico, May 30.
- *Spooner, David D. (2007) “Assessing the Learning Value of Campus Green Spaces”. Greening of Campus Conference 7 – Partnering for Sustainability: Enabling a Diverse Future, September 6-8, Ball State University. (Accepted, Not Presented)
- *Spooner, David D. (2007) “The Power of Place: Teaching Spatial Design Theory Abroad”. (CELA) Council of Educators in Landscape Architecture – *Negotiating Landscapes*, Pennsylvania State University, August 15.

*Spooner, David D. and Dr. Mary Anne Alabanza Akers, (2005) “Diversity on Campus: Assessing Landscape Quality and Student Preferences” (EDRA36), Environmental Design Research Association – *Design for Diversity*, Vancouver, British Columbia, April 28.

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

My research focuses on how the built environment affects human behavior and I have spent the last several years conducting post occupancy evaluations of recently built campus spaces. His research appears in scholarly journals (*Planning for Higher Education*) and is presented at academic conferences (*EDRA & CELA*).

NAME: **ASHLEY STEFFENS**

Rank: Associate Professor & Associate Dean of Academic Affairs

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</u>	<u>Date Granted</u>
University of GA	3	MLA	1994
University of NC - Asheville	2	BS	1991
FL Community College	2	AA	1989

Teaching Experience: (College level)

<u>Institution</u>	<u>Years Taught</u>	<u>Subjects</u>
University of Georgia computer graphics, portfolio development, senior studio (service learning), Plant ID, Community Design studio	27 years	Hand graphics,

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>
Steffens & Associates	20 Years	Design consultant and graphics development

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

None

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

Offices and Positions in professional societies

1. Council of Educators in Landscape Architecture, President. 2018-2021
2. Council of Educators in Landscape Architecture Secretary and Vice President of Communication, Outreach and Publications. 2016- present
3. Managing Editor: *Landscape Journal*. A bi-annual peer reviewed publication with global distribution, the flagship journal for educators in Landscape Architecture, 2014 - 2017
4. Associate Editor: Digital Information for *Landscape Architect and Specifier News*. A monthly publication with national distribution of 32,000 subscribers, 2006 –present
5. Council of Educators in Landscape Architecture (CELA) Conference Track Chair, Design Education and Pedagogy, 2015-2018

Service to the University of Georgia, College of Environment and Design

1. CED Budget Committee, 2020-current.
2. CED Diversity Committee, Chair 2020-current.
3. GSLA, Faculty representative for the Georgia Students in Landscape Architecture, 2017-current.
4. LABash, Faculty representative for the Landscape Architecture Bash committee hosting the student conference at UGA, 2019.

5. CED Peer Teaching Reviews for 3rd year and post tenure review package, 1 in 2012, 2 in 2015, 2 in 2017.
6. UGA University Council Committee on Faculty Affairs, 2013-2017.
7. CED BLA Curriculum Committee, 2005-current.
8. CED Communications Committee, 2009-current.
9. CED Communication and Professional Practice Teaching Circle, chair in 2005, 2005-current.
10. CED Technology Committee 2005-current, Co-chair 2012-2013, Chair 2020-current.
11. CED Scholarship Committee, 2013- current.

Service in other parts of the University of Georgia

1. UGA Council on Academic Diversity Leaders, 2020-current.
2. UGA Diversity Advisory Council, 2020-current.
3. UGA Planning Committee on Diversity and Inclusive Excellence, 2020-current.
4. UGA Council on the Arts Committee, 2020-current.
5. UGA General Education Curriculum Committee, 2020-current.
6. UGA Curriculum Committee, 2020-current.
7. UGA Hybrid and Online Curriculum Committee, 2020-current.
8. UGA Associate Dean of Academic Affairs Committee 2020-current.

Service to the American Society of Landscape Architects

1. ASLA Committee on Education, CELA representative. 2021-2024.
2. CELA Business Report at the ASLA Administrators Meeting, Philadelphia, PA., 2018.
3. **Juror for the Annual ASLA Professional Awards in Research, Washington, D.C., 2018.

Service to the Profession: Landscape Planning Short Course, Landscape Architecture Accreditation Board & CELA

4. Started a “Women in Academic Leadership” group for CELA, 2021.
5. Search Committee for *Landscape Architecture* editor, 2020.
6. ROVE member for the Landscape Architecture Accreditation Board (LAAB), Educator and Team Chair for an external review for the Boston Architectural College, BLA and MLA Landscape Architecture Department, (2021).

Exhibitions

1. **Culture Clash | Culture Clinch: University of Georgia students deconstruct, reinterpret, and redesign historical urban and commercial spaces in Italy. Italian Culture Institute, Italian Embassy, Washington, D.C. 2019.
2. Mostra! 2018. Cortona Study Abroad Program exhibit, Cortona, Italy, 2018.

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

Book Chapter

1. **Steffens, Ashley. “The Hand Graphics Experience”. In *Representing Landscapes: Analogue*, edited by Nadia Amoroso, 50-56. New York: Rutledge, Taylor & Francis, 2018.

Bulletins or Reports (including policy, procedures and presentations which impact The Council of Educators in Landscape Architecture organization and the profession of Landscape Architecture Education).

1. Presented CELA activities at the 2020 Presidents Council: areas of focus on diversity, climate change initiatives, and organizational actions for positive environmental impact and landscape resilience, Raleigh, NC., 2020
2. CELA Board approved policies, procedures, and presentations at professional meetings
 - a. Contributed to the development of the CELA Fountain Scholars Program, 2021.
 - b. Developed the CELA statement on Landscape Architecture Education Advocacy in support of faculty and curricular differences from other programs, 2020.
 - c. Developed the Board of Directors orientation materials and contract (2019).
 - d. Developed the CELA Executive Director position description and annual evaluation criteria (2018).
 - e. Established two Student Director positions (2018).
 - f. Developed the CELA Global Investiture Fund and Grant, expected to raise ~\$8,00-\$10,000 per year for social and environmental actions for The CELA annual conference (2019).
 - g. Developed the 100 Years of CELA annual conference track theme (2019).
 - h. Developed the Landscape Journal Vision Task Force to recommend changes for *Landscape Journal* (2019).
 - i. Wrote the Landscape Journal chapter in the Policies and Procedures manual (2018).
 - j. Wrote the CELA Presidents Quarterly business report for May, August, December and March. Distributed to over 1000 members globally (2019-2020).
 - k. Served as a Panel presenter at the ASLA annual conference Board of Trustees luncheon, San Diego, CA., (2019).
 - l. Organized the CELA Administrators meeting, round table discussions for administrators and allied organization, Sacramento, CA., (2019).
 - m. Presentation of CELA business reports and development of collaborative opportunities (2019): European Council on LA Schools, Oslo, Norway, The International Federation of LA, Oslo, Norway and Council of LA Registration Boards, St. Louis, MO.
 - n. Revised the CELA Bylaws (in progress).
 - o. Updated the MOU for Landscape Journal editorial services 37:2 and 38:1-2 (2019).
 - p. Worked with a team to develop the CELA 5 Year Strategic Plan (2019).

3. Steffens, Ashley. "CELA FORUM 2017". Digital publication of CELA FORUM (2017).
http://thecela.org/wp-content/uploads/FORUM_LAR-Programs-reduced-file-size.pdf.

Peer Reviewed Journal Articles & Conference Proceedings

1. Steffens, Ashley. "Evolution and Current Trends of Graphics in the Landscape Architecture Profession and in Higher Education." *Landscape Architecture Journal China* 12 (2017): 58-64.
2. Steffens, Ashley. "Evolving Graphics in Landscape Architecture: Professional Demands on Educational Institutions." *International Journal of Higher Education and Human Development* 3, no. 4 (2017): 26-30.

Other Professional Articles

1. Steffens, Ashley. "Design Education Resilience: CORONAVIRUS's Impact and Beyond". *Design Intelligence Media Group*, Q3 (2020). <https://www.di-mediagroup.com/di-quarterly/design-education-resilience-coronavirus-impact-and-beyond/>
2. Steffens, Ashley. "Forward". CELA 2021 Conference Proceedings. https://thecela.org/wp-content/uploads/CELA-Abstract-Proceedings-v5-2021_4_1-for-CELA-Website.pdf

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

My role as an educator is focused on helping to advance the knowledge and capabilities of future professionals through the practical experience I bring to the classes I teach, the projects I select and feedback I provide. It is critical for students to understand the reality and limitations of practical solutions which are environmentally sensitive and aesthetic while protecting the health, safety and welfare of the general public. These criteria are built in to all of my classes in one way or another.

NAME: **AMITABH VERMA**

Rank: Associate Professor

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

Education: (College and Higher)

<u>Number of Institution</u>	<u>Years Attended</u>	<u>Degree</u>	<u>Date Granted</u>
University of Georgia	<u>3</u>	<u>MLA</u>	<u>1994</u>

Teaching Experience: (College level)

<u>Institution</u>	<u>Years Taught</u>	<u>Subjects</u>
University of Georgia	15	Manual Graphics, Urban Design, Master's Thesis, Architecture, Construction

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>
OSA Architects, Inc., Atlanta.	2	
Nichols Carter Grant Architects, Inc., Atlanta	2	
Architectural Consultant and Rapporteur to the World Monuments Fund on a conservation mission to Jaisalmer, India.	1	
Ogram & Associates Architects, Atlanta.	2	
Surber Barber Choate & Hertlein Architects	6	
S. Pawar & Associates, Architects & Planners, Mumbai, India	1	

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

None

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

COVID Awareness Poster Series, Exhibit at UGA's Special Collections Library, Jan 2021- ongoing

College Representative, President's Faculty Advisory Committee

Committee Member, (elected) BLA Council and Curriculum Committee.
August 2006 - Present.

Committee Member, BLA Teaching Circle

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.

In the past five years I have sought to add rigor to the BLA curriculum by teaching skills and values which are central to the practice of landscape architecture, and communicating the value of professionalism to my students. I have taught classes on hand graphics (drafting, sketching, lettering and rendering), urban design, advanced construction and the Senior Capstone Studio. These classes have all been defined by high-standards and punctuality, which are critical to professional practice in landscape architecture. My research examines the critical role of manual graphic expression in design thinking and creativity. It clarifies the vital role of drawing and sketching in design, and their connection to human ingenuity which computers are unable to replace.

NAME: **ROBERT ALFRED VICK**

Rank: Full Professor

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

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

Education: (College and Higher)

<u>Institution</u>	<u>Years Attended</u>	<u>Degree</u>	<u>Date Granted</u>
University of Georgia	3	MLA	1998
University of Illinois	4	BS	1993

Teaching Experience: (College level)

<u>Institution</u>	<u>Years Taught</u>	<u>Subjects</u>
University of Georgia Design Studio, Elements, Principles and Processes, Landscape Ecology	17	Reading in the landscape,

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>
Ecos Environ. Design, Inc.	7	Principal – Land. Arch
Solidago Design Solutions	8	Principal
Alfred Vick Environmental Design2		President

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

Professional Landscape Architect (PLA), State of Mississippi #664	2016 - Present
CLARB Certified Landscape Architect	2016 - Present
Professional Landscape Architect (PLA), State of Georgia #001268	2001 - Present
LEED Fellow	2013 - present
LEED Accredited Professional BD+C	2003 – Present

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

CONVENTION PAPERS PRESENTED (* denotes invited lectures)

Georgia Tree Council Quarterly Program*	2020
“I-75/85 and I-20 Roadside Green Infrastructure Projects”	
Sustainable Atlanta Roundtable*	2020

<u>"Sustainability at the University of Georgia"</u>	
Greenbuild International Conference	2019
<i>"Serenbe: A Biophilic Community"</i>	
Southern Highlands Reserve 2019 Native Plants Symposium*	2019
<i>"Nature Each Day Keeps the Doctor Away: Biophilic Design for Health and Well-being"</i>	
GCRC Coastal Georgia Colloquium	2018
<i>"Enhancing Ecosystem Services with Green Infrastructure"</i>	
Georgia Environmental Conference	2018
<i>"PV + Pollinators in Georgia"</i>	
Biophilic Leadership Summit*	2017
<i>"Mado Food Forest and Medicinal Garden"</i>	
National Trail of Tears Association Annual Meeting*	2016
<i>"The Plant Communities of the Cherokee Landscape: Integrating Teaching, Research and Service"</i>	
Nygren Placemaking Conference*	2016
<i>"Green Infrastructure and Runoff Reduction"</i>	
Atlanta Science Festival	2016
<i>"Agnes Scott Arboretum Tour" (with Kathryn Kolb and Jamie Blackburn)</i>	
Beijing Forestry University*	2015
<i>"Green Infrastructure: Emulating Nature to Manage Rainfall in the Built Environment"</i>	
American Academy of Religion	2015
<i>"Overcoming the Loss of Culturally Significant Plant Species after the Trail of Tears"</i>	
International Living Future Institute*	2015
<i>"Net Positive Water: A Collective Discussion on Achieving Net-Positive Water Use in Atlanta"</i>	
Georgia River Network Hidden Gem Paddle – Middle Oconee River*	2015
<i>"River Restoration"</i>	
Georgia Water Resources Conference	2015
<i>"Urban Water Quality and Non-point Source Pollution: Green Infrastructure" (with Jon Calabria, Cory Rayburn, Steve Leo)</i>	
North Carolina GIS Conference*	2015
<i>"Using Geodesign for Land Planning: Examples from a Landscape Architecture Studio"</i>	

LEADERSHIP POSITIONS IN SERVICE ORGANIZATIONS

Trees Atlanta, Board Member	2019-present
Biophilic Institute, Board Member	2018-present
Trees Atlanta, Program Committee Member	2013-present
Serenbe Institute Environmental Committee, Member	2016-present
Trees Atlanta, Education Committee Chair	2016-2019
Atlanta Regional Commission Blue Book Revision Technical Advisory Group, Member	2014-2016
G.R.O.W. Planning Committee, Member	2011-2016
Athens Land Trust, Conservation Committee Member	2006-2019

Publications: List significant publications, projects and/or reports covering the last five years.

Identify refereed publications with an asterisk.

PEER-REVIEWED RESEARCH AWARDS/DESIGN CERTIFICATIONS / DESIGN AWARDS

2019-2020 Sea Grant Superior Outreach Programming Award (SOPA)	
<i>Savannah Green Infrastructure to Green Jobs Initiative (Project Partner)</i>	2020
Georgia ASLA Honor Award	
<i>Evaluating Historic Fourth Ward Park (Project Co-PI)</i>	2019
Oklahoma State Department of Tourism and Recreation Red Bud Merit Award – Outstanding New Attraction	
<i>Diligwa 1710 Cherokee Village (Project Landscape Architect and Lead Designer)</i>	2015

BOOK CHAPTERS

- Vick, R.A. 2021. *The Black Drink Throughout Cherokee History*. Native American Food Ways in a Global Economy. Michelene Pesantubbee and Michael Zogry, Co-editors. SUNY Press. Albany, New York.
- Smith, A., Rivero, R. and Vick, R.A. 2020 *Exploring adaptation challenges and collaborative solutions in a USA Coastal Region through Geodesign*. The International Geodesign Collaboration: Changing Geography by Design. Editors: Orland, B. Steinitz, C. and Fisher. ESRI Press, Redlands, California.

REPORTS

- Review of Special Provisions and Other Conditions Placed on GDOT Projects for Imperiled Species Protection 2020*
- Landscape Sustainability for Solar Projects* 2016
- Serenbe Baseline Documentation for Conservation Easement* 2016

RESEARCH GRANTS RECEIVED

- [City of Tybee Island Coastal Marsh and Community Resilience Adaptation \(GA\)](#)
National Fish and Wildlife Foundation, Co-PI, \$221,240 2020
- [Incorporating Engineering With Nature® \(EWN®\) and Landscape Architecture](#)
CESU-Piedmont, Co-PI, \$125,000 2018
- [Review of Special Provisions and Other Conditions Placed on GDOT Projects for Imperiled Aquatic Species Protection](#)
Georgia Department of Transportation, Co-PI, \$658,492 2018
- Orange and White Trail Enhancement and Realignment at the State Botanical Garden**
US Department of Transportation, Co-PI, \$155,220 2018
- Case Studies Initiative**
Landscape Architecture Foundation, Co-PI, \$7,840 2018
- Enhancing Native Plant Diversity in the Floodplain and Piedmont Prairie Natural Areas of the State Botanical Garden of Georgia**
Institute of Museum and Library Sciences, Co-PI, \$299,034 October 1, 2015 – September 30, 2018
- Landscape Performance and Biodiversity Analysis, Phase 1: Ground Layer Vegetation for Solar Projects Literature Review**
Georgia Power Foundation, PI, \$24,903 September 2015 – August 2016

DESIGN PROJECTS THROUGH PROFESSIONAL PRACTICE

- Serenbe Mado East**, Chattahoochee Hills, Georgia July 2018-present
- Southeast Toyota Green Infrastructure Consultation**, Georgia July 2018-July 2020
- GDOT I-20/I-75/I-85 Green Infrastructure Retrofit**, Atlanta, Georgia January 2017-present
- Norcross Public Library Green Roof**, Atlanta, Georgia November 2016-present
- The Baddour Center Master Plan**, Senatobia, Mississippi May 2016-present
- Quest Community Center Complex 2**, Atlanta, Georgia January 2016-July 2016
- Atlanta History Center Tullie Smith Farm Drainage Study**, Atlanta, Georgia September 2015-August 2016
- Leedle-Flood Residence Green Infrastructure Plan**, Atlanta, Georgia December 2015-February 2016

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

I am currently the Georgia Power Professor in Environmental Ethics at the University of Georgia, Director of the Environmental Ethics Certificate Program, a licensed landscape architect and a LEED Fellow. In addition to teaching in the CED, I am on the Faculty of Engineering and the Faculty of the Institute of Native American Studies. I continue to practice professionally and my professional work has included several LEED-certified buildings, including the LEED Platinum headquarters of the Southface Energy Institute in Atlanta, Georgia. I am past-Chair of the Sustainable Sites Technical Advisory Group for the US Green Building Council, Founding Chair of the Athens Branch of the US Green Building Council and I am on the Board of Directors of Trees Atlanta and the Biophilic Institute.

NAME: UMIT YILMAZ

Rank: Professor

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

Education:

<u>Number of</u> <u>Institution</u>	<u>Years Attended</u>	<u>Degree</u>	<u>Date Granted</u>
Istanbul Technical University	Six	B.Arch	1979
Istanbul Technical University	Two	M.S Urban design	1981
Istanbul Technical University	Seven	Ph.D. Urban Planning	1988

Teaching Experience: (College level)

<u>Institution</u>	<u>Years</u>	<u>Taught Subjects</u>
Istanbul Technical University	Seven	Architecture – Urban Design – Urban Planning
Clemson University	Fourteen	City Planning – Landscape Architecture
University of Georgia Architecture	Eleven	Urban Planning – Landscape

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>
CYP inc. Irvine CA	Six	Designer, Project Manager
KTGY, Irvine CA	One	Designer, Project Manager
Sheurer Architects, Newport Beach, CA	Two	Designer, Project Manager

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

Licensed Architect Chamber of Architects /Turkey #10509

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

2020-present University of Georgia Review Committee

2020 CED Graduate Administrator Search Committee (Chair)

2019 CED Strategic Plan Subcommittee - Vision and Mission

2019 CED Strategic Planning Committee

2019 CED Branding Committee

2019 Communications Subcommittee for CED50

2019 CED50 Book Committee

2019 CED50 Logo Design Committee

2018 CED Appeals Committee

2015-present CED Ph.D. Admissions Committee

2015-present Scholarship Awards Committee

2011-present College of Environment and Design Tenure and Promotion Committee Member

2015 – present Master of Urban Planning And Design Program Coordinator

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

Erduran, F., & Yilmaz, U. ATHENS'DEN KENT ORMANI ÖRNEĞİ. International Journal of Tourism, Economic and Business Sciences, 2, 328-335.

Rivero, R., Yilmaz, U., & Crowley, J. Deerwood Lake Planning Studio Report: Deerwood Lake Planning Studio Report.

2019 Site planning and design services for the Taskopru Museum for the Mayor of Taskopru Municipality, Turkey

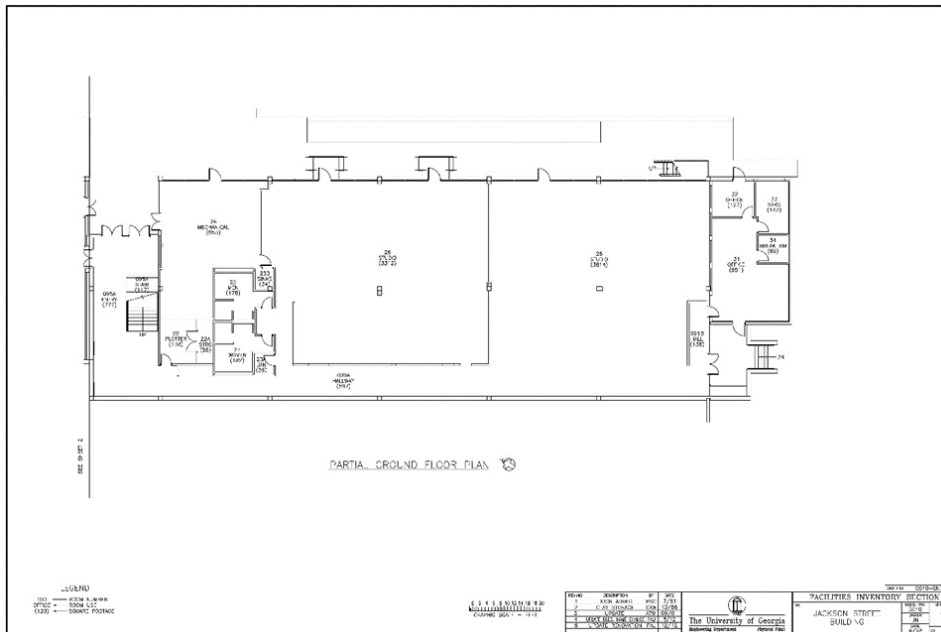
Contributions: Briefly describe your involvement in advancing the knowledge or capability of the profession of landscape architecture in the last five years.

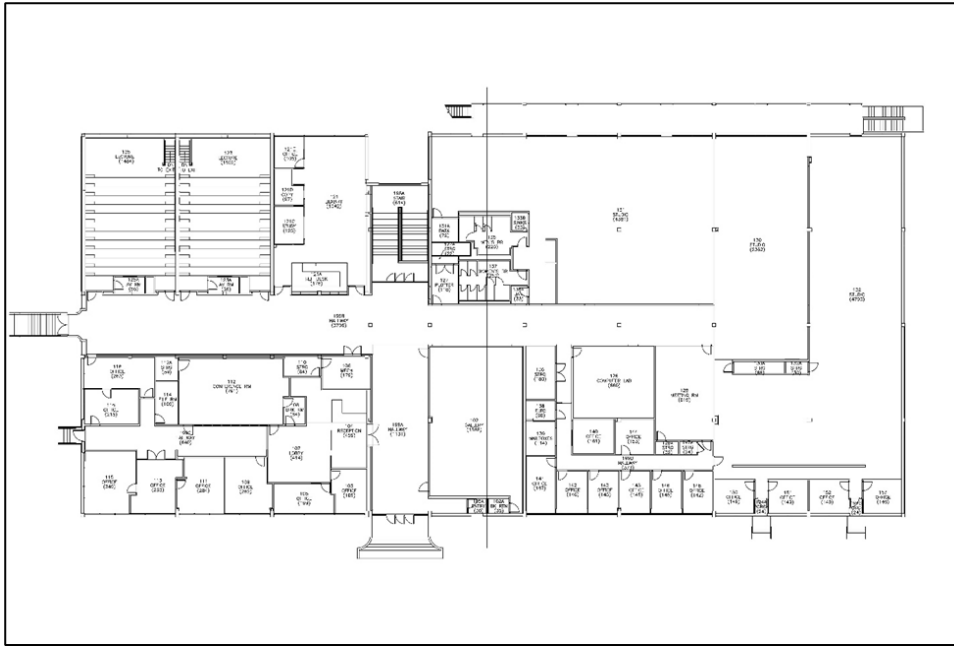
Contributed as an Educator

I. FACILITIES INFORMATION

Jackson Street Building				
Room #	Size (SF)	Max. Capacity/Normal Max. Users	Type of Space (studio, office, storage, etc.)	Shared Use (S) Exclusive Use (E)
Ground Floor:				
22	138	-	Storage	Exclusive
24	953	-	Mechanical	-
25	178	-	Restroom	-
26	3312	80/50	Studio	Exclusive
27	182	-	Restroom	-
28	3814	80/50	Studio	Exclusive
31	551	5/3	Collaboration Space	Shared w/ CED
32	127	2/1	VR Lab Office	Shared w/ CED
33	142	-	Laser Cutter	Shared w/ CED
34	59	-	Breakroom	Shared w/ CED
First Floor:				
102	1588	-	Gallery	Shared w/ CED
103	169	2/1	Staff Office	Shared w/ CED
104	459	3/1	Reception	Shared w/ CED
105	199	2/1	Staff Office	Exclusive
106	179	-	Mechanical	-
107	414	-	Lobby	-
108	64	-	Breakroom	-
109	282	3/1	Associate Dean's Office	Shared w/ CED
110	84	-	Storage	Exclusive
111	284	3/1	Associate Dean's Office	Shared w/ CED
112	791	60/15	Conference Room	Shared w/ CED
112A	59	-	Storage	Exclusive
113	263	3/1	Staff Office	Shared w/ CED
114	109	-	File Room	Exclusive
115	349	4/1	Dean's Office	Shared w/ CED
116	215	3/1	Faculty Office	Exclusive
118	263	3/1	Faculty Office	Exclusive
121	1042	-	Owens Library + Resource Center	Shared w/ CED
123	1502	160/100	Lecture	Shared

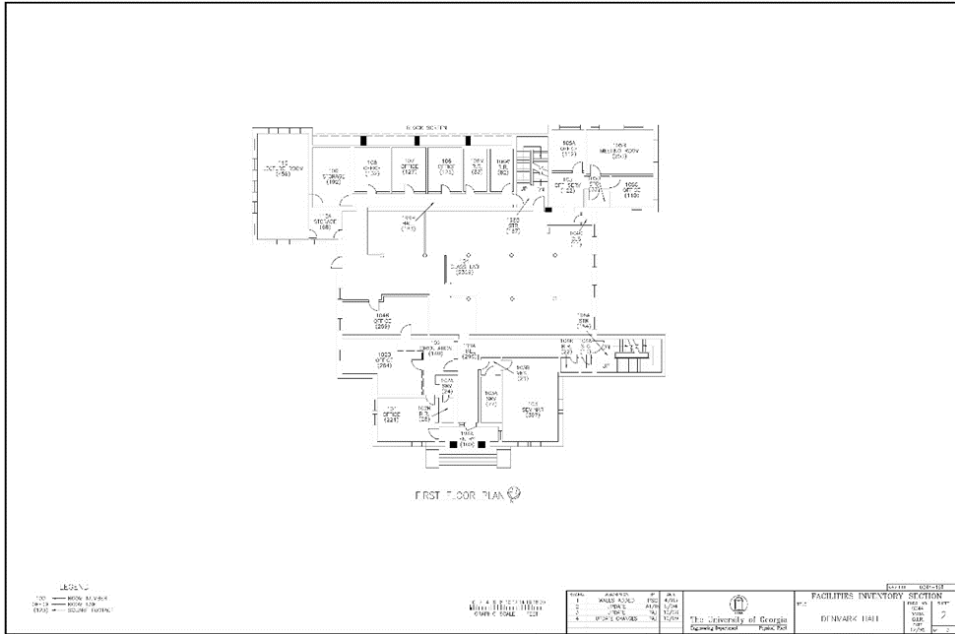
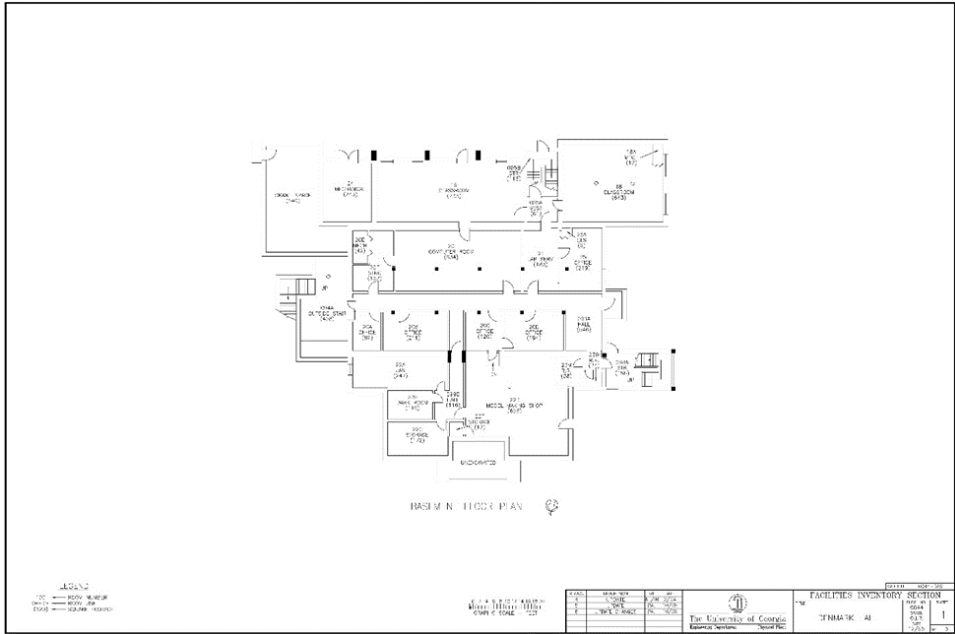
125	1484	160/100	Lecture	Shared
126	660	40/15	Classroom	Exclusive
127	118	-	Print/Copy	Exclusive
128	619	40/30	Classroom	Exclusive
130	2362	50/10	Critique Space	Exclusive
131	4381	80/50	Studio	Exclusive
132	4790	80/50	Studio	Exclusive
135	226	-	Restroom	-
136	180	-	Storage	Exclusive
137	253	-	Restroom	-
138	66	-	Electrical	Exclusive
139	114	-	Mailboxes	Exclusive
140	161	-	Breakroom	Exclusive
141	187	3/1	Faculty Office	Exclusive
142	146	2/1	Faculty Office	Exclusive
143	145	2/1	Faculty Office	Exclusive
144	153	3/1	Faculty Office	Exclusive
145	145	2/1	Faculty Office	Exclusive
146	145	2/1	Faculty Office	Exclusive
148	142	2/1	Faculty Office	Exclusive
150	149	2/1	Faculty Office	Exclusive
151	149	2/1	Faculty Office	Exclusive
152	149	2/1	Faculty Office	Exclusive
153	146	2/1	Faculty Office	Exclusive

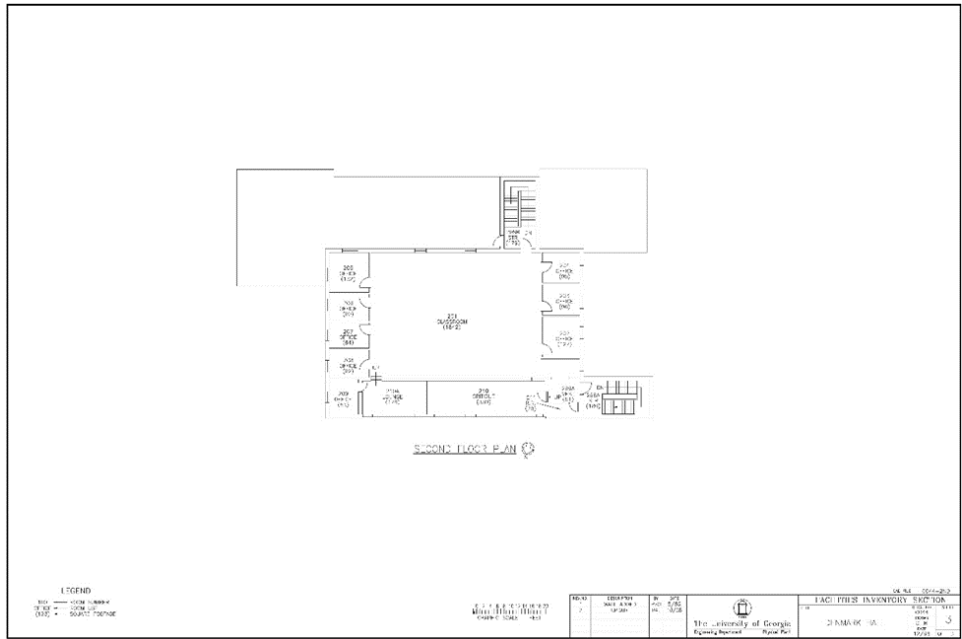




Denmark Hall				
Room #	Size (SF)	Max. Capacity/Normal Max. Users	Type of Space (studio, office, storage, etc.)	Shared Use (S) Exclusive Use (E)
Ground Floor:				
18	643	15/10	Cultural Landscapes Lab	Shared w/ CED
19	735	15/10	Collaboration Space / Classroom	Shared w/ CED
20	634	20/15	Open Research Lab	Shared w/ CED
20A	89	3/1	IT Support	Shared w/ CED
20B	211	4/2	Gallery Archives	Shared w/ CED
20C	120	3/2	Building Materials Library	Shared
20D	194	3/2	Building Materials Library	Shared
20E	42	-	Mechanical Room	-
20F	162	-	Storage	Shared w/ CED
22A	247	-	Janitorial/Mechanical	-
22B	110	-	Lab Support	Shared

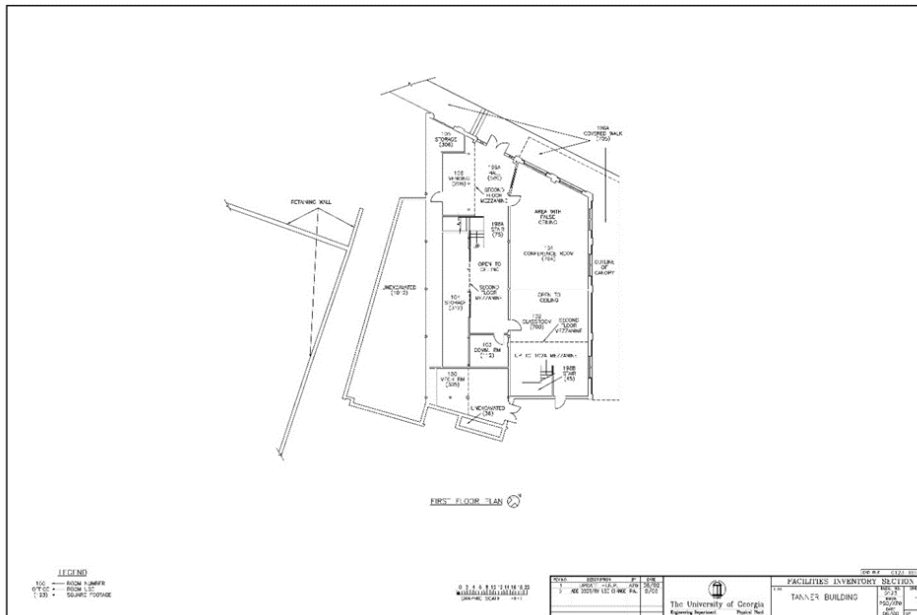
22C	172	-	Storage	Shared
22D	656	-	Storage	Shared
23M	58	-	Restroom	-
23W	24	-	Restroom	-
24	243	-	Mechanical Room	-
25	219	8/2	CED Archives	Shared
First Floor:				
101	221	2/1	Faculty Office	Shared w/ CED
102	140	-	Storage	-
102A	24	-	Storage	-
102B	284	2/1	Faculty Office	Shared w/ CED
103	397	20/15	Classroom	Shared
103A	77	-	Storage	-
104	2324	40/30	Studio	Shared w/ CED
104A	13	-	Janitor Closet	-
104B	259	3/2	Workroom	Shared w/ CED
104R	22	-	Restroom	-
105	122	-	Hall	-
105A	112	2/1	Faculty Office	Shared w/ CED
105B	253	15/12	Classroom	Shared w/ CED
105C	110	2/1	Faculty Office	Shared w/ CED
106	126	2/1	Faculty Office	Shared w/ CED
106M	83	-	Restroom	-
106W	82	-	Restroom	-
107	127	2/1	Faculty Office	Shared w/ CED
108	132	2/1	Faculty Office	Shared w/ CED
109	193	-	Electrical / Storage	Shared w/ CED
110	459	30/25	Classroom	Shared w/ CED
110A	68	-	Storage	-
Second Floor:				
201	1842	25/20	Studio	Exclusive
202	127	2/1	PhD Office	Exclusive
203	96	2/1	PhD Office	Exclusive
204	95	2/1	PhD Office	Exclusive
205	132	3/1	Faculty Office	Exclusive
206	90	2/1	Faculty Office	Exclusive
207	84	2/1	PhD Office	Exclusive
208	92	2/1	PhD Office	Exclusive
209	85	2/1	PhD Office	Exclusive
210 (east)	330	7/5	General Use Computer area	Exclusive
210 (west)	176	2/1	Faculty Office	Exclusive
211	30	-	Restroom	-

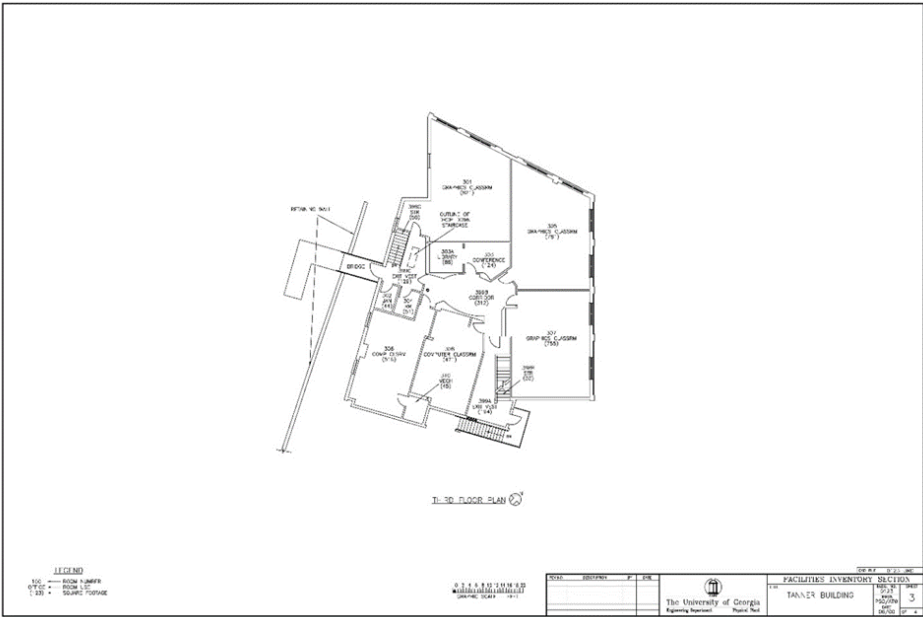
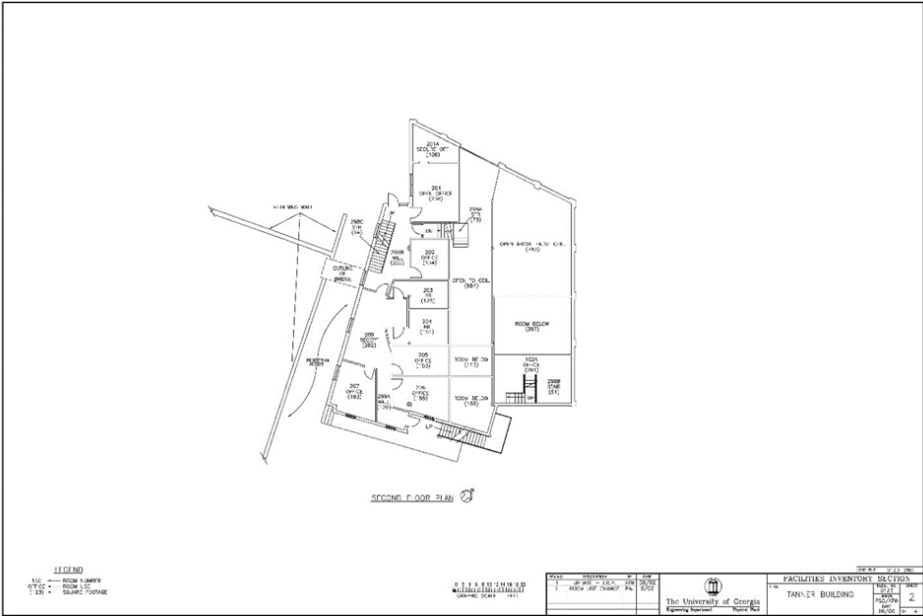


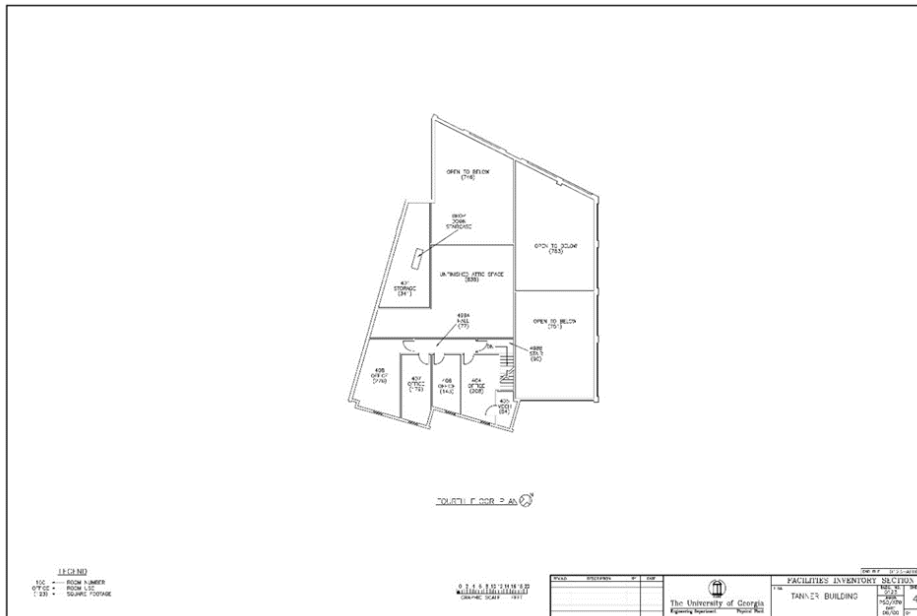


Tanner Building				
Room #	Size (SF)	Max. Capacity/Normal Max. Users	Type of Space (studio, office, storage, etc.)	Shared Use (S) Exclusive Use (E)
First Floor:				
102	2082	60	Studio/Classroom	Shared w/ CED
103	112	-	Comm. Room	Shared w/ CED
104	312	-	Storage	-
105	306	-	Storage	-
106	208	-	Vending	-
150	305	-	Mechanical Room	-
Second Floor:				
201	238	3/1	Faculty Office	Shared w/ CED
202	134	2/1	Faculty Office	Shared w/ CED
203	125	-	Restroom	-
204	151	-	Restroom	-
205	153	2/1	Faculty Office	Shared w/ CED

206	188	2/1	Faculty Office	Shared w/ CED
207	183	2/1	Faculty Office	Shared w/ CED
209	282	-	Reception	-
Third Floor:				
301	821	15/10	Model Shop	Shared w/ CED
302	44	-	Janitorial	-
303	124	-	Printing	Shared w/ CED
304	51	-	Restroom	-
305	781	15/10	Studio	Shared w/ CED
306	516	12/10	Conference Room	Shared w/ CED
307	755	40	Classroom	Shared w/ CED
308	471	20/15	Computer Classroom	Shared w/ CED
310	45	-	Mechanical Room	-
Fourth Floor:				
401	341	-	Storage	-
404	208	3/1	PhD Office	Shared w/ CED
405	54	-	Mechanical Room	-
406	143	2/1	PhD Office	Shared w/ CED
407	179	2/1	PhD Office	Shared w/ CED
408	276	3/1	Faculty Office	Shared w/ CED

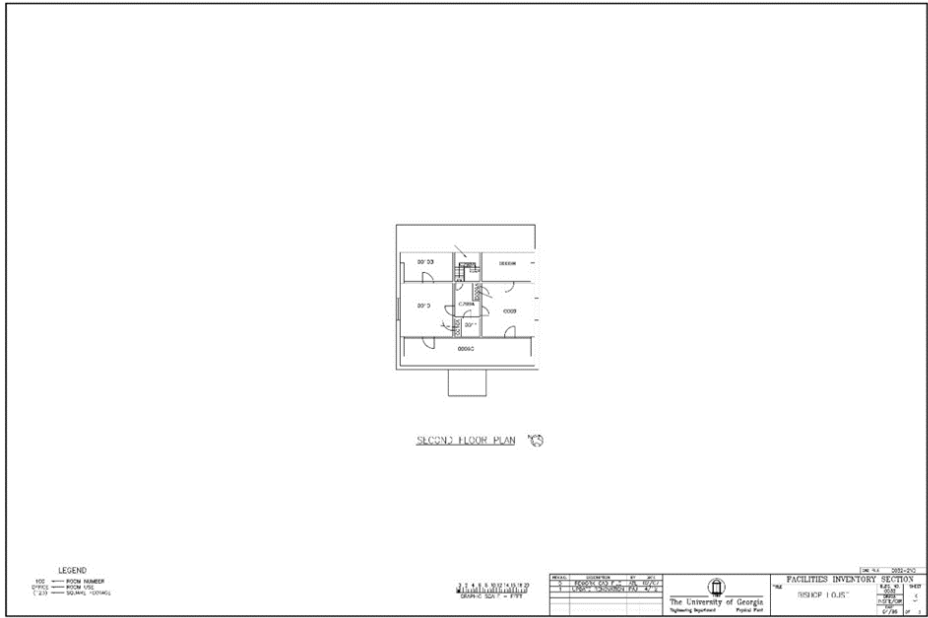
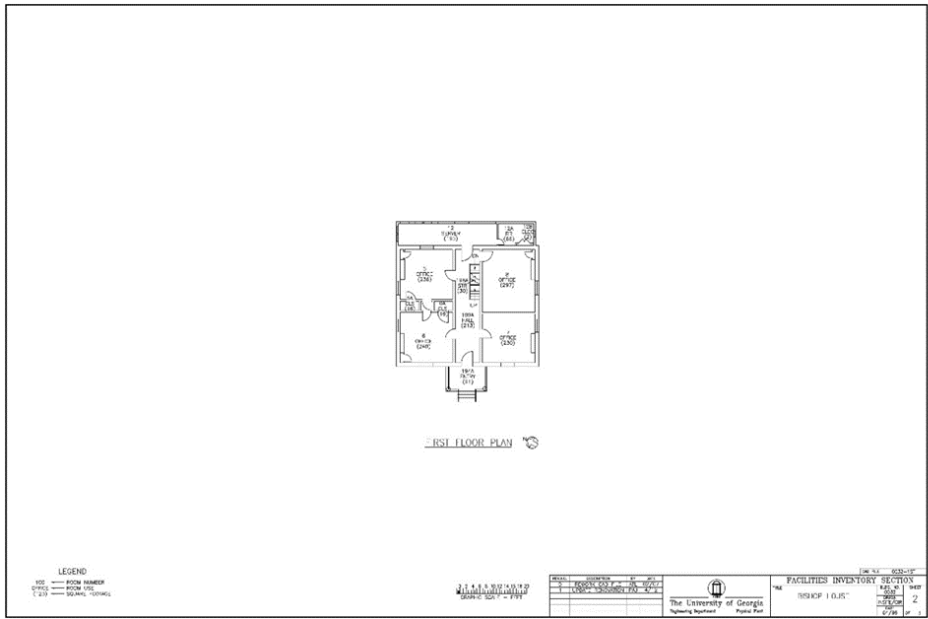


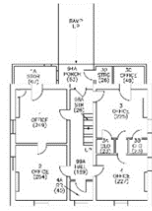




Bishop House				
Room #	Size (SF)	Max. Capacity/Normal Max. Users	Type of Space (studio, office, storage, etc.)	Shared Use (S) Exclusive Use (E)
Basement:				
1	249	3/1	Faculty Office	Exclusive
1A	67	-	Storage	Exclusive
2	254	3/1	Staff Office	Exclusive
3	225	3/2	Faculty Office	Exclusive
3A	23	-	Storage	Exclusive
3B	23	-	Storage	Exclusive
3D	26	-	Storage	-
4	227	3/1	Faculty Office	Exclusive
4A	40	-	Restroom	-
First Floor:				
5	236	3/1	Staff Office	Shared w/ CED
6	249	3/1	Faculty Office	Shared / CED

7	230	3/1	Staff Office	Shared w/ CED
8	297	3/1	Faculty Office	Exclusive
12	195	-	Server	-
12A	66	-	Restroom	-
Second Floor:				
9	253	3/1	Faculty Office	Exclusive
10	252	3/1	Faculty Office	Exclusive





BASMENT FLOOR PLAN

LEGEND
 --- ROOM NUMBER
 --- ROOM USE
 --- ROOM TYPE

UNIVERSITY OF GEORGIA
 FACILITIES MANAGEMENT

NO.	DESCRIPTION	BY	DATE
1	REVISION		
2	REVISION		
3	REVISION		

The University of Georgia
 Facilities Department

FACILITIES INVENTORY SECTION	
NO.	DESCRIPTION
1	REVISION
2	REVISION
3	REVISION

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I.A. Extended History of the Program

- 1785 UGA is first state-chartered university in the United States
- 1871 College of Agriculture forms Department of Landscape Gardening and Horticulture.
- 1891 First Garden Club in the United States formed in cooperation with Landscape Gardening major.
- 1918 H.W. Harvey is first faculty member with landscape design responsibilities.
- 1922 Bachelor of Landscape Architecture degree is established; first graduate is five years later.
- 1928 Landscape Architecture becomes a department headed by Hubert Bond Owens. Degree title is changed to BSLA.
- 1932 Department is transferred to new Division of Fine Arts in the College of Arts & Sciences. Degree title is changed to Bachelor of Fine Arts in Landscape Architecture (BFA in LA).
- 1939 The Landscape Architecture Department moves into the Lumpkin House (now the Founders Memorial House).
- 1941 Garden Club of Georgia and the Department complete the Founders Memorial Garden.
- 1946 Denmark Hall is added to the Lumpkin House among the Department's facilities.
- 1950 Landscape Architecture returns to the College of Agriculture with the title Division of Landscape Architecture. Degree title returns to BLA.
- 1951 BLA program is accredited by ASLA.
- 1952 National Council of Instructors in Landscape Architecture (NCILA, the predecessor of CELA) meets in Athens and publishes its first proceedings.
- 1954 MLA degree is established; this is the first MLA program in the southeast, and one of the first in the country. First graduate is three years later.
- 1960 UGA sponsors the IFLA Committee on Education and the first worldwide survey of landscape architecture programs.
- 1967 NCILA conference held at UGA for a second time; the first roster of landscape architecture faculty is produced.
- 1969 The School of Environmental Design (SED) is created to house landscape architecture and related programs. Hubert B. Owens is first dean.
- 1973 Robert Nichols becomes the second dean
- 1975 UGA becomes the archival repository for the International Federation of Landscape Architecture (IFLA).

- 1980 UGA becomes the archival repository for the Council of Educators in Landscape Architecture (CELA).
- 1982 Graduate degree and certificate programs in historic preservation are established, growing initially out of the landscape programs.
- Caldwell Hall is built as third building assigned to the School of Environmental Design.
- 1983 Darrel Morrison becomes 3rd dean.
- MLA program receives initial accreditation from ASLA.
- 1985 UGA's landscape architecture faculty and student bodies become the largest in the United States.
- 1986 MLA program is fully accredited.
- UGA hosts the CELA conference for the third time.
- 1992 Kerry Dawson becomes 4th dean.
- 1993 Georgia Landscape receives national ASLA award.
- Computer facilities are expanded and updated.
- 1996 John Crowley becomes 5th Dean and named the Constance Nowles Draper Chair.
- 1997 Computer facilities expanded and updated.
- 1998 Conversion to the semester system from the quarter system and corresponding revised curriculum is implemented in the fall semester.
- Founders Memorial Garden House returned to SED from the Garden Club of Georgia.
- 2001 Establishment of the College of Environment & Design (CED) via the merger of the School of Environmental Design and Institute of Ecology.
- Associate Dean of the College and Director of the SED established. Bruce Ferguson named Director.
- Broad Street Studios (Napa Building) added to facilities.
- 2002 Continuation of College of Environment & Design organization and planning.
- Program receives professional degree designation by the State Board of Regents.
- A \$300 per semester differential tuition is levied to finance new faculty and provide technology support for students..
- SED begins planning for two new degree programs— a Master in Environmental Planning and a Ph.D. in Environmental Design.

- Scott Weinberg becomes Associate Dean.
- 2003 Regional SEEDs Conference organized by MLA Students under the direction of Professor Hank Methvin, “Sustainable, Design + Education”
- LAAB accreditation visit to MLA Program under the direction of Allen Stovall, MLA Graduate Coordinator – next scheduled visit Spring 09
- 2004 Brian LaHaie becomes MLA Program Director, as Allen Stovall retires.
- School of Environmental Design celebrates 75th Anniversary at Alumni Weekend.
- 2005 College of Environment and Design hosts CELA National Conference – “A Time for Place”.
- Faculty Retreat at Filchum Phoenix, Athens, Georgia
- Design Intelligence Magazine begins ranking landscape architecture programs.
- 2006 Scott Weinberg becomes Interim Dean as Jack Crowley steps down.
- LAND 6900 Research Strategies expanded to 2 credit hours with added content.
- Bruce Ferguson steps down as SED Director
- Discussions of move to building vacated by Lamar Dodd School of Art
- 2007 Bruce Ferguson named to Dan Franklin Faculty Chair.
- Denmark Hall received facilities updates on Ground and Second Floor studios.
- Computer Labs in SED are updated with new computer hardware and software.
- Development of “Signature Studio” concept allowing graduate and undergraduate students greater choice in final studios
- Stephanie Hall joins College of Environment and Design as Development Director.
- Dr. Jane Fagg makes donation to the Owens Library in honor of her mother, Leah Crist, who was the first female to graduate from the School.
- Robert J. Hill donated his estate to the College, pending challenge of will.
- Begin mandatory laptop computer requirements for entering MLA students
- 2008 Institute of Ecology becomes the Eugene Odum School of Ecology, the first “stand alone” ecology program in the United States.
- Jack Crowley named ASLA Fellow.

Air Quality improvements were made to the ground floor classrooms and computer lab in Denmark Hall. Additional renovations to the First-floor studio continue.

Masters of Environmental Planning and Design degree approved by the Board of Regents.

Project Riverway completes its third summer studio with focus on the Chattahoochee River Basin.

A record 12 Peer-Reviewed Papers accepted by CELA.

The Robert J. Hill estate is settled – 1.4 million gifted to the College.

Dan Nadenicek becomes 6th Dean of the College of Environmental Design.

2009 The Robert J. Hill memorial fund was established.

The first Athletic Association Professorship awarded to the College. Professor Umit Yilmaz named to the professorship in 2010.

Masters of Environmental Planning program inaugural class. Headed by Professor John Crowley

The College underwent a full curriculum review by the administration and full faculty.

2012 The BLA program and CED administrators moved into the newly renovated Visual Arts Building on Jackson Street, now called the Jackson Street Building.

A reorganization of the CED administration created new positions to focus on key aspects of the College. Professor Gregg Coyle named Associate Dean of Academics, Associate Professor Brian LaHaie named Associate Dean of Outreach, and Associate Professor Wayde Brown named Assistant Dean of Research.

2013 Over 400 landscape architecture students and professionals attended LABash 2013, hosted in Athens, Georgia by UGA's CED.

The CED's Jackson Street Building became the first historic building on UGA's campus to receive LEED Gold Certification.

For the first time in its history, the CED awards over \$100,000 in scholarships to 41 students for the upcoming 2013/2014 academic year.

Associate Professor Georgia Harrison became Coordinator of the MLA graduate program and took on responsibilities including recruitment, admissions, and the Chair of the MLA Curriculum Committee.

The majority of the MLA program moved into the Jackson Street Building.

CED Associate Professor Alfie Vick was named a LEED Fellow and UGA Teaching Academy Member.

- 180 BLA, MLA, and MEPD students participated in the CED-wide charrette focused on designing a new future for the Atlanta Highway.
- 2014 The editorial offices of CELA's Landscape Journal moved to the University of Georgia's College of Environment and Design, effective January 1, 2014.
- The CED conducted its inaugural three-day public critique (Jury Week) of design, planning, and preservation projects.
- The BLA program welcomed its inaugural class of students in the new four year BLA degree program
- 2015 Full Professor Brian Orland is recruited and awarded the first Rado Family Professorship to complement and elevate faculty research and grant writing.
- Professor David Spooner becomes the Associate Dean of Academic Affairs.
- CED alumnus (2013), Pongsakorn "Tum" Suppakittpaisarn, and student collaborators win 2015 ASLA National Honor Award for "Reverse Engineering:Reconfiguring the CreekCampus Interface."
- CED alumnus, Mario Cambardella (MLA '13, MEPD '11, BLA '06), is appointed as Atlanta's first Urban Agriculture Director.
- 2016 Professor Brad Davis becomes the coordinator of the BLA program.
- Dean Dan Nadenicek is named American Society of Landscape Architects (ASLA) Fellow.
- Dean Dan Nadenicek is named Council of Educators in Landscape Architecture (CELA) Fellow.
- The CED Center for Community Design and Preservation works together with BLA, MLA and architecture students from Georgia Tech on plans for Camp Hooray, a camp for Extra Special People of Oconee County, Georgia.
- MLA Alumnus Thomas Rainier's recently published book, co-authored with Claudia West, *Planting in a Post-Wild World*, released in fall 2015 from Timber Press, was selected by the American Horticultural Society as one of the 2016 books of the year.
- 2017 Dean Dan Nadenicek announces his plan to transition back to the role of Professor and a search for a new dean is launched.
- Associate Dean David Spooner is among the 25 most highly regarded professors of landscape architecture in the U.S. according to Design Intelligence magazine.
- MLA student team of Ming Guan, Carter Ricks, Danielle Schwartz, Danielle Valdes and Yuwen Yang receive Honorable Mention for EPA's 2016 Campus RainWorks Challenge.

I.B. The Mission of the University of Georgia

The University of Georgia, a land-grant and sea-grant university with statewide commitments and responsibilities, is the state's oldest, most comprehensive, and most diversified institution of higher education. Its motto, "to teach, to serve, and to inquire into the nature of things," reflects the University's integral and unique role in the conservation and enhancement of the state's and nation's intellectual, cultural, and environmental heritage.

The University of Georgia shares with the other research universities of the University System of Georgia the following core characteristics:

- a statewide responsibility and commitment to excellence and academic achievements having national and international recognition;
- a commitment to excellence in a teaching/learning environment dedicated to serving a diverse and well-prepared student body, to promoting high levels of student achievement, and to providing appropriate academic support services;
- a commitment to excellence in research, scholarship, and creative endeavors that are focused on organized programs to create, maintain, and apply new knowledge and theories; that promote instructional quality and effectiveness; and that enhance institutionally relevant faculty qualifications;
- a commitment to excellence in public service, economic development, and technical assistance activities designed to address the strategic needs of the state of Georgia along with a comprehensive offering of continuing education designed to meet the needs of Georgia's citizens in life-long learning and professional education;
- a wide range of academic and professional programming at the baccalaureate, master's, and doctoral levels.

With its statewide mission and core characteristics, the University of Georgia endeavors to prepare the University community and the state for full participation in the global society of the twenty-first century. Through its programs and practices, it seeks to foster the understanding of and respect for cultural differences necessary for an enlightened and educated citizenry. It further provides for cultural, ethnic, gender, and racial diversity in the faculty, staff, and student body. The University is committed to preparing the University community to appreciate the critical importance of a quality environment to an interdependent global society.

As a comprehensive land-grant and sea-grant institution, the University of Georgia offers baccalaureate, master's, doctoral, and professional degrees in the arts, humanities, social sciences, biological sciences, physical sciences, agricultural and environmental sciences, business, ecology, engineering, environmental design, family and consumer sciences, forest resources, journalism and mass communication, education, law, pharmacy, public health, social work, and veterinary medicine. The university is also home to the Augusta University/University of Georgia Medical Partnership.

The University attracts students nationally and internationally as well as from within Georgia. It offers the state's broadest array of possibilities in graduate and professional education, and thus a large minority of the student body is post-baccalaureate. The predominantly Georgian undergraduate student body is a mix of highly qualified students originally admitted as first-year students and selected transfer students principally from other University System institutions.

With original scholarship, basic and applied research, and creative activities constituting an essential core from which to draw, the impact of the land-grant and sea-grant mission is reflected throughout the state. Cooperative extension, continuing education, public service, experiment stations, and technology transfer are all designed to enhance the well-being of the citizens of Georgia through their roles in economic, social, and community development.

As it has been historically, the University of Georgia is responsive to the evolution of the state's educational, social, and economic needs. It aspires through its strategic planning to even closer contact and interaction with public and private institutions throughout the state as well as with the citizens it serves.

Update approved by the Board of Regents in April 2016

I.C. Strategic Plan for the CED 2020-2025

The College of Environment and Design 2020-2025 Strategic Plan can be found online https://ced.uga.edu/about/strategic_plan/

Introduction

The College of Environment and Design (CED) is nationally recognized for its innovation in design, planning, and preservation. While CED was established as an academic unit of the University of Georgia in 1969, landscape architecture courses have been taught at UGA since 1928, making our landscape program one of the oldest in the country. Today, CED's landscape architecture is one of the largest and most prestigious programs in the US, at both undergraduate (BLA) and graduate (MLA) levels. In 2019, the BLA was ranked #4 in the country and the MLA #10. CED also offers degrees in historic preservation (MHP), one of the largest programs of its kind in the country and oldest in the South; urban planning and design (MUPD), which is ten-years old and has a unique focus on physical planning amidst peer programs; and a new interdisciplinary Ph.D. CED has the oldest environmental ethics certificate in the country and the oldest joint degree between law and historic preservation. It participates in a plethora of other joint degrees, double majors, minors, and certificate programs across campus.

CED is a professional school. Our landmark characteristic is the integration of arts/design-based solutions with science- and evidence-based solutions, which holistically address society's most urgent, contemporary, real-life problems. The college is a leader in design and planning for sustainability and resiliency.

Another landmark characteristic is high student and faculty engagement with communities through coursework, research, and outreach. CED has an especially strong commitment to underserved populations. We deliver high-quality design and planning services to communities across Georgia, especially those with underserved populations, thus allowing opportunities they could not otherwise afford. Much of this work is led by CED's Center for Community Design and Preservation (CCDP). Ultimately, through synergistic arts/science problem-solving and community engagement, we create exceptional value in our students. They enjoy rich theoretical and practical experiences that make them highly prepared for the professional fields. Their reputation as they join the professional world is a strong measure of CED's success.

The college has a deep commitment to institutional and social diversity and inclusion. Its current diversity and inclusion plan will expire next year. A new, broad-based committee will be formed to re-envision CED's commitment. The new diversity and inclusion plan will then get integrated into the strategic plan.

Vision

The College of Environment and Design strives to be a renowned professional school of design, planning, and preservation by contributing to understanding, managing, and shaping the built environment through teaching, research, and service.

Mission

The College of Environment and Design pursues its vision through three interrelated actions:

TEACHING

We equip future leaders in landscape architecture, historic preservation, and urban planning and design with critical thinking, creative design and management skills, using innovative experiential-learning pedagogies.

RESEARCH

We author research-based creative work that advances our understanding and management of the places we live in today to ensure our sustainable future.

SERVICE

We apply our pedagogy, research, and creative practices to collaborative community service for the benefit of students and society at large.

I. PROMOTING EXCELLENCE IN TEACHING AND LEARNING

STRATEGIC GOAL 1.1: Expand experiential learning opportunities for all students.

Unit Goal 1.1:

Enhance the EL component of learning in and outside the classroom. The college is already a leader in experiential learning: all our undergrad students are required to complete an internship as part of their degree and 60-70% of them participate in experiential learning beyond the internship. CED will leverage opportunities for students' exposure to a wide range of EL opportunities by connecting with professional practices, as well as community engagement and design research.

KPI 1.1: Opportunities available for course-based, credit-eligible experiential learning and for experiential learning occurring outside the credit-bearing coursework.

Data Source: Dean's Office, Program Coordinators' Offices

Annual Targets:

FY2021	Survey existing courses that fulfill EL Requirement. Survey engagement with professional practices in and outside the classroom. Survey courses for inclusion of "real-life" projects in the curriculum. Survey additional existing EL options, including those through the Center of Community Design and Preservation.
FY2022	Identify opportunities for enhancing course and non-course experiential learning based on the survey from FY2021. Revise/update CED EL Requirements in the Global, Research, and Service categories. Systematically publicize CED's leadership in experiential

	learning (internships, design charettes, etc.).
FY2023	Increase number of firms participating in career day and number of firms with which whom CED communicates to find student internships and other experiential opportunities. Strive for the highest-prestige firms. Annual increase target: 5% per year.
FY2024	Increase number of firms engaged in and offering experiential learning opportunities. Evaluate expansion of EL from previous three years. Survey again and find new EL opportunities.
FY2025	Continue with strategies from FY2023-24. Strive to achieve that 75% of CED students have EL in addition to the UGA requirements.

STRATEGIC GOAL 1.2: Enhance training, support, and recognition for all who provide instruction.

Unit Goal 1.2:

Increase support and recognition of the achievements of all who provide instruction, especially instruction that is integrated with research and service.

KPI 1.2: Quantity, quality, and diversity of instructor’s promotions, award submissions, and pedagogically related publications. Enhanced instructors’ status; greater appreciation of CED’s instruction as core to UGA research and service missions.

Data Source: Dean’s Office, Program Coordinators’ Offices, CTL

Annual Targets:

FY2021	Revisit promotion and tenure guidelines and post-tenure review guidelines to reflect increased appreciation of instruction. Revise travel support policy to include lecturers (once budget permits).
FY2022	Strengthen CED teaching awards. Increase student input in awards. Strengthen nominations for UGA and external teaching awards. Systematically publicize instructors’ achievements.
	Developed Awards committee, provide funding for student submission fees
FY2023	Enhance culture of classroom peer-review. Enhance mentorship to instructors; identify internal and external mentorship opportunities.
FY2024	Identify broad range of peer-reviewed journals and other venues where pedagogy-based and service-based research can be published. Identify internal and external grants to improve instruction.
FY2025	Encourage submissions to peer-reviewed journals and other venues where pedagogy-based and service-based research can be published. Encourage submissions for grants to improve instruction.

STRATEGIC GOAL 1.3: Enhance infrastructure and support for both traditional and cutting-edge teaching methods across the curriculum.

Unit Goal 1.3:

Upgrade teaching facilities where necessary. Support cutting-edge instruction.

KPI 1.3: Quality of teaching facilities; quality of IT support.

Data Source: Dean’s Office, VPIT, VPFA, OUA, FMD

Annual Targets:

FY2021	Perform architectural and structural study of upgrading Denmark Hall for
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	teaching purposes. Apply for funds for the renovation of Denmark Hall, most importantly the classrooms, studios, and lab.
FY2022	Hire instructor(s) in cutting-edge design thinking and communications, if funds permit.
FY2023	Solicit private funds for IT, spaces and equipment upgrades.
FY2024	Comprehensive study of the IT needs of the college. Study potential of constructing a full-scale “maker’s space” at the CED.
FY2025	Funds permitting, renovate Denmark Hall as a cutting-edge teaching facility, create “maker’s space.” Comprehensive IT upgrade.

STRATEGIC GOAL 1.4: Promote students’ academic access and success, especially students from underserved groups.

Unit Goal 1.4:

Strive to diversify the student body. Enhance student success.

KPI 1.4: Quantity and quality of students, especially from underrepresented groups.

Data Source: Dean’s Office, Program Coordinators Offices, OIRA, Office of Admissions, Graduate School

Annual Targets:

FY2021	Upgrade advising office by hiring a professional advisor. Upgrade internal and external recruitment. Work to increase awareness of design among high-school students, esp. underserved groups. Work to ease transfer from other UGA majors.
FY2022	Evaluate and improve new advising, recruitment, and Design Camp (if funds can be obtained from the VP Office for Diversity and Inclusion and Strategic Initiatives). Create and implement a strategy for systematically visiting high schools in select areas and recruiting to increase applications, especially from underrepresented groups. Review online and print materials; ensure they reflect and project commitment to diversity.
FY2023	Strengthen relationships with regional community colleges and four-year colleges in USG system.
FY2024	Evaluate current undergraduate admissions data. Work with Admissions to increase number of admitted undergraduates. Explore creating optional BLA portfolio to open door to UGA for talented future designers, esp. from underrepresented groups.
FY2025	Increase private funds for needs-based scholarships/assistantships.

ADDITIONAL UNIT GOAL 1.5: Enhance reputation as premier professional school. Continue to receive high marks in professional accreditations.

KPI 1.5: Accreditation of the BLA, MLA, and MUPD programs.

Data Source: Dean’s Office, Program Coordinators Offices, Career Center

Annual Targets:

FY2021	Conduct MUPD accreditation; conduct MLA accreditation.
FY2022	Conduct BLA accreditation.
FY2023	Evaluate results from MUPD, MLA, and BLA accreditations. Implement all recommendations by accreditation teams.

FY2024	Survey students, faculty, and alumni to categorize career trajectories and student placement. After survey feedback, re-define key skills for students. Review curriculum and faculty concentrations.
FY2025	Revise curriculum, where appropriate, according to survey findings.

ADDITIONAL UNIT GOAL 1.6. Expand CED’s curricular presence on campus and beyond.

KPI 1.6: Development of new courses and credentials.

Data Source: Dean’s Office, OVPI

Annual Targets:

FY2021	Create a new minor in historic preservation in addition to current certificate. Create new double dawgs agreements (e.g., anthropology and historic preservation, art history and historic preservation, classics and historic preservation), dual masters (JD and urban planning and design, public administration and urban planning and design).
FY2022	Develop a set of additional courses with appeal across UGA (e.g., drawing as therapy, design and social justice, designing healthy places, design thinking). Develop new online courses and, potentially, new online graduate programs or certificates (historic preservation). Explore additional options for dual masters (art history and historic preservation; fine arts/or interior design and landscape architecture; ecology and/or horticulture and landscape architecture; geography and/or housing and urban planning and design).
FY2023	Evaluate adding an urban planning and design certificate. Evaluate potential to develop CED as “360-degree design school”—a design school that includes other major design programs, such as a BA in Architecture and/or BS in Land Design and Development. A “360-degree design school” allows students the kind of interdisciplinary experience that matches the world of practice.
FY2024	Explore other new areas (e.g., executive MUPD, design thinking, health and design, interior architecture).
FY2025	Expand presence on campus through new courses/certificates with wide university appeal. Stabilize student credit hour production.

II. GROWING RESEARCH, INNOVATION, AND ENTREPRENEURSHIP

STRATEGIC GOAL 2.1: Provide resources, support, and incentives to nurture a diverse and inclusive culture of excellence in research, design innovation, and creative practice.

Unit Goal 2.1: Increase support and create new incentives for research, design innovation, creative practice, and community engagement as scholarship at the CED.

KPI 2.1.1: Development and implementation of a faculty mentoring program leading to greater appreciation of research and higher expectations for research productivity.

Data Source: Dean’s Office

Annual Targets:

FY2021	Institutionalize the integration of research and faculty development. Possible
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	strategies: Hire an Associate Dean or an Assistant Dean or a Director of Research and Faculty Development, or distribute responsibility for faculty development among the existing program coordinators. Identify and distribute list of peer-reviewed journals in design-related fields.
FY2022	Revisit promotion and tenure guidelines and post-tenure review guidelines to reflect increased appreciation of research in connection with creative practice and innovation/entrepreneurship.
FY2023	Develop a formal college-based faculty mentorship program with full participation from Assistant and Associate Professors. Develop and implement workshops on how to increase publication and grant production in design-related fields; ensure faculty attends similar workshops organized by UGA. Survey award possibilities for faculty; increase nominations.
FY2024	Create a competitive seed grant program to incentivize research.
FY2025	Increased faculty publication (e.g., books, articles, chapters, projects, exhibitions, installations) and grants submissions.

KPI 2.1.2: Increase in faculty research trips, course buyouts, and invited lectures, leading to wider dissemination of faculty’s research findings.

Data Source: Dean’s Office, OVPR

Annual Targets:

FY2021	Institutionalize the integration of research and faculty development. Possible strategies: Hire an Associate Dean or Assistant Dean or Director of Research and Faculty Development, or distribute duty for faculty development among existing program coordinators.
FY2022	Incentivize faculty presentations and invited lectures regionally, nationally and internationally, as funds permit, through Promotion and Tenure (P&T) recognition as indicated in College and University P&T guidelines. Incorporate in annual merit review.
FY2023	Identify UGA and external programs that support faculty travel. Revisit course buyout policies to open faculty time for research.
FY2024	Systematically solicit private funding for research travel for all faculty, aiming for 5% increase each year in addition to regular \$35,000 state budget.
FY2025	Ensure funding for each faculty to take at least one research trip <i>and</i> participate in <i>one</i> major conference per year, aiming for 5% increase over the regular \$1,600/year allotted to each faculty member.

KPI 2.1.3: Improve number and reputation of visiting scholars and invited lecturers, as funds permit.

Data Source: Dean’s Office, OVPR

Annual Targets:

FY2021	Further develop the new annual internal/external lecture series, as funds and campus reopening guidelines permit. Continue participating in Signature Series (as we did in 2019, when a Signature Lecture was delivered
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	by UNESCO’s Director General).
FY2022	Ensure that each faculty participates in a public lecture at the unit at least every 5 years.
FY2023	Strengthen the prestige of invited presenters. Collaborate with other UGA units to ensure annual submission to Signature Lecture series.
FY2024	Ensure at least one visiting scholar to CED each year (funding is normally secured by the visiting scholars).
FY2025	Develop a biennial research conference hosted by the CED.

STRATEGIC GOAL 2.2: Promote collaboration among academic units and between these units and external organizations to drive interdisciplinary research.

Unit Goal 2.2: Enhance collaborations in CED and between CED and other UGA units.

KPI 2.2.1: Increased collaboration across CED, across UGA, and private sector.

Data Source: Dean’s Office, OVPR

Annual Targets:

FY2021	Integrate professional/industry relations within a reorganized office of the Associate Dean. Survey faculty for current collaborative activities; identify obstacles to and opportunities for collaboration. Identify capacity for collaboration in CED and across UGA in areas such as diversity and built environments, climate change, health, food systems, green infrastructure, and rural settlements.
FY2022	Strengthen exposure to other disciplines (e.g., host joint lectures with fine arts, ecology, health, history, horticulture). Organize common events; incentivize participation in common events, with a goal of at least 20% of faculty engaged in some kind of collaboration (papers, grants, projects, lectures) faculty from other units.
FY2023	Explore the possibility of creating a CED-hosted Center that encompasses all CED programs and reaches across UGA (e.g., Center for Parks and Greenways). Seek private funds for new center.
FY2024	Create a competitive seed grant program to incentivize research, with priority on interdisciplinary projects, as funds permit.
FY2025	Evaluate progress and reenergize process of collaboration, with continued benchmark of at least 20% of faculty engaged in some kind of collaboration (papers, grants, projects) with other units.

STRATEGIC GOAL 2.4: Enhance communications about the University’s strengths in research, innovation, and entrepreneurship and the impact of those activities on local, state, and international communities.

Unit Goal 2.4: Enhance communications about CEDs strengths in research, design, creative practices, community engagement, innovation and the impact of those activities on local, state, national, and international communities.

KPI 2.4.1: Increased “story-telling” about CED’s research, design, creative practices, engagement, and innovation in pertinent local, regional, and national media, and increased presence on social media (hits, Facebook, tweets, re-tweets, etc.)

Data Source: Dean's Office

Annual Targets:

FY2021	Create a communications/marketing position, as funds permit.
FY2022	Survey current CED efforts. Ensure that all faculty participate in UGA media training. Expand network of media contacts.
FY2023	Develop a comprehensive marketing and social media policies. Comprehensive website upgrade, especially faculty research pages.
FY2024	Increase submissions and CED stories to UGA media and local, regional and national outlets on faculty research, creative practice, and service. Increase social media outreach. Establish benchmark goals for website hits, retweets, etc., measure progress against those.
FY2025	Evaluate benchmarks and develop new social media opportunities. Improve prestige of media outlets, from local to national.

III. STRENGTHENING PARTNERSHIPS WITH COMMUNITIES ACROSS GEORGIA AND AROUND THE WORLD

STRATEGIC GOAL 3.1: Increase collaboration, community-focused research, scholarship, technical assistance, and training in Georgia, across the nation, and world.

Unit Goal 3.1: Develop partnerships with other schools, colleges, and public service and outreach units on shared community engagement efforts.

KPI 3.1.1: Number of community, school, college, and PSO partnerships.

Data Source: CED Outreach Database, OVPPSO

Annual Targets:

FY2021	Identify community, academic, and PSO unit partnerships since 2010; identify ideal new partnerships.
FY2022	Maintain existing partnerships; engage with new UGA partners in mutually beneficial disciplines.
FY2023	Increase number of courses, research, and outreach projects that include a non-CED academic or PSO unit partner.
FY2024	Identify and pursue opportunities for showcasing collaborative partnerships in community engagement, including awards, conference presentations, and journal publications.
FY2025	Increase nominations for awards, conference submissions, and journal publications on community engagement efforts.

STRATEGIC GOAL 3.2: Broaden opportunities for students to engage with communities in Georgia on locally identified needs and issues, especially with diverse populations.

Unit Goal 3.2.1: Engage students and faculty working with underserved and rural communities statewide.

KPI 3.2.1: Number of students serving underserved and rural areas via project work.

Data Source: CED Outreach Database

Annual Targets:

FY2021	Determine how UGA defines “rural” and “underserved” communities; compare with our CED Outreach data to align categories and establish baseline.
FY2022	Develop tool to track number of students and location of engagement. Designate faculty leaders to work with CCDP.
FY2023	Identify areas of Georgia in need of assistance and CED expertise, including our local (ACC) community.
FY2024	Promote opportunities for students and faculty to engage with rural and underserved communities through dissertations, theses, and capstone projects.
FY2025	Increase number of students and faculty engaged with rural and underserved communities; increase number of news releases on rural/underserved engagement.

Unit Goal 3.2.2: Increase support for community engagement and partnerships.

KPI 3.2.2: Increased student and faculty participation in community engagement and service learning.

Data Source: CED Outreach Database

Annual Targets:

FY2021	Identify classes and outreach opportunities eligible for Experiential Learning transcript and S-suffix designation; identify barriers to participation in community engagement. Pilot outreach assistant to support service-learning courses.
FY2022	Develop handbook on engagement for CED faculty to assist in logistics planning and funding acquisition, offsetting student costs for travel, meals, etc. Identify local partnership opportunities that align with CED course work, research, and outreach.
FY2023	Establish local partnerships to foster sequenced projects and long-term partnerships. Increase number of faculty participating in the Service-Learning Fellowship, with minimum of one per year.
FY2024	Create graduate assistantship for outreach to logistically support service-learning classes, if funds permit.
FY2025	Incentivize community engagement as faculty research (e.g., in the research seed program, as funds permit).

STRATEGIC GOAL 3.3: Strengthen communications regarding how UGA sustainably supports and benefits communities through research, teaching, and public service.

Unit Goal 3.3.1: Communicate and celebrate our capacity for community engagement through teaching, research, and public service.

KPI 3.3.1: CED website and faculty webpages showcasing engagement projects.

Data Source: CED website, faculty webpages; CED grants database, CED Outreach database

Annual Targets:

FY2021	Identify faculty webpages that need enhancement. Create an interactive map of outreach projects based on readily available content. Explore Evaluation
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	and Assessment tools for outreach projects.
FY2022	Ensure all faculty webpages showcase community engagement projects. Expand interactive map to include broader outreach content.
FY2023	Identify areas of faculty interest for increased engagement; develop plan for marketing faculty interests to community partners.
FY2024	Demonstrate increased showcase of CED engagement efforts on website, in faculty webpages, and all CED communications.
FY2025	Implement an Outreach Assessment survey to collect qualitative and quantitative data on the impact of CED engagement.

KPI 3.3.2: News releases and social media posts of community engagement.

Data Source: CED website, news releases, community media outlets

Annual Targets:

FY2021	Measure engagement stories to establish baseline. Enhance use of CED Twitter, Instagram, and other social media accounts. Create a communications/marketing position as funds permit.
FY2022	Include monthly news releases and social media posts about engagement.
FY2023	Increase number of CED news releases and social media posts about engagement. Evaluate CED marketing of engagement stories; identify external outlets for CED engagement stories, such as partner websites/social media accounts and community news outlets.
FY2024	Increase instances of partners and news outlets mentioning CED engagement stories. Promote engagement work as part of a new marketing strategy.
FY2025	Develop Impact Statements that use collected qualitative and quantitative data to showcase the impact of CED engagement.

I.D. Athens Starter Charter

Athens ~~Stop~~ Charter

Are you ready to begin the conversation?



We do not believe that current times call for a Charter. In the face of uncertainty and polarization, there is not one clear path forward. Instead, these times call for active cultures that grow and adapt. We are not aiming at consensus. We simply hope these points will spark a movement of ideas and activate interactions within our College.

PREAMBLE:

We as humans should realize two things: as the current dominating species we have a responsibility to all other species, each other, and our collective environments; and we have been careless and inattentive in that domination. Our technology is capable of both sustaining and destroying earth's bio and cultural diversity. The choices are not simple; they often have unintended consequences.

Although our roles as planners, designers, and preservationists are limited within the socio-ecological systems of our world, we are implicated in the consequences of human domination. We can design grand parks as green lungs for cities filled with poverty-stricken people, but at the same time, allow losses of natural and cultural assets due to lack of effective laws and policies. We improve efficiency through transportation infrastructure, yet tear apart tight-knit, diverse communities through urban renewal. We conserve physical historic resources, yet spark gentrification of those historic places through capitalistic economies.

Recognizing the impact of humans on world systems compelled the CED to reflect on the impact the disciplines of Landscape Architecture, Planning, and Historic Preservation have had in the past and can have in the future.

By educating new generations who question traditional limits in thinking, by offering inspiring examples through research and practice, and by imagining new ideas that help organizations and individuals create a better world, WE ACT.

By educating new generations who question traditional limits in thinking, by offering inspiring examples through research and practice, and by imagining new ideas that help organizations and individuals create a better world, WE ACT.

**WE ACT
in the ENVIRONMENT
by DESIGNING
with OTHERS.**

WE ACT

as DESIGNERS, PLANNERS, PRESERVATIONISTS

as professionals, scholars, teachers, citizens, and hybrids of all forms

- We are distinct from other academic disciplines because we fuse knowledge and values with vision, action, and intervention.
- We examine *what is* our world now; imagine *what can be* our world in the future; learning from *what were* affirmative, incomplete, and sometimes hurtful historical perspectives.
- Collectively, our values are diverse and sometimes contradictory; but, as a whole, we act because we care about people and planet, about connectedness and diversity, communities and cultures of all types.

WE ACT in the ENVIRONMENT

on EARTH, within the WORLD, entangled in place.

- The environment is both *foundation* and *setting* for life, with unique geologies, geographies, climates, and communities that create meaningful and intrinsically valuable grounds for the unfolding of life.
- The environment involves local interactions and global processes; it connects individuals to the rest of world and vice versa.
- What we do within the environment, we do to ourselves and others. Design helps us carefully consider what we do within the environment.

WE ACT by DESIGNING

by teaching design
by developing design thinking as a practice of engagement with the world and with others

- Design is an act of imagination and creativity that depends on distinctive ways of thinking: our disciplines share the same cognitive skill sets to do our work in the world.
- Design is complex and sometimes contradictory—fusing science and art, place and experience, thinking and doing, process and product, noun and verb.
- Designing is an adaptive process through a spiral of doing, testing, and learning. It exemplifies learning-by-doing. Students learn these ways of thinking and knowing in studios and in the field.

WE ACT with OTHERS (human and non-human)

- We do not act alone; we design in collaboration with others and on behalf of others.
- Although working with others faces inevitable tradeoffs between individual desires and the greater good, we aim towards inclusivity, justice, well-being, and delight for all.
- It is a struggle to define and synthesize *ideas* and *ideals* in concert with others, retaining respect and dignity for all viewpoints, but our visions are strengthened through this collective agency.

II.A. Promotion & Tenure Policies

The *Guidelines for Appointment, Promotion and Tenure* (revised 2020, University Council) are

available online at https://provost.uga.edu/faculty-affairs/UGA_Guidelines_for_APT_approved_2_2020.pdf.

Office of Faculty Affairs has also created a Promotion & Tenure resource page available online at <http://provost.uga.edu/index.php/faculty-affairs/promotion-tenure/>.

The following CED Promotion and Tenure Procedures and Standards were adopted by the CED faculty and approved by the Dean in 2015. They can be found on the CED Intranet (ID protected).

Introduction

In all matters related to promotion and tenure, the College of Environment and Design will carefully adhere to the University of Georgia Guidelines for Appointment, Promotion and Tenure. The standards, criteria, and processes presented in this document are intended to supplement and/or extend the University's Guidelines by establishing procedures and criteria that are specific to the College; it is intended to cover only those necessary details that are not covered by the university's Guidelines. Under the university's Guidelines, this document is also used outside the College by the university review committee (URC) when evaluating dossiers of College of Environment & Design promotion and tenure candidates.

All faculty are expected to be familiar with both this PTU document and the University Guidelines. If any inconsistency or discrepancy is found in this document or if this PTU document does not address a certain issue, the University's Guidelines will supersede this document.

This document and discipline-specific criteria must have been accepted by a 2/3 vote of the faculty within the College of Environment and Design, and reviewed and approved by the dean of the college and the Senior Vice President for Academic Affairs and Provost. New faculty members will be provided with this PTU document and University Guidelines. In addition, any changes or updates to this PTU document must be approved by the faculty, dean and the provost. All revisions and approval dates must be listed in the PTU document.

Glossary

In this document the following terms apply:

- Guidelines are the current University of Georgia Guidelines for Appointment, Promotion and Tenure.
- College is College of Environment & Design.
- Associate Dean is the Associate Dean of Academic Affairs of the College.
- Under the Guidelines, the College is an Appointment Unit and a Promotion/Tenure Unit (PTU), and the Associate Dean is the Appointment-Unit Head.
- Environment & Design is the combination of professions or disciplines taught in the College, including landscape architecture, planning, and historic preservation, but also overlapping related disciplines' knowledge and methods.

The Promotion and Tenure Committee

The College's promotion and tenure committee (P&T committee) consists of three or more tenured full professors, on staggered three-year terms. The membership automatically rotates among all tenured full professors in the College. A committee member in her or his second year of the term will serve as the committee chair.

The P&T committee does not make promotion and tenure decisions; its function is to advise candidates and inform the tenured faculty as to the status of tenure track candidates.

For third-year reviews, the P&T committee is the review committee. The committee reports its findings to the College's Dean in writing. The dean reviews the committee report and, in turn, writes a letter to the candidate summarizing the committee's findings and offering assessment.

In procedures requiring preparation of review materials and dossiers, the P&T committee or one of the P & T committee members is tasked with guiding the candidate in preparing those materials.

In procedures requiring external evaluation letters, the P&T committee generates the list of evaluator nominees other than those nominated by the candidate. The committee chair makes preliminary contact with all necessary nominees to assure availability of the evaluators and obtains their brief biographical summaries, before transmitting the list of evaluators to the Associate Dean and Dean.

In procedures requiring faculty votes, the committee makes necessary documents available for eligible faculty to review, calls meetings of those faculty, and submits candidates to them for their vote. The Guidelines govern detailed voting procedures.

The Curriculum Vitae and Statements of Achievements

Curriculum Vitae (C.V.)

While uniform c.v. format expedites reviews and helps to assure objectivity, some flexibility in format details is necessary to reflect the activities of individual faculty members. The intention is that every relevant item in every faculty member's activity will have a place in the individual's c.v. The c.v. is intended to be cumulative, including work performed before employment at the University of Georgia. As a general rule each item should be listed only once.

Candidates should follow the most current University guidelines for c.v. requirements, however, the following c.v. outline lists subheadings appropriate for many design, preservation, and planning faculty. Unless marked "optional," each listed heading is required by the university and must be included on the c.v.; if a candidate has no entries under a non-optional heading, the heading shall be followed by the word "None." A listing of a subhead as "optional" does not imply its weight or lack of weight in evaluating a specific candidate. Additional subheads may be added for those faculty members whose work includes design activities not anticipated here.

1. ACADEMIC AND PROFESSIONAL HISTORY

Name

Rank

Proportion time assignments Tenure status Administrative title Graduate Faculty status

University degrees Professional license Academic positions
Other professional employment

2. TEACHING

Resident instruction [including supervision of senior projects] New course development [optional]

Instruction in professional continuing education [optional] Instruction in other departments [optional]

Grants received for instruction [optional]

3. RESEARCH AND CREATIVE ACTIVITIES

a. Publications

Books authored Books edited Chapters in books

Peer-reviewed journal articles

Digitally published projects and articles Other professional journal articles

Peer-reviewed papers in published conference proceedings Other papers in published conference proceedings

Bulletins or reports [written reports to clients, published planning reports, etc.]

Book reviews

Articles in non-professional publications

b. Creative contributions other than publications

Design projects performed as individual consultant [optional]

Site-specific design projects [optional]

Development and review of policy and practice guidelines [optional]

Design projects through former employer [optional]

Consultations and outside contracts [optional] Expert testimony in court [optional]

Curatorial work for exhibitions [optional] Exhibited or published artwork [optional]

c. Grants received for research [including contracts through the university]

d. Recognitions and outstanding achievements

Mention in publications by others [optional]

Awards from professional societies [optional]

Design awards [optional]

e. Supervision of student research

MHP theses, Major Professor [optional]

MHP theses, Member of reading committee [optional]

MLA theses, Major Professor [optional]

MLA theses, Member of reading committee [optional]

MEPD thesis, Major Professor [optional]

MEPD thesis, Member of reading committee [optional]

Member of reading and examining committees, other degree programs [optional]

Supervision of undergraduate research [optional]

f. Editorship or editorial board membership

Appointed editorial positions [optional]

Reviews of proposed individual books, manuals and reports [optional]

Reviews of proposed individual papers for journals and conferences [optional]

g. Convention papers presented without a published counterpart [including posters]

h. Invited lectures [internal and external]

4. SERVICE

Service in University of Georgia College of Environment & Design Service in other parts of University of Georgia

Review of research proposals submitted for external funding [optional]
Provision of professional information and advice [optional]
Service to public agencies [optional]
Service in American Society of Landscape Architects [optional]
Service in the Council of Educators in Landscape Architecture [optional]
Service in National Trust for Historic Preservation [optional]
Service in the International Council of Monuments and Sites [optional]
Service in American Planning Association [optional]
Service in the Association of Collegiate Schools of Planning [optional]
Evaluation of work of faculty at other universities [optional]
Service through instruction [optional]
Organization or moderation of conference workshops [optional]
Grants received for service [including contracts through the university] [optional]

Statements of Achievements

In addition to the purposes and contents stated in the Guidelines, the statements of achievements in teaching, research and service are opportunities to clarify and explain the emphases and categories of activity in each faculty member's work and to explain the importance and worth of the faculty member's work to the current theory and practice of the disciplines that comprise the College. They should concisely point out the work's general themes or directions and their importance, items that are worthy of special notice, and the relationships between the faculty member's activities in teaching, research and service. They are not to be statements of teaching, research, service, or design philosophy, but, where useful, philosophical purposes of certain activities can be pointed out to explain the relationships or importance of certain activities. The statement of teaching achievements may refer to or quote from peer teaching reviews.

Procedures

The following procedural details are only those which apply in the College and are not covered in the Guidelines. Many additional applicable procedural stages and details are given in the Guidelines.

Annual Report and Annual Review

An annual report is the principal basis for an annual review. In every year when a tenured or tenure-track faculty member is not scheduled for a third-year review or a promotion and tenure review, the faculty member must submit to the Dean an annual report for the calendar year, by January 31 of the following calendar year or at a date mutually agreed upon by the Dean and faculty member. The report consists of a form specified by the Dean emphasizing items applicable to the report year and projected for the coming year, and a long-term cumulative c.v. including items from the report year.

After an evaluation of the annual report and an interview with the faculty member, the Dean will write a report stating his/her opinion as to the quality of work and general progress of the faculty member. The faculty member may respond in writing to the report and both the Dean's report and any response will be placed in the faculty member's permanent record.

Third-year Review

The Third-year Review will be initiated by the Associate Dean and P & T Committee, normally in the spring of a faculty member's second year. The faculty member is responsible for preparing a c.v. and statements of achievements. Other materials to be gathered by the Associate Dean include annual-review reports and student teaching evaluation summaries. A peer teaching review must be completed before the third-year review, but is for the reviewee's use only and is not a required part of the dossier.

Procedures Requiring Faculty Vote

In other procedures requiring faculty vote, materials necessary for faculty review as a basis for the vote are the c.v., statements of achievements, annual review reports, teaching evaluation summaries, all received external evaluation letters, and samples of work similar to those reviewed by external evaluators. A peer review of teaching must be completed before the review, but is for the reviewee's use only and is not a required part of the dossier. Requirements and procedures for collection of external evaluations are described in the Guidelines.

Next-level Review

Following the faculty vote, the dossier is forwarded to the Dean to write the letter and then is forwarded directly to the university review committee. Design faculty are ordinarily reviewed by the university's Fine and Applied Arts committee.

Standards and Rank Requirements

The University of Georgia has long defined its mission as a triad of three core areas: teaching, research and service. The potential for overlap and cross-fertilization between triad areas is especially encouraged. Such a holistic view of scholarship is often considered within a framework of three pursuits: (1) discovery, where new knowledge is created through exploration, analysis and evaluation; (2) integration, where new interpretation and/or analysis of existing knowledge results in new insights; and (3) application, which emphasizes engagement and development of new approaches to solve problems relevant to the field. Faculty members are encouraged to consider this broader definition of scholarship in the production of their dossiers, especially the statements of achievements.

The Environment and Design fields, specifically, call together cross-fertilization and application of a combination of artistically creative activity; scholarship in design history, design theory, technology development and applications, and public process; management of professional associations; and advanced design achievement in practice. Different individuals emphasize different combinations of these emphases in their assigned teaching, service, and scholarly work. Different combinations of emphases are documented in different specific ways, as reflected in the flexibility of c.v. format described in this document.

Assistant Professor

Candidates should have the terminal degrees appropriate for their discipline and should show promise of moving toward excellence in the criteria appropriate to their work assignments.

Associate Professor

Candidates have met all of the criteria for Assistant Professor and must have served at least 4 years at the Assistant Professor level to include the year of promotion consideration by the University. They must show clear and convincing evidence of emerging stature as regional or national authorities unless their work assignments are at the local or state level.

Required minimum criteria for all candidates: Meeting of this standard must be evidenced for all candidates by: at least one published article with the candidate as the only or principle author (defined in CED as first or second author) in a national or international peer-reviewed scholarly journal, for every two years in the previous rank; or the equivalent in creative work. A book, multiple peer reviewed conference proceedings, multiple third or fourth authored peer-reviewed publications, or three or more peer-reviewed engaged scholarship projects including geo-design and digital mapping/projects may be considered in lieu of those requirements depending upon the quality and significance of the work. Candidates are also expected to present at least one paper at a national or international scholarly or professional conference for each year in the previous rank.

Professor

Candidates have met all of the criteria for Associate Professor and must have served 5 years at the Associate Professor level. Faculty in pursuit of the rank of professor must show clear and convincing evidence of high levels of attainment in the criteria appropriate to their work assignments and the mission of the College. Depending upon specific College work assignments, the faculty must

demonstrate achievement of national and/or international recognition in their respective fields and the likelihood of maintaining that stature, unless the candidates' assignments are specifically regional. A faculty member's entire scholarly career is evaluated, with emphasis placed on work developed since the time of promotion to Associate Professor.

Required minimum criteria for every individual candidate: Meeting of this standard must be evidenced for all candidates by: at least four published articles with the candidate as the only or principle (defined in CED as first or second author) in a national or international peer-reviewed scholarly journal, or the equivalent in creative work. A book or four or more peer-reviewed engaged scholarship projects including geo-design and digital mapping/projects may be considered in lieu of those requirements depending upon the quality and significance of the work. Candidates are also expected to present six papers at national or international scholarly or professional conferences.

Evaluation Criteria Guidelines

Teaching

Because of the focus on design studios in the College, course loads are generally heavy with most contracts allocating 65% of a faculty member's time to teaching. Therefore, considerable importance will be placed upon quality teaching in the consideration of promotion and tenure. Effective teaching communicates knowledge, skills and professionalism to students and develops in them the desire to continue learning. Competency in teaching must also include a faculty member's integrity, professional behavior in the classroom, fair treatment of students and care for their careers, and collegiality that creates an atmosphere conducive to cooperative learning. The assessment should be based on both the quality and quantity of the individual's achievements. In the College, teaching is at undergraduate, graduate, and continuing-education levels. The following are some of the measures that collectively demonstrate competence and excellence in teaching:

- Completion of assigned teaching load in undergraduate and graduate courses. Availability for additional teaching at times of need evidences additional dedication to the College's teaching mission.
- Ability to organize a course efficiently and maintain it on schedule, while achieving the academic objectives of the course.
- Teaching loads, including number and diversity of classes taught.
- Academic advisement including supervision of graduate theses, honors projects, and independent studies.
- Innovative or interdisciplinary projects, activities, field trips, hands-on work, service learning, lecture materials, and computer and audio-visual techniques demonstrate a dedication to excellence in teaching and contribute to the College's teaching mission.
- Additional contributions to teaching in an academic setting and in the design professions includes teaching scholarship (for example, publishing on teaching), teaching continuing-education courses, and development of teaching methods and approaches, courses, curricula, and programs.
- Peer reviews of teaching.
- Awards and other recognitions of quality teaching.
- Preparation of new courses or appropriate and substantial revision of old courses are excellent contributions to teaching.
- Online courses, distance learning, and computer-aided teaching that indicates skill in technological adaptations for pedagogy.
- Involvement in Curriculum Committees, Teaching Circles, or general curriculum development.

- Advanced design projects or professional works performed in practice that keep the faculty member informed of developments in the field, that test new approaches, or that otherwise inform teaching in specific courses.
- High-quality student work, as demonstrated by student awards, juried exhibitions or featured publications
- Student evaluations and comments, and letters from current and former students.
- Service-learning projects involving a community or outside partner and following a model of scholarly engaged work, thus stipulating clear research questions and goals, methods, evidence, and reflective critique with measurable impacts on student learning, leading to innovations in teaching.

Research & Creative Activity:

Research and creative activity are vital pursuits that may span and reinforce academic, creative, and professional activities. In a college that emphasizes professional programs, research necessarily encompasses a broad range of scholarship, including publications, creative activities, grants or contracts, professional service, and other significant contributions that advance the fields of landscape architecture, planning, and historic preservation. Individual faculty members balance accomplishment in these various avenues differently, however, all candidates should develop a clear agenda that outlines areas of study, problem-solving, design exploration, and expertise in which they are conducting research and in which they are becoming authorities. Agendas should specify questions to be answered, products or goals to be achieved for the areas of study, and types of research activity that carry them out.

Because of this broad range of research activities, including peer-reviewed publications, creative productions, and professional achievements can be defined; however, faculty are expected to plan their research agendas and communicate clear expectations for how they will demonstrate distinction in their work. Furthermore, while creative activity and professional practice are as important as traditional research in design, significance should be evidenced by recognition or awards given by professional juries, experts, and peers, and also by level of impact across regional, national, and international levels. Much weight in this area is given to the external letters which address the candidate's research.

The following are discipline-specific criteria to assess research and creative activity and are not in any priority ranking. It is expected that faculty members will provide evidence of one or more of the discipline-specific criteria in order to demonstrate UGA's requirements for rank as listed on page 6 of this document:

- Academic and professional publications: a series of peer-reviewed articles in academic and professional journals, especially at the national level, demonstrates substance and status. Peer acceptance is a statement that the work is new, valid, and capable of affecting the state of the art. Works accepted for publication but not yet published are relevant; publications submitted but not yet accepted are ordinarily not relevant, except to the extent their completion is a significant step in a larger project or sequence of projects.
- Presentation of innovative research or pedagogy to the academic and professional design community at conferences, symposia, or related venues. Conference papers, especially at the national level are a vital part of an academic portfolio, are springboards for peer-reviewed publications, and are an important way to establish professional status.
- Books are not required, but when completed can be a strong indicator of stature and research achievement if they have been peer-reviewed as a prerequisite to

publication, published by an academic or professional press with demanding standards, or favorably reviewed by credible and important reviewers following publication.

- Competitive grants, fellowships, or contracts that support research and creative agendas.
- Peer-reviewed creative work related to and supporting the profession, including digital resources, cinematography and photography, computer programs, patents, etc.
- Design, planning, research, or professional-project awards from academic or professional peers, especially at national and international levels.
- Peer-reviewed portfolios of creative work; invited or juried exhibitions of work.
- Invitations to work at a regional, national, or international level.
- Invited presentations at workshops and/or conferences; invited lectures at other universities and to professional societies; professional landscape architectural design commissions (significant work may be done at any planning and design scale).
- Professional reports, publications, and other studies that have been critically reviewed by experts in the field and subsequently revised so as to constitute new information, especially at the national level. Non-peer-reviewed professional publications maintain dialog with the professional community, and in some cases, develop ideas that are new, valid, and capable of advancing the profession.
- Built projects, approved plans, policy changes, and other work with a demonstrable peer-review from scholarly, professional, or public service experts.
- Mention of creative work in publications or media authored by others.

Service

Service to society, the university, the profession, and to scholarship in general, is necessary in itself, and can be an important stimulant to effective design teaching, research, and creative activity. Leadership roles in professional associations, particularly those pertaining to landscape architecture, planning, and historic preservation practice, education, and research, or organizations in allied fields, help faculty maintain currency in the field and keep abreast of significant developments that impact the profession and education. Active membership and leadership in professional societies can provide important benefits to the educational program and develop liaisons to organizations providing research opportunities, grant funding, scholarships, and various competitions that improve the academic setting. Additional considerations are:

- Participation in university and college committees and councils to which they are assigned or elected.
- Service related to a faculty member's teaching, research, and creative activity, a connection which should be illustrated in the dossier.
- Service to professional organizations or the public. Documentation that demonstrates performance in this area may include any of the following:
 - Presentations, media appearance, publications, and other forms of dissemination related to service projects in the faculty's discipline. Media accomplishments- local, state or national interviews/media stories generated on radio, television, magazines and newspapers. Invited presentations to community events. Publication in peer-reviewed journal on one or more aspects of community service
 - Leadership roles in professional associations, serving as an elected officer of local service agencies, serving on the Board of Directors as volunteer for service organization/institution. Membership in professional and volunteer organizations that

perform community service, as related to the faculty's discipline. Letters from Board members or Executive Committee members describing responsibilities of the candidate can assist in evaluating the extent of a faculty member's contribution.

- Institution and institutionalization of new programs/service that impact local, state or national service.
- Professional consultation, expert witness, or legal consulting in discipline-related area such as planning, urban design, site planning, landscape design, historic preservation, computer applications, etc. that demonstrates the status and reputation of the faculty member.
- Professional registration; professional certifications furthering expertise; honors and/or awards bestowed by the profession.
- Mentoring fellows, students, and faculty on service related work, publications, and other activities. Serving as a faculty advisor for a student service organization. Reviewing manuscripts or abstracts,
- Workshops and other events organization: Preparation and presentation of significant continuing education courses to practitioners, related industry personnel, and the public, organization of workshops, training, and other activities for professional association, congresses and seminar, and other events.
- National and international service and leadership.
- Consultation, design, and other activities related to community service; demonstrated success in obtaining public service awards or grants in support of community service projects.

II.B. Peer Review of Teaching

The following CED Peer Teaching Review Policy was adopted by the faculty in 2006. They can be found on the CED Intranet (ID protected).

Purpose and policy

Peer review of teaching is required under College of Environment & Design procedures for promotion and tenure and post-tenure review. It may also be requested at other times by individual faculty members.

This document establishes procedures for initiation and conduct of peer reviews, when they are required or requested. This document replaces “Proposal for Peer Review of Teaching in the College of Environment & Design” approved by faculty April 24, 1998. It will go into effect at the end of the 2005-2006 academic year.

The purposes of peer reviews are both to evaluate teaching and its effects on learning, and to develop suggestions for future improvement. Although the purposes of peer review overlap with those of student class evaluations, a peer review and its findings are separate from and independent of student class evaluations.

Peer teaching review consists of review of a single faculty member in a single course, by a single reviewer. Eligible peer reviewers include all tenured and tenure-track faculty in the College of Environment & Design. Additional potential reviewers, such as tenured and tenure-track faculty in other units of the university, may be made eligible by petition of the reviewee to the Associate Dean of the college, and the agreement of the reviewer.

A review must be conducted at a time during the semester when representative teaching activities are taking place. It must be completed in time for its use in any applicable scheduled procedure such as promotion and tenure review or post-tenure review. A review completed by mid-semester could immediately be beneficially used in the remainder of the semester.

Initiation of review

For a required review, at the necessary time, the Associate Dean of the College of Environment & Design informs the reviewee of the requirement for, purpose of, and deadline for the review. The Associate Dean gives the reviewee a list of eligible faculty reviewers, and a copy of this document. The reviewee chooses the course to be reviewed and the reviewer, and informs the Associate Dean. This choice constitutes the assignment of the reviewer, unless the reviewer is unavailable due to schedule or other circumstances. The Associate Dean confirms the reviewer’s availability and informs the reviewer of the assignment, the purpose, and the deadline, and provides a copy of this document.

For review that is not required but for which the reviewee wishes to follow these procedures, the reviewee initiates the review by informing the Associate Dean of the wish to be reviewed, the course to be reviewed, and the selected reviewer. The Associate Dean confirms the reviewer’s availability and informs the reviewer of the assignment, the purpose, and the deadline, and provides a copy of this document.

Conduct of the review

The review consists of review of course documents, classroom observation, and student interviews. The reviewee should explain to the class the review that is about to happen and why it is important. The reviewee should arrange times for classroom observation with the reviewer.

The reviewee should provide to the reviewer a copy of the course syllabus, all course handouts and other related material, and three to five questions to be included in the student interview.

Classroom sessions should be observed for at least one hour on at least two occasions, to evaluate such aspects as delivery of information, relationship with students, organization, and effective use of class time. Course documents can be appraised for such aspects of the reviewee as organization, clarity, preparedness, and scholarship in the discipline.

Interviews may be conducted with all students in the class, with a randomly selected sample of students, or with a group of students elected by the class as a whole. They may take place during the regular class meeting time, or at a different time agreed to by the students and the reviewer. If it is proposed to conduct the interview during class time, the reviewee must be informed in advance and agree to the schedule. An interview ordinarily lasts about one hour. The course documents and the students' graded work may be discussed. An interview may include an open discussion, or may be limited to a fixed number of specific questions; in either case it must include the specific questions submitted by the reviewee. The following interview questions are suggestions only; other questions may also be appropriate.

1. Were the course objectives made clear to the class?
2. Does the instructor appreciate the level of understanding of the students regarding the subject of the course? Does the instructor speak at that level?
3. What characteristics of the instructor's teaching style do you like most? Why?
4. What could be done to make the learning environment in your class more positive?
5. Do you like the organization of the course?
6. Has the instructor stimulated the class to learn more outside of the classroom?
7. How does your instructor handle class discussion? Are all students encouraged to participate in class? How does the instructor stimulate — or inhibit — class discussion?
8. Does the instructor relate the material covered in this course to material covered in previous courses in the curriculum?
9. Does the instructor use supplemental materials to effectively augment the text?
10. Are the tests fair? Do they cover the important material of the course?
11. Does the instructor encourage creativity and original thinking?
12. Is the instructor accessible to students for consultation outside of the classroom? Should the instructor do anything to encourage students to make more use of the office hours?
14. Are the evaluations of work fair? Has the instructor made it clear to the class how the work is evaluated and graded?
15. Does the instructor provide constructive comments on the projects when they are returned? Are the projects returned in a timely manner that allows the students to benefit from comments?
16. Do the assigned projects further your understanding of the subject of the course?
17. Compared to other instructors you have had; how would you rate this instructor's effectiveness at this point in the course?

Report

The reviewer meets with the reviewee to discuss the review's findings and suggestions for improvement, submits a brief written summary (approximately two pages) to the reviewee, and reports to the Associate Dean that the review has been completed. The report should be specific and substantive, including to the extent possible specific student comments from the interviews, and specific observations made in the classroom or in consideration of the course documents. It must include responses to specific questions submitted by the reviewee.

*Replaces School of Environmental Design (9/6/2012).

II.C. Post-Tenure Review

The University of Georgia Policy for Review of Tenured Faculty can be found online <https://provost.uga.edu/policies/appointment-promotion-and-tenure/policy-for-review-of-tenured-faculty/>. They are currently undergoing University Council revising.

The following CED Post Tenure Review Policy was adopted by the faculty in 2018. They can be found on the CED Intranet (ID protected).

The College will follow the University's Policy for Review of Tenured Faculty, which includes many provisions such as the frequency of review and the types of outcomes that are expected from review. This policy of the College of Environment & Design is intended to cover only the specific details for the College that are not covered by the University's policy.

Post Tenure Review Committee

The committee for each separate review shall consist of three (3) tenured faculty members. Depending on the number of reviews, more than one post tenure review committee may be formed each year. The committee members for the upcoming academic year shall be appointed by the Dean prior to the last faculty meeting of the spring semester. If any faculty member due for review in the upcoming year has an administrative role in the College, then at least one (1) member of the committee shall also have an administrative role. If the faculty member being reviewed objects to any member of the committee, a replacement shall be appointed by the Dean for that individual's review.

Peer Teaching Review Requirement

At least one peer teaching review shall be completed during the previous five years. Inclusion of this peer teaching review into the post tenure review materials is optional.

Required materials to be prepared and submitted by reviewee

- Statement of Major Accomplishments in research, teaching and service during the previous (5) years. (2-page maximum)
- A current curriculum vita
- ELEMENTS summary report for the previous five (5) years
- Dean's written annual reviews that were made during the previous five (5) years
- All student teaching evaluations taken during the previous five (5) years

Optional materials at discretion of reviewee

- Any peer teaching reviews conducted during the previous five (5) years.

The report of the committee shall be based on a two-thirds majority. The report may conclude "satisfactory" or "unsatisfactory" performance. In case of a "satisfactory" review, the report shall read, "the faculty member has performed at a satisfactory level." In case of an "unsatisfactory" review, the College's procedure shall follow the University's Policy for Review of Tenured Faculty.

III.A. Syllabus Template

The University of Georgia Syllabus Checklist can be found online

<https://ctl.uga.edu/resources/documents/syllabus-checklist-march-2020b.pdf>

Syllabus sample template:

1. Instructor Name and accessibility (office hours/contact)
2. Course title and number as they appear on the course application.
3. Course description as it appears on the approved course application in CAPA.
4. Prerequisites, corequisites, and cross-listings for the course, if applicable.
5. Course objectives or expected learning outcomes for students of the course. If a course is approved to fulfill a University-wide requirement, the learning outcomes for that requirement should be stated on the syllabus.
6. Topical outline for the course.
7. Reference to the University Honor Code and Academic Honesty Policy and a statement as to what behavior unique to the course could be academically dishonest. The three professional schools, School of Law, College of Veterinary Medicine, and College of Pharmacy, may reference their own academic honesty policies.
8. The syllabus must include these statements:

UGA Student Honor Code: "I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others." A Culture of Honesty, the University's policy and procedures for handling cases of suspected dishonesty, can be found at www.uga.edu/ovpi. Every course syllabus should include the instructor's expectations related to academic honesty.

The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

9. Principal course assignments, such as required reading, papers, other activities, and the week of the course in which these assignments are expected to be completed and submitted.
10. Specific course requirements for grading purposes, which may include written and oral tests and reports, research papers, performances or other similar requirements, and/or participation requirements.
11. Grading Policy: Specify how the final grade will be determined with respect to weights or course points assigned to various course requirements.
12. Attendance Policy: Any specific requirements for attendance should be stated.
13. Required course material, including texts.
14. Policy for make-up of assignments/examinations.

III.B. Internship Documents



The University of Georgia College of Environment & Design Intern Evaluation Form

Basic information:

Intern Name:

Company Name:

Supervisor / title:

Phone:

Fax:

E-mail:

Address:

Website:

Internship Dates: to Avg. hours per week:

Performance ratings:

Timeliness	<input type="text" value="A - Excellent"/>
Appearance, friendliness, poise	<input type="text" value="A - Excellent"/>
Personality, communication skills	<input type="text" value="A - Excellent"/>
Alertness, motivation	<input type="text" value="A - Excellent"/>
Training, professional knowledge	<input type="text" value="A - Excellent"/>
Overall	<input type="text" value="A - Excellent"/>
Comments	<input type="text"/>

Your Firm:

Firm Name;

Location:

Percent of graphics use: Hand Computer

HAND graphics skills needed from interns

- | | | |
|--|------------------------------------|---|
| <input type="checkbox"/> conceptual diagrams | <input type="checkbox"/> writing | <input type="checkbox"/> section-elevations |
| <input type="checkbox"/> freehand sketching | <input type="checkbox"/> rendering | <input type="checkbox"/> perspectives |
| <input type="checkbox"/> final presentation drawings | <input type="checkbox"/> analysis | <input type="checkbox"/> basic drafting |
| <input type="checkbox"/> other: | <input type="text"/> | |

COMPUTER graphics skills needed from interns

- | | | |
|--|---|---|
| <input type="checkbox"/> conceptual diagrams | <input type="checkbox"/> writing | <input type="checkbox"/> section-elevations |
| <input type="checkbox"/> photo imagery / montage | <input type="checkbox"/> rendering | <input type="checkbox"/> perspectives |
| <input type="checkbox"/> final presentation production | <input type="checkbox"/> analysis (GIS) | <input type="checkbox"/> web page |
| <input type="checkbox"/> logo / advertising | <input type="checkbox"/> other: | <input type="text"/> |

Computer applications your firm uses:

- | | | |
|--------------------------------------|--------------------------------------|---|
| <input type="checkbox"/> AutoCAD | <input type="checkbox"/> Sketchup | <input type="checkbox"/> Quark Xpress |
| <input type="checkbox"/> LAND F/X | <input type="checkbox"/> GIS | <input type="checkbox"/> PowerPoint |
| <input type="checkbox"/> Vectorworks | <input type="checkbox"/> Illustrator | <input type="checkbox"/> Excel |
| <input type="checkbox"/> Rhino | <input type="checkbox"/> Photoshop | <input type="checkbox"/> Flash |
| <input type="checkbox"/> Landcadd | <input type="checkbox"/> InDesign | <input type="checkbox"/> Video Production |
| <input type="checkbox"/> Lasercutter | <input type="checkbox"/> Other: | <input type="text"/> |

Does your office use tablets?

- | | | |
|-------------------------------|-----------------------------------|--|
| <input type="checkbox"/> None | <input type="checkbox"/> TabletPC | <input type="checkbox"/> Tablet & Stylus |
|-------------------------------|-----------------------------------|--|

Skill value rankings:

Please rank all the aspects you are looking for in a student resume / portfolio, with 1 being the most valuable, 2 being 2nd most valuable, etc. Rank as many skills as you feel are of value in hiring a student intern:

Clean / orgaznied layout	<input type="text"/>	<input type="text"/>	Hand graphics
Computer graphics	<input type="text"/>	<input type="text"/>	Concept graphics
Freehand sketching	<input type="text"/>	<input type="text"/>	Writing skills
Project descriptions	<input type="text"/>	<input type="text"/>	Project length
Media (watercolor, charcoal)	<input type="text"/>	<input type="text"/>	Project development
Personal interests	<input type="text"/>	<input type="text"/>	Travel experience
Professional experience	<input type="text"/>	<input type="text"/>	High GPA
Presentation Skills	<input type="text"/>	<input type="text"/>	Other: <input type="text"/>

How could we improve our students' preparation for the profession?



The University of Georgia
College of Environment & Design
Internship Data Sheet

This is to certify that:

Student's Name:

Student's E-mail:

has secured an internship with:

Company Name:

Contact Person:

Contact's E-mail:

Company Address:

Company Website:

Phone:

Fax:

for a period of not less than 12 weeks during the upcoming:

Semester and year:



The University of Georgia
College of Environment & Design
Internship Final Report

Name:

Company Name:

Company Address:

Company Website:

Internship Dates: to

Supervisor / Title:

Others I worked for:

Were supervisors or others any of the following? (check all that apply)

- | | | |
|---|---|---|
| <input type="checkbox"/> Registered Architect | <input type="checkbox"/> Registered Planner | <input type="checkbox"/> Registered Landscape Architect |
| <input type="checkbox"/> Registered Engineer | <input type="checkbox"/> AIA Member | <input type="checkbox"/> ASLA Member |
| <input type="checkbox"/> AICP Member | <input type="checkbox"/> ASC Member | |

Type of work the office was generally involved with (check all that apply):

- | | | |
|---|--|--|
| <input type="checkbox"/> Parks & Recreation | <input type="checkbox"/> Housing | <input type="checkbox"/> Transportation |
| <input type="checkbox"/> Community Facilities | <input type="checkbox"/> Public Works | <input type="checkbox"/> Regional Analysis |
| <input type="checkbox"/> Planting Design | <input type="checkbox"/> Other: <input type="text"/> | |

Percent of time spent on tasks:

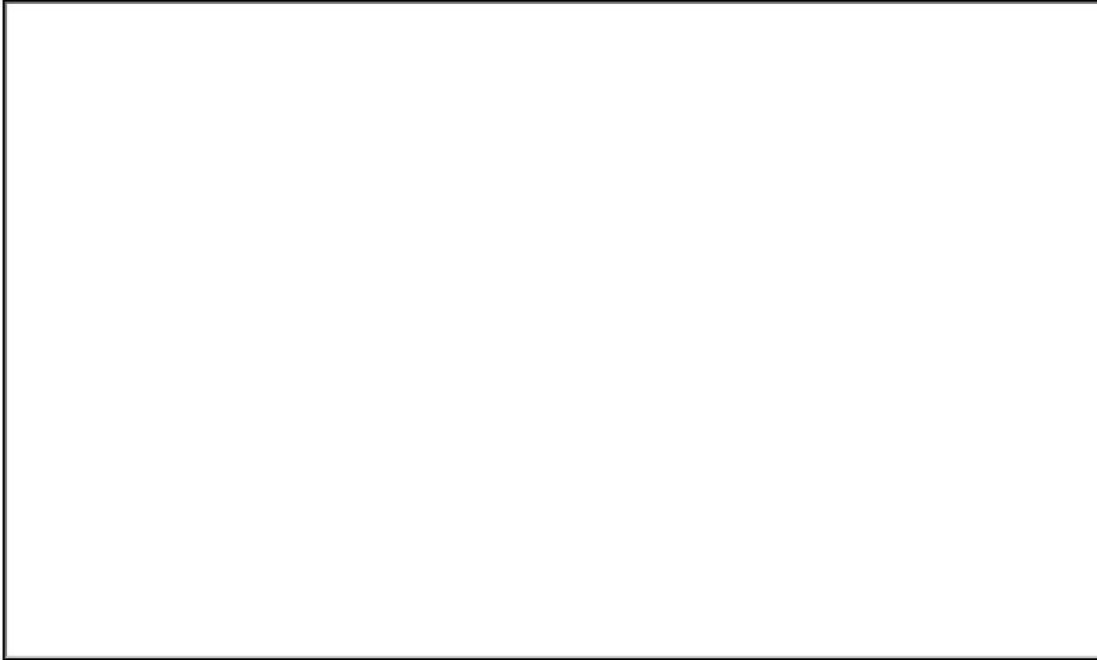
Drafting <input type="text"/>	Rendering <input type="text"/>	Meetings <input type="text"/>
Design <input type="text"/>	Engineering <input type="text"/>	Office Chores <input type="text"/>

Should we keep your employer on the list of possible internship opportunities for next year?

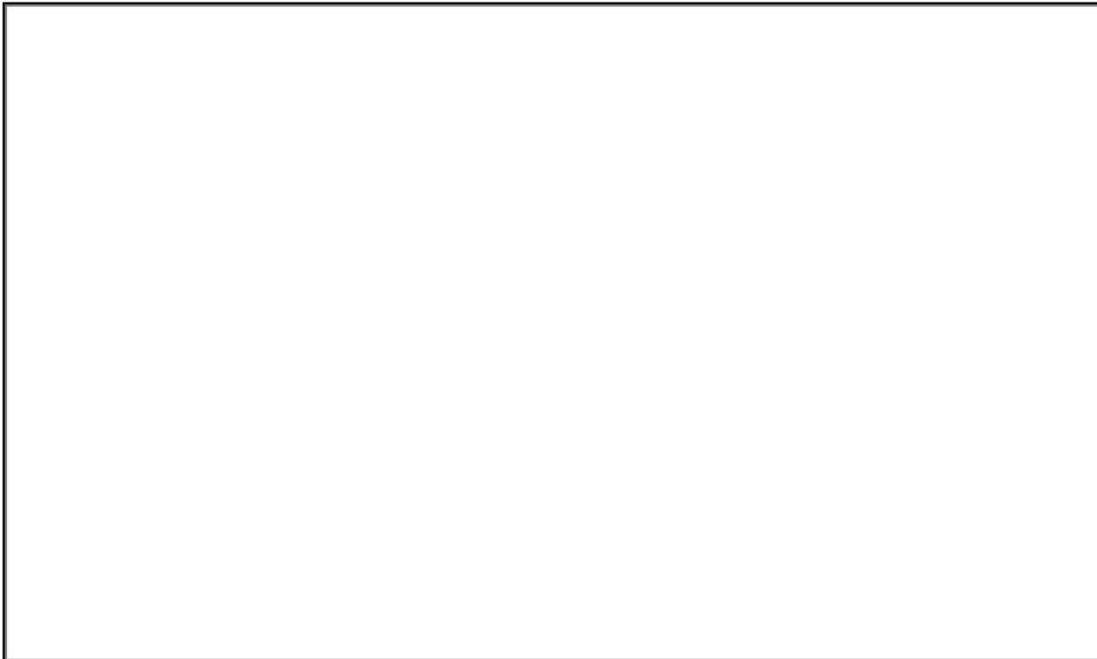
- Yes
 No

If no, why not?

Most valuable part of the intern experience:



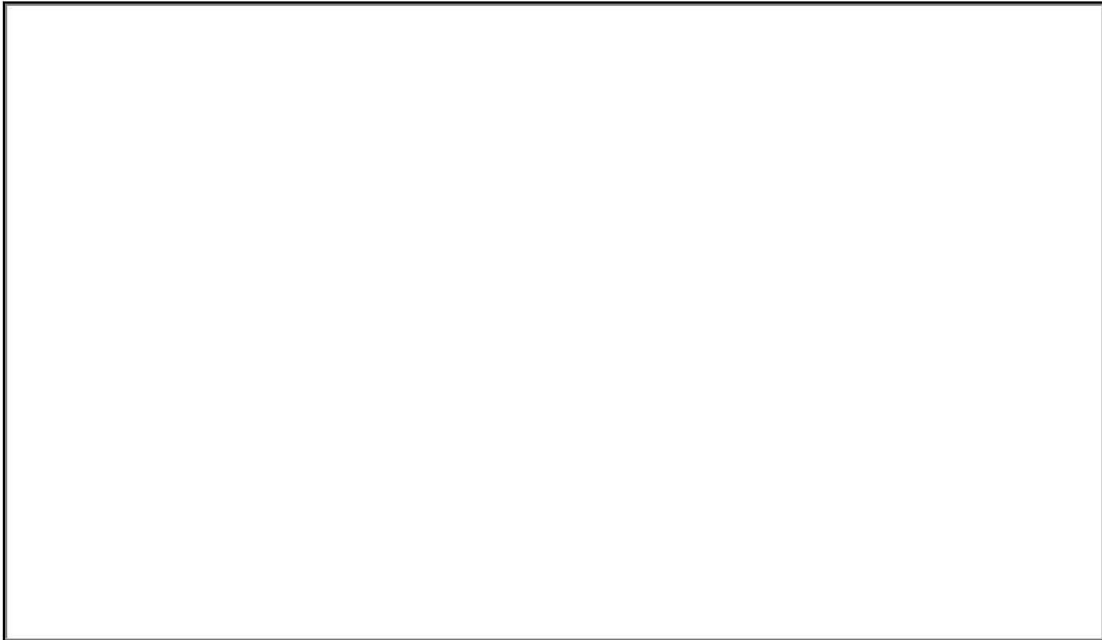
Most boring or least valuable part:



Surprises encountered; disappointments, if any:



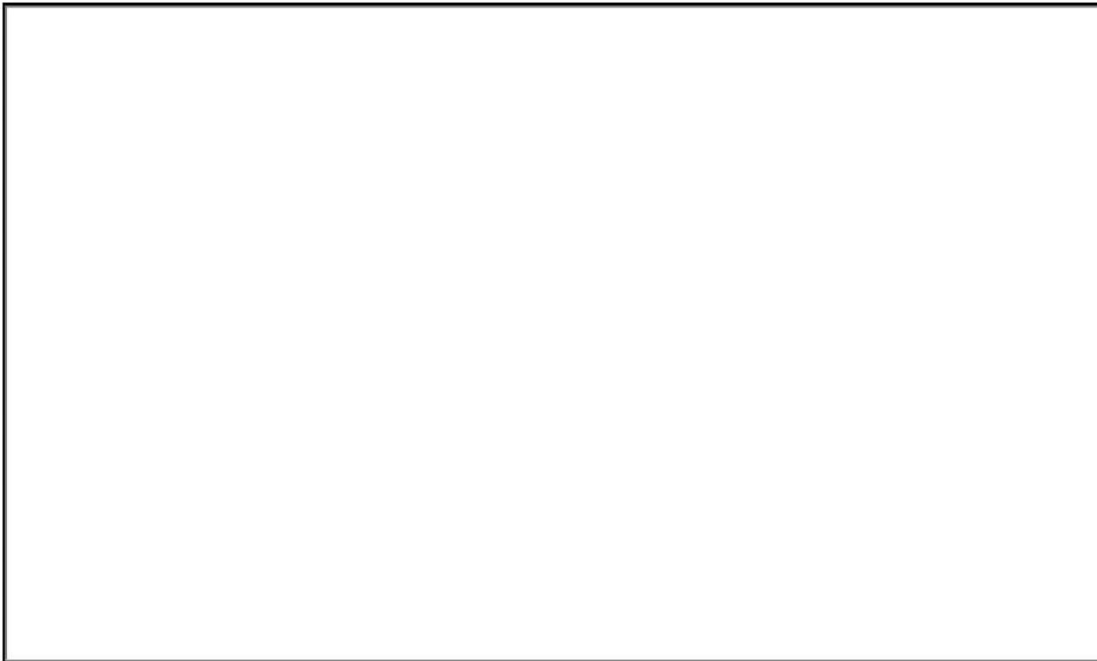
Reasons why you would or would not wish to work for this organization for a long period of time (e.g. office atmosphere, management, etc.):

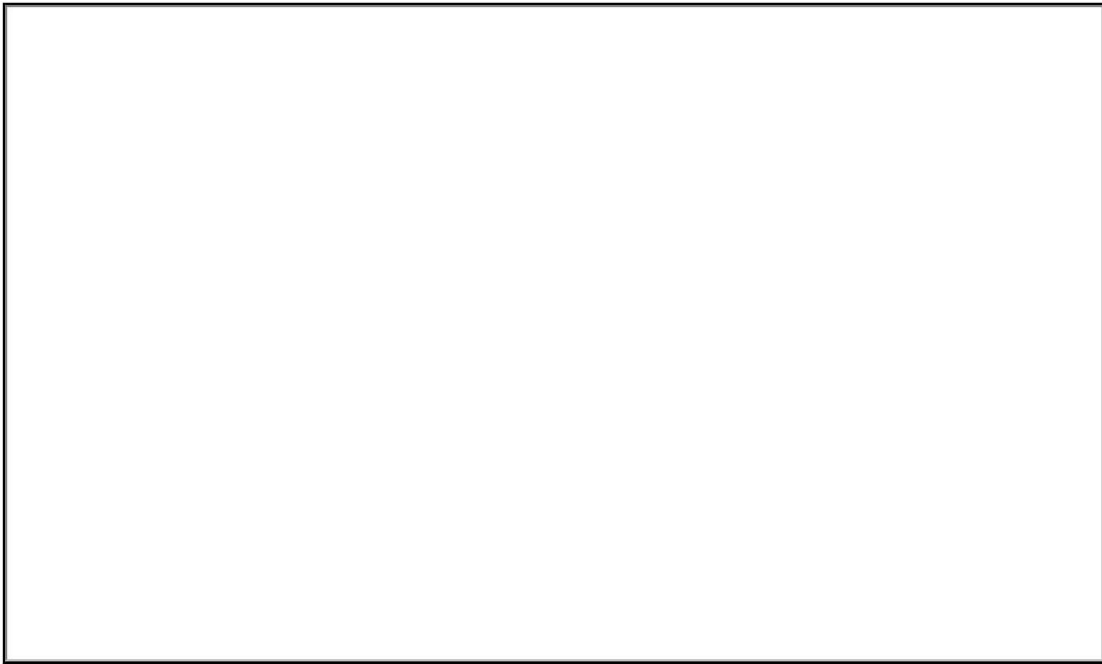


What professional work could our program prepare you for better?



Tips and suggestions for future interns planning to work for this office:





Type or specialty of firm:

- | | | |
|---|---|---|
| <input type="checkbox"/> Urban Planning | <input type="checkbox"/> Resort Design | <input type="checkbox"/> Environmental Design |
| <input type="checkbox"/> Residential Design | <input type="checkbox"/> Combination Design | <input type="checkbox"/> County/Public Office |
| <input type="checkbox"/> Commercial Design | <input type="checkbox"/> Other: | <input type="text"/> |

Were you assigned to create any graphics?

- | | | |
|------------------------------------|--|--|
| <input type="checkbox"/> Hand Only | <input type="checkbox"/> Computer Only | <input type="checkbox"/> Hand & Computer |
|------------------------------------|--|--|

Types of hand graphics created:

- | | | |
|-----------------------------------|---------------------------------------|--|
| <input type="checkbox"/> Sketches | <input type="checkbox"/> Elevations | <input type="checkbox"/> Final presentation drawings |
| <input type="checkbox"/> Concepts | <input type="checkbox"/> Perspectives | <input type="checkbox"/> Renderings |
| <input type="checkbox"/> Plans | <input type="checkbox"/> Other: | <input type="text"/> |

Did you feel capable of creating the hand graphics asked of you?

- | | |
|------------------------------|-----------------------------|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No |
|------------------------------|-----------------------------|

Types of computer graphics created:

- | | | |
|---|--|--|
| <input type="checkbox"/> Analysis / Inventory | <input type="checkbox"/> Concepts | <input type="checkbox"/> Plans |
| <input type="checkbox"/> Elevations | <input type="checkbox"/> Perspectives | <input type="checkbox"/> Final presentation drawings |
| <input type="checkbox"/> Video | <input type="checkbox"/> Web Design | <input type="checkbox"/> Brochures / Logos |
| <input type="checkbox"/> Renderings | <input type="checkbox"/> Other: <input type="text"/> | |

What programs did you use?

- | | | |
|--------------------------------------|--|---|
| <input type="checkbox"/> AutoCAD | <input type="checkbox"/> Sketchup | <input type="checkbox"/> Quark |
| <input type="checkbox"/> LAND FX | <input type="checkbox"/> GIS | <input type="checkbox"/> PowerPoint |
| <input type="checkbox"/> Vectorworks | <input type="checkbox"/> Illustrator | <input type="checkbox"/> Excel |
| <input type="checkbox"/> Rhino | <input type="checkbox"/> Photoshop | <input type="checkbox"/> Flash |
| <input type="checkbox"/> Eaglepoint | <input type="checkbox"/> InDesign | <input type="checkbox"/> Video Production |
| <input type="checkbox"/> Form Z | <input type="checkbox"/> Other: <input type="text"/> | |

What sort of tablets did you use?

- | | | |
|-------------------------------|-----------------------------------|--|
| <input type="checkbox"/> None | <input type="checkbox"/> TabletPC | <input type="checkbox"/> Tablet & Stylus |
|-------------------------------|-----------------------------------|--|

Did you feel capable of creating the computer graphics asked of you?

- | | |
|------------------------------|-----------------------------|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No |
|------------------------------|-----------------------------|

What other programs were being used in the office, and for what?

Did you interact with clients?

- | | | | |
|------------------------------|---------------------------------|--------------------------------|-------------------------------------|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | | |
| How? | <input type="checkbox"/> E-mail | <input type="checkbox"/> Phone | <input type="checkbox"/> Personally |

Did you make any formal presentations?

- | | | | | |
|------------------------------|---------------------------------|-----------------------------------|-------------------------------------|--------------------------------|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | | | |
| How? | <input type="checkbox"/> Verbal | <input type="checkbox"/> Drawings | <input type="checkbox"/> PowerPoint | <input type="checkbox"/> Video |

How could we have better prepared you to create the graphics that were asked of you?

III.C. Learning Outcomes & Course Descriptions

MLA Course Descriptions & Learning Outcomes

MLA FALL – SEMESTER 1

LAND 6010 (5 credits) LA Studio I: Foundations

Introduction to the design process as well as to studio materials methods. Studio projects encompassing a variety of scales and levels of complexity will be assigned; but emphasis will be on exercises concerning the making of place relative to human scale and three-dimensional space.

- 1 **Learning Outcome:** Master content of design elements and principles, mass-void relationships, path sequences, prospect/refuge and the making of place
Measurement: The quality of design solutions presented in final reviews
- 2 **Learning Outcome:** Develop creative thinking skills
Measurement: The writing of concept statements, the oral presentation of design projects, and the quality of the design solutions presented
- 3 **Learning Outcome:** Develop critical thinking skills
Measurement: The ability to evaluate and discuss design alternatives during desk critiques, class pinups and final presentations of design projects
- 4 **Learning Outcome:** Develop graphic skills
Measurement: The representation of design ideas in formative and final drawings
- 5 **Learning Outcome:** Develop modeling skills
Measurement: The representation of design ideas in working and final models
- 6 **Learning Outcome:** Refine communication skills
Measurement: Verbal presentations at project reviews
- 7 **Learning Outcome:** Develop an appreciation for the importance of high-quality design in the built environment
Measurement: Written concept statements, oral presentations, classroom discussions, and final design solutions
- 8 **Learning Outcome:** Develop an appreciation for the work of the masters, or heroes, of the landscape architecture profession
Measurement: Written and graphic case studies

LAND 6210 (3 credits) Representation and Communication I

Drawing, computer graphics, and other methods of representing and communicating design ideas.

- 1 **Learning Outcome:** Understand traditional drafting/drawing conventions
Measurement: Demonstration of proficiency of drawing skill development through exercises and projects
- 2 **Learning Outcome:** Understand the diversity of graphics techniques and their purposes in communicating design ideas
Measurement: Demonstration of proficiency of drawing skill development through exercises and projects
- 3 **Learning Outcome:** Develop professional quality work demonstrating knowledge of drafting, lettering, line hierarchy, freehand graphics, and basic digital tools to assist in drawing and hand graphics
Measurement: Demonstration of proficiency of drawing skill development through exercises and projects
- 4 **Learning Outcome:** Identify, understand and appropriately use different drafting tools

Measurement: Demonstration of correct use of drawing tools through in-class studio work and accurate drawings

- 5 **Learning Outcome:** Understand the different drawing types and their purposes

Measurement: Articulate drawing types in class discussion and project development

- 6 **Learning Outcome:** Develop knowledge and technical skill of hand graphics in landscape architectural communication

Measurement: Illustrate technical skills through the preparation of a set of traditional landscape architectural drawings revealing technical ability of drafting quality, color rendering, and sheet layout

- 7 **Learning Outcome:** Ability to use multiple drawing and color rendering techniques to communicate design ideas, and assemble drawings and color work in design communication development

Measurement: Illustrate technical skills through the preparation of a set of traditional landscape architectural drawings revealing technical ability of drafting quality, color rendering, and sheet layout

LAND 6320 (3 credits) Plant Communities

The history and ecology of plants and related materials associated with architectural landscape design.

- 1 **Learning Outcome:** Identify by both the common and botanical names approximately 350 - 400 trees, shrubs, and herbaceous plants

Measurement: Exams and lab specimen tests

- 2 **Learning Outcome:** Develop observation skills

Measurement: Students will maintain and turn in sketchbooks containing drawings of plant forms and leaf characteristics for all plants covered

- 3 **Learning Outcome:** Demonstrate an understanding of the ornamental attributes and cultural requirements of the plants presented in class

Measurement: Exams and lab specimen tests

EDES 6550 (3 credits) History of the Built Environment I

Landscape architecture from ancient times to the present. Emphasizes the relationship between landscape architecture and culture, aesthetics, and the environment.

- 1 **Learning Outcome:** Define (in speech or in writing) a set of concepts, principles, techniques, and physical features that constitutes a basic vocabulary for environmental planning and design

Measurement: Classroom participation, examinations, and papers

- 2 **Learning Outcome:** Demonstrate an ability to identify (in speech or in writing) significant movements and prominent persons in the history of the built environment and in the development of the professions of architecture, landscape architecture, and city planning

Measurement: Classroom participation, examinations, and papers.

- 3 **Learning Outcome:** Demonstrate an ability to describe, analyze, and compare historic styles and exemplary works of environmental planning and design through writing and simple diagramming

Measurement: Classroom participation, examinations, and papers

- 4 **Learning Outcome:** Demonstrate an ability to identify and describe (in speech or in writing) the environmental, social, cultural, and economic conditions that shaped various historic styles and periods of environmental planning and design

Measurement: Classroom participation, examinations, and papers

- 5 **Learning Outcome:** Demonstrate an ability to infer and interpret (in speech or in writing) how human history and cultural traditions shape present-day built environments and contemporary environmental design practice

Measurement: Classroom participation, examinations, and papers

MLA SPRING – SEMESTER 2

LAND 6020 (5 credits) LA Studio 2: Site Applications

The garden as the central image and metaphor in landscape architecture. Studio projects selected to explore the image and the metaphor in a variety of social and environmental contexts.

- 1 **Learning Outcome:** Apply spatial design principles to a site design using landscape materials and plant grouping techniques as described in class
Measurement: The quality of design solutions presented in final reviews
- 2 **Learning Outcome:** Inventory and record existing site conditions in a set of overlay documents using methods described in class and industry-standards graphics
Measurement: The quality of design solutions presented in final reviews
- 3 **Learning Outcome:** Choose specific plants for a proposed site design based on the plants' aesthetic and functional qualities
Measurement: The quality of design solutions presented in final reviews
- 4 **Learning Outcome:** Critique works of design using methods demonstrated in class
Measurement: Participation in interim and final project critiques
- 5 **Learning Outcome:** Assess a specific design genre or notable designer and enhance verbal communication
Measurement: Presentation of research findings to the class in a well-organized verbal presentation

LAND 6220 (3 credits) Representation & Communication II

Exploration of a variety of methods of representing and communicating design ideas.

- 1 **Learning Outcome:** Produce professional landscape architecture design and construction documents using computer graphic applications (computer drafting with AutoCAD, landscape plan rendering with Adobe Photoshop, and basic 3d modeling using Google Sketch-UP)
Measurement: In-class exercises and applied projects

LAND 6340 (3 credits) Landscape Engineering

Applications of landscape construction and engineering through inquiry into their ability to implement values of community and place.

- 1 **Learning Outcome:** Select and design appropriate and functional solutions to mitigate stormwater quality degradation and the increased rate and volume of runoff on a site due to development
Measurement: Exercises, exams, and applied project
- 2 **Learning Outcome:** Given a prescribed development program, model a watershed's hydrologic conditions (including pre and post development runoff) and generate a site plan that minimizes increased runoff
Measurement: Exercises and applied project
- 3 **Learning Outcome:** Use and identify standard notational and graphic conventions for grading and stormwater management plans
Measurement: Exercises, exams, and applied projects
- 4 **Learning Outcome:** Properly size, grade, and diagram stormwater management structures
Measurement: Exercises, exams, and applied project
- 5 **Learning Outcome:** Demonstrate the use of horizontal and vertical alignment criteria and formulae for road design

Measurement: Exercises and exams

- 6 **Learning Outcome:** Demonstrate the use of horizontal and vertical alignment criteria and formulae for road design

Measurement: Exercises and exams

LAND 6570 (3 credits) Contemporary Landscape Architecture Theory

Landscape design theory of the late 19th, 20th and 21st centuries. Beginning with Olmsted's theories on social democracy and urban park design, will trace how architectural, artistic, social, and scientific theory, along with cultural ideas and values, have influenced our discipline, design, and built environment to present.

- 1 **Learning Outcome:** Describe 20th and 21st century history of landscape design theory
Measurement: Exam
- 2 **Learning Outcome:** Explain theories currently employed in landscape design and critique including theory from aesthetics, architecture, ecology, health sciences, and sociology
Measurement: Exam, written analysis, and class discussions
- 3 **Learning Outcome:** Evaluate and critique theory that will contribute to the ongoing landscape design theory discourse
Measurement: Student group presentations during the spring all-college jury week
- 4 **Learning Outcome:** Generate a treatise of ideas that frame and explain personal design work
Measurement: Completion of a theory treatise
- 5 **Learning Outcome:** Articulate the importance of a deep and healthy connection between the discipline and the practice of landscape architecture
Measurement: Exam

MLA FALL – SEMESTER 3

LAND 6030 (5 credits) LA Studio 3: Ecology

Concepts of sustainable site design and their implications for landscape architecture, with particular emphasis on the issue of environmental suitability, provision of ecosystems services and geodesign. Projects selected to investigate alternative design scenarios in a variety of environments contexts and geographic scales.

- 1 **Learning Outcome:** Students will demonstrate a clear understanding of the principles and best practices of landscape ecological assessment and design process
Measurement: Final review of multi-part applied project
- 2 **Learning Outcome:** Students will demonstrate a clear understanding of how to access information and resources relevant to land use and design
Measurement: Completion of composite site inventory and analysis
- 3 **Learning Outcome:** Students will demonstrate a clear understanding of how to use and access the variety of equipment, techniques and published sources for obtaining site information
Measurement: Completion of composite site inventory and analysis
- 4 **Learning Outcome:** Students will demonstrate a clear understanding of the relevance of site information to determine land use, design and sustainability
Measurement: Creation of suitability analysis and design alternatives
- 5 **Learning Outcome:** Students will demonstrate a clear understanding of the current and historic literature of landscape ecological processes and principles for the purposes of landscape architectural design
Measurement: Creation of suitability analysis and design alternatives
- 6 **Learning Outcome:** Students will demonstrate the ability to properly interpret specialized site information (maps, surveys, aerial photos)
Measurement: Completion of composite site inventory and analysis; creation of suitability analysis and design alternatives
- 7 **Learning Outcome:** Students will demonstrate the ability to properly organize relevant site data for design
Measurement: Completion of composite site inventory and analysis; creation of suitability analysis and design alternatives
- 8 **Learning Outcome:** Students will demonstrate the ability to properly make use of available tools to compare and select alternative design strategies using site information and performance metrics
Measurement: Creation of suitability analysis and design alternatives
- 9 **Learning Outcome:** Students will demonstrate the ability to properly apply principles of sustainability to a specific site based project and to communicate the implications of design alternatives
Measurement: Creation of suitability analysis and design alternatives
- 10 **Learning Outcome:** Students will demonstrate a clear recognition of competing values of site development, preservation and restoration
Measurement: Quality and success of master plan design
- 11 **Learning Outcome:** Students will demonstrate respect for intrinsic values of natural systems and cultural systems
Measurement: Quality and success of master plan design
- 12 **Learning Outcome:** Students will demonstrate responsibility for health, safety and welfare in land use issues
Measurement: Quality and success of master plan design
- 13 **Learning Outcome:** Students will demonstrate awareness of global environmental issues related to land planning and design
Measurement: Final review of multi-part applied project

LAND 6310 (3 credits) Landscape Ecology

Landforms, geology, hydrology, soils, and biotic communities, with an examination of ecological concepts and their application at the landscape scale.

- 1 Learning Outcome:** Define central ecological concepts within the landscape planning context: environment, biomes, energy exchange, ecosystems, connectivity, and biodiversity.
Measurement: Discussion, exams
- 2 Learning Outcome:** Recognize how disturbance processes shape the structure of natural ecosystems, and the challenges that disturbance regimes pose for urban and regional planning.
Measurement: Discussion, exams, field exercises
- 3 Learning Outcome:** Describe the processes in which land use relates to environmental health and biotic diversity, and the central role of land use planning in the protection of these societal values.
Measurement: Discussion, exams, essay
- 4 Learning Outcome:** Develop a working definition and philosophy of sustainability that integrates multiple perspectives at local, regional, and global scales.
Measurement: Discussion, exams, essay
- 5 Learning Outcome:** To recognize and evaluate ecological concepts and landscape theory in designs, policies, and plans that better maintain environmental integrity at a variety of scales, from single sites to watersheds and regions.
Measurement: Discussion, exams, field exercises, essay
- 6 Learning Outcome:** To develop a sense of our responsibility, as citizens and as professionals, for preserving biotic diversity.
Measurement: Discussion, essay
- 7 Learning Outcome:** To understand the impact of resource consumption on future generations and to develop a sense of our responsibility to act as stewards of natural and social resources.
Measurement: Discussion, exams, essay

LAND 6330 (3 credits) Constructing Landscapes II

Introduction to materials of landscape architectural construction; their physical characteristics; their effects on people, environment, and economy; their installation methods; their purposeful use in design; sources of information about them and their use; and their documentation in contract documents.

- 1 Learning Outcome: Know materials of landscape architectural construction (their origins and physical characteristics; their effects on people, environment, and economy; and their installation methods)**
Measurement: Specification of materials which are functional, buildable, durable, and economical, in pavements, walls, and elevated (frame) structures
- 2 Learning Outcome:** Document materials' arrangement in construction drawings
Measurement: Creation of construction drawings which are complete, clear, and unambiguous
- 3 Learning Outcome:** Find and apply information about landscape construction as needed in developing technologies and emerging project needs
Measurement: Discovery and direct use of web-based sources of information in the creation of construction specifications and drawings

LAND 6950 (3 credits) Research Strategies

Introduces research strategies for landscape architecture students and thesis as vehicle for documenting research in landscape planning, design, and management. Course will include an overview of state of research in the field and introduce tools of research used in landscape planning and management. Introduces methods of inquiry appropriate to discipline.

- 1 **Learning Outcome:** Describe and differentiate nine methods of inquiry appropriate to the discipline of landscape architecture as defined by Deming and Swaffield (2011)
Measurement: Quizzes and exam
- 2 **Learning Outcome:** Write a research thesis proposal using a required format based on Turabian (2013)
Measurement: Preliminary research proposal
- 3 **Learning Outcome:** Critically analyze an MLA thesis using structure mapping
Measurement: Structure map
- 4 **Learning Outcome:** Present a short summary of research thesis proposal using Powerpoint software
Measurement: Powerpoint presentation
- 5 **Learning Outcome:** Evaluate research strategies in peer-reviewed research papers of the discipline
Measurement: Group discussion and short papers

MLA SPRING – SEMESTER 4

LAND 6040 (5 credits) LA Studio 4: Community

Design studio integrating landscape architecture, urban design and architecture to reinforce and build community space. Projects, readings and discussions investigate strategies of incorporating diverse human and cultural needs into the built environment. Projects selected to address contemporary societal concerns at a variety of scales and densities of habitation.

- 1 **Learning Outcome:** Explain how neighborhoods have been designed and developed over time and the implications of that history for contemporary urban design
Measurement: Class presentation and discussions
- 2 **Learning Outcome:** Translate planning terms into physical neighborhood form
Measurement: Neighborhood master plan project introductory exercise
- 3 **Learning Outcome:** Use building form, landscape, and systems (transportation, utilities, waterways) to create a neighborhood design plan that responds to historical, political and economic contexts
Measurement: Neighborhood master plan project
- 4 **Learning Outcome:** Design a public place that incorporates behavior observations, cultural, and historical research and reflections on the social meaning of public space
Measurement: Public space design project
- 5 **Learning Outcome:** Communicate design ideas more effectively (building on past courses) through graphic (hand and computer), writing, and presentation skills
Measurement: All three design projects
- 6 **Learning Outcome:** Apply inventory and analysis techniques to bring in socio-cultural aspects of sites that cannot be easily mapped
Measurement: All three design projects
- 7 **Learning Outcome:** Consider how personal values (in terms of preferred places to live and recreate) can impact design approach
Measurement: All three design projects and end of class reflection
- 8 **Learning Outcome:** Design in a manner that responds to people of diverse backgrounds and abilities
Measurement: Community project and end of class reflection

LAND 6350 (3 credits) Ecological Landscape Restoration

Principles and techniques associated with the enhancement and restoration of degraded landscapes within an aesthetic framework. Case studies focus on stream and wetland systems in southeastern United States. Field trips allow participants to observe and critically analyze projects at the site scale.

- 1 **Learning Outcome:** Summarize and justify ecological benefit of enhancement or restoration case studies of grassland, savanna, forest, stream and wetland areas
Measurement: Applied project
- 2 **Learning Outcome:** Explain principles of landscape restoration and techniques of restoration design
Measurement: Applied project
- 3 **Learning Outcome:** Recognize and describe the aesthetic values that contribute to ecological design
Measurement: Applied project

- 4 **Learning Outcome:** Read the landscape to classify and explain ecological functions
Measurement: Applied project
- 5 **Learning Outcome:** Prioritize interventions to improve ecological function
Measurement: Applied project
- 6 **Learning Outcome:** Combine the art of landscape restoration and human dimensions to underpin designs for project sites
Measurement: Applied project

EDES 6270 (3 credits) Environmental Use of GIS

Lecture/studio in the use of geographic information systems software for the development of environmental design and land planning projects.

- 1 **Learning Outcome:** Understand the purpose, concepts and techniques of GIS, the capabilities of the ArcGIS software, the comprehensive nature of a GIS project and become familiar with process, methodology and steps used during a GIS project.
Measurement: Assignments, Labs, Midterm/Final Project
- 2 **Learning Outcome:** Develop skills for GIS data creation, manipulation, analysis, visualization, map design/layout and presentation.
Measurement: Labs, Midterm/Final Project
- 3 **Learning Outcome:** Utilize various resources to obtain data and develop strategies and techniques for spatial data management
Measurement: Midterm/Final Project
- 4 **Learning Outcome:** Develop the ability to make connections between planning and design projects and the capabilities of GIS and apply GIS concepts/topics covered in this course.
Measurement: Midterm/Final Project

EDES 7350 (3 credits) Landscape Management

Landscape management techniques with an emphasis on the values of environmental conservation and historic preservation.

- 1 **Learning Outcome:** Explain landscapes as complex artifacts and systems involving natural processes and human activities
Measurement: Exam
- 2 **Learning Outcome:** Explain the systems approach to landscape management
Measurement: Exam
- 3 **Learning Outcome:** Illustrate how adaptive management can be used to learn about structure, function and change in the landscape over time
Measurement: Exam and group service-learning project
- 4 **Learning Outcome:** Assess significance and integrity of cultural landscapes
Measurement: Exam and group service-learning project
- 5 **Learning Outcome:** Apply principles of sustainability and resilience thinking to a cultural landscape management plan
Measurement: Group service-learning project

MLA FALL – SEMESTER 5

LAND 7050 (5 credits) LA Studio 5: Engagement

Concepts of environmental and community engagement with emphasis on potential of landscape architecture to act as liaison and operative framework. Projects selected to engage contemporary, critical issues in marginal locations at several scales, ranging from ecological urbanism to site and system-specific details.

1 **Learning Outcome:** Define the value of landscape systems, systems urbanisms, and landscape infrastructure in cultivating diverse, catalytic, and adaptive participatory urban networks

Measurement: Precedent deconstruction

2 **Learning Outcome:** Identify specific challenges and potentials of landscape systems for integrating complex, oppositional, and critical processes such as rewilding, post-darwinism, economic revitalization, diversity, disturbance, and risk into urban design spatial and policy contexts

Measurement: System mappings and urban design monster machine

3 **Learning Outcome:** Describe how regional systems and focus sites operate, interact, connect across scales, and manifest in functions, dimensions, aesthetics, and materials

Measurement: Model site dynamics diagrams; EOTM & 30,000ft analysis mappings

4 **Learning Outcome:** Demonstrate proficiency in systems and site examination, analysis, testing, and generative design techniques

Measurement: Studio projects

5 **Learning Outcome:** Develop potential means for integrating and modifying current policies to promote landscape systems strategies and frameworks

Measurement: Interim and final policy recommendation team reports

6 **Learning Outcome:** Develop a design vocabulary from the functions, processes, and characteristics of natural and cultural disturbances

Measurement: Formal isolations

7 **Learning Outcome:** Categorize and compare focus sites' vernacular and historical legacies functions, processes, and aesthetics

Measurement: Transects, site mappings, inventory, and analysis

8 **Learning Outcome:** Differentiate and apply types of multicultural aesthetics, values, and experiences

Measurement: Invisible Cities; Scenario Games; Level of inclusivity in Final Project

9 **Learning Outcome:** Generate design proposals that integrate Thrift, Vernacular Landscapes, and Legacies

Measurement: Interim and final design and degree of refinement during process

10 **Learning Outcome:** Design a catalytic landscape systems framework that integrates divergent values, processes, and aesthetics

Measurement: Instructor, peer, and juried critiques of process and products

LAND 6710 (3 credits) Professional Practice

The legal environment of business focusing on public and private law. Professional relations during project management, resolution of disputes, the court system, torts, real property/liens, contract law, specification writing, insurance bonds, business organizations, ethics, and professional registration.

1 **Learning Outcome:** Demonstrate an understanding of landscape architectural licensure laws and the various steps in obtaining and maintaining a landscape architectural license

Measurement: Quiz, written research presentation, peer-review

2 **Learning Outcome:** Demonstrate a comprehension of the various processes and procedures involved in managing a design project as outlined by the standard articles in the American Institute of Architects Standard Agreement between Owner and Architect.

Measurement: Quiz, research project, peer-review

3 **Learning Outcome:** Develop an understanding of the landscape architect's role in construction administration, quality control and quality assurance by reviewing the contract relationships and project delivery methods as set forth by the American Institute of Architects.

Measurement: Quiz, proposal preparation

MLA SPRING – SEMESTER 6

LAND 7300 (variable credits) Thesis

Thesis writing under the direction of the major professor.

COURSE OBJECTIVES and EXPECTED LEARNING OUTCOMES

1. Knowledge: A thorough understanding of the student's chosen thesis topic
An understanding of how the findings of the student's thesis fit into the field of landscape architecture.
2. Skills:
An ability to develop a hypothesis and prove or disprove it in a clearly and concisely written research document
3. Values:
A sense of the importance of quality and accuracy of research methods and findings
A broadened appreciation for the intricacies of the student's chosen thesis topic, and the role that chosen topic plays in the broader subject of landscape architecture.
An appreciation for the process of academic investigation.

LAND 7200 (variable credits) Non-Thesis

Design Research focuses on final execution of an independent research process culminating in public presentation/defense/documentation, guided by a major professor. Design Research integrates written and graphic studies, with an emphasis on design and graphic communication as the vehicle to explore research and its application to contemporary trends.

Similar in other ways to the existing thesis track, design research option in the M.L.A. program should tell a clear story of how concepts were derived from applicable literature and theory, in some combination of written or graphic form, depending on the individual student and exploration. Design research is focused on mastery of existing knowledge more than development of new knowledge and may be in the form of an application of existing knowledge to a unique site or new situation. Five key elements must be delineated:

1. Identification of the design program and objectives;
2. Definition of the research question;

3. Review of relevant literature and precedent designs, e.g., the identification of seminal readings and other resources, accompanied by a description of their relevance and value in supporting evidence-based design;
4. Articulation of the site-specific design research, whether that is primarily written or graphic, from analysis, to concept idea, to alternatives, to evaluation of those alternatives, to final design;
5. 5. Reflection on the process and outcome of the design research in the form of evaluation, discussion, and conclusion.

Course Objectives or Expected Student Learning Outcomes

1. Relevant theory of the discipline of landscape architecture;
2. Design processes and procedural theory;
3. Design thinking skills;
4. Communication skills, including digital and/or analogue techniques.

BLA Course Descriptions & Learning Outcomes

BLA FALL – SEMESTER 1

LAND 1500 Design and the Environment

(3 credits; 150 min.) Note: while this is no longer a required course for the major, most of our students do take it and many non-majors transfer to the major as a result of taking this course.

The built environment and its effects on natural systems. Focus is on the design of the built environment as an ongoing activity integrating ecological, social, and cultural values. Topics include land use patterns and policies, development and resource management, community design issues, and strategies for improving environmental integrity and quality of life.

1. **Learning Outcome** – The ability to interpret and critique the built environment from a variety of aesthetic and functional perspectives.
Measurement – in-class exercises, projects, and exams
2. **Learning Outcome** – The ability to interpret and critique the physical and aesthetic impacts “man” has had on the natural and built environments
Measurement – quizzes and exams
3. **Learning Outcome** – The ability to explain how thoughtful design can mitigate “man’s” impacts on a variety of project types and scales.
Measurement – quizzes and exams.
4. **Learning Outcome** – The ability to translate the “design process” and “design thinking” into a design solution for small project.
Measurement – an in-class exercise.

LAND 2010 Landscape Architecture Studio I – Visual Design

(4 credits; 400 min.)

The elements, principles, and processes of visual design as a foundation for environmental design. Emphasis is on the development of creativity and skills through the application of theory and techniques in a series of two and three dimensional design projects.

1. **Learning Outcome** - The ability to use design vocabulary in visual, verbal, and written communication.
Measurement – through written assignments, verbal presentations, desk crits
2. **Learning Outcome** - The ability to apply basic design systems in varied projects.
Measurement – through review of projects
3. **Learning Outcome** - Basic crafting skills in 2 and 3D applications
Measurement – through review of projects
4. **Learning Outcome** - Increased aesthetic and critical judgment
Measurement – through individual desk crits, and class discussions and reviews

LAND 2210 Design Communication I
(3 credits; 300 min.)

Manual drafting and design drawing skills with an emphasis on the development of basic drafting convention and graphic presentation literacy.

1. **Learning Outcome** - Semi-professional drafting and Landscape Architectural standard graphic conventions such as lettering, composition, line quality, symbol development and various orthographic techniques utilizing various artistic mediums
Measurement - through in-class participation and project development
2. **Learning Outcome** - Scaled drawings with graphics conventions such as line weight, rendering techniques, color theory and reprographic methods
Measurement - through in-class exercises and project development

LAND 2510 History of the Built Environment I - Landscape
(3 credits; 150 min.)

Landscape architecture from ancient times to the present. Emphasizes the relationship between landscape architecture and culture, aesthetics, and the environment.

1. **Learning Outcome** - Students demonstrate an ability to define a set of concepts, principles, techniques, and physical features that constitutes a basic vocabulary for environmental planning and design.
Measurement - classroom participation; examinations.
2. **Learning Outcome** - Students demonstrate an ability to identify significant movements and prominent persons in the history of the built environment and in the development of the professions of architecture, landscape architecture, and city planning.
Measurement - classroom participation; examinations.
3. **Learning Outcome** - Students demonstrate an ability to describe, analyze, and compare various historic styles and periods of environmental planning and design.
Measurement - classroom participation; examinations.
4. **Learning Outcome** - Students demonstrate an ability to identify and describe the environmental, social, cultural, and economic conditions that shaped various historic styles and periods of environmental planning and design.
Measurement - classroom participation; examinations.
5. **Learning Outcome** - Students demonstrate an ability to analyze and critique the visual and spatial qualities of exemplary works of environmental design through writing and simple diagramming.
Measurement - classroom participation; examinations.
6. **Learning Outcome** - Students demonstrate an ability to infer and interpret how human history and cultural traditions shape present-day built environments and contemporary environmental design practice.
Measurement - classroom participation; examinations.

BLA SPRING – SEMESTER 2

LAND 2020 Landscape Architecture Studio II – Landscape Design **(4 credits; 400 min.)**

A continuation of Landscape Architecture Design Studio I. The integration of the range of design determinants in landscape architecture. Further exploration of the design process.

1. **Learning Outcome** - The ability to use problem solving methodologies
Measurement – through desk critiques, class discussions, and reviews
2. **Learning Outcome** - Self-reliance as well as the ability to function in collaborative efforts
Measurement – through project review and peer evaluation
3. **Learning Outcome** - The ability to do basic site analysis
Measurement – through discussion and project evaluation
4. **Learning Outcome** - The ability to develop a basic design program
Measurement – through assessment of written assignments
5. **Learning Outcome** - Competent hand and digital graphics and model building skills
Measurement – through evaluation of projects

LAND 2220 Design Communication II **(3 credits; 300 min.)**

A continuation of Design Communication I, with emphasis on computerized drafting skills and basic understanding of computer-aided graphic presentation literacy

1. **Learning Outcome** - Standard Landscape Architectural graphic conventions utilizing current technologies for symbol development, scaled drawings, orthographic techniques, line weight, rendering and output of digital data
Measurement - through in-class participation and larger project development
2. **Learning Outcome** - The ability to effectively communicate design ideas which cross various technological platforms to mimic the process of graphic development in many professional offices today
Measurement - through sequential large project development
3. **Learning Outcome** - Various methods for saving, reducing file size of projects, compiling digital work, input and printing methods for documenting their own work
Measurement - through in-class participation

LAND 2320 Landscape Construction, Processes and Materials **(2 credits; 150 min.)**

The range of materials used in the built environment by landscape architects: metals, concrete masonry, glass, plastics, wood. Emphasis on understanding the properties of these materials and the implications for design.

1. **Objective:** Design common landscape structures and hardscapes. Selecting and specifying materials to achieve structurally sound, functionally safe, and aesthetically appropriate design goals.
Measure: construction drawing exercises, design projects, written examinations
2. **Objective:** Document proposed structures and materials using standard construction drawing conventions for plan, section, elevation, and detail images, inclusive of dimensional, qualitative and quantitative notations to provide a complete, clear and concise communication of a design.
Measure: construction drawing exercises, design projects, written examinations
3. **Objective:** Prepare a construction cost estimate based on construction drawings using published material and labor costs. (*time permitting*)
Measure: construction estimation exercises, written examinations
4. **Objective:** Identify and describe key characteristics and typical applications of materials common to landscape construction.
Measure: Discussion, research presentation, written examinations

LAND 2520 (3 credits) History of the Built Environment II - Architecture
(3 credits; 150 min.)

Architecture from ancient times to the present. Emphasizes the relationship between architecture and culture, aesthetics, and the environment

1. **Learning Outcome** - Identify movements and persons prominent in the development of design of the built environment and their major contributions to the development of the professions of architecture and landscape architecture.
Measurement – Research paper, quiz and/or exam
2. **Learning Outcome** - Identify significant works of contributors within specified time frames.
Measurement - Research paper, quiz and/or exam
3. **Learning Outcome** - Describe and compare styles or historic periods of design and the guiding principles that characterized them.
Measurement - Research paper, quiz and/or exam
4. **Learning Outcome** - Identify the physical resource conditions and the social, cultural and economic conditions that shaped the designs.
Measurement - Research paper, quiz and/or exam
5. **Learning Outcome** - Define various concepts, principles, techniques or features constituting an introductory vocabulary for design.
Measurement - Research paper, quiz and/or exam

BLA FALL – SEMESTER 3

LAND 3030 Landscape Architecture Design Studio III – Planting Design **(4 credits; 400 min.)**

Analysis of plant elements and form. Emphasis on plant function in the landscape composition. Basic problems in planting design of small scale areas with emphasis on orientation, arrangement, and human needs. Course will include one project that involves inventory and analysis.

1. **Learning Outcome** - Student will select appropriate plants and other standard landscape materials for varied aesthetic and functional situations in the landscape.
Measurement - Exercises; quizzes; client feedback; production of illustrative planting plans and section/elevation drawings that communicate the aesthetic properties of plants and materials; production of measured architectural drawings (planting plans) that can communicate technical planting information to industry professionals.
2. **Learning Outcome** - Student will analyze existing site conditions to influence conceptual landscape designs.
Measurement - Production of mapped site inventories and composite analysis sheets that expose a site's design limitations and opportunities.
3. **Learning Outcome** - Student will specify plant selections and estimate plant costs using American nursery and landscape industry standards
Measurement - Production of project-specific Plant Schedules that reflect standard unit sizing and costs.

LAND 3330 Landscape Engineering, Processes and Materials **(3 credits; 300 min.)**

The forming and building of landscapes with emphasis on the values of "sustainability." Includes introduction to landscape engineering: grading, drainage, and roadway alignment.

1. **Learning Outcome** - Explain the relationships between contour lines, land forms, and water flow.
Measurement - in-class exercises and exam
2. **Learning Outcome** - Discuss the role grading and drainage play in landscape architectural design.
Measurement - in-class presentations and discussions
3. **Learning Outcome** - State the acceptable slope ranges needed for accessibility, water drainage, and erosion control.
Measurement - two grading projects
4. **Learning Outcome** - Identify landforms on a contour map and develop scaled cross sections from a contour map.
Measurement - in-class exercises and exam
5. **Learning Outcome** - Prepare basic grading plans for roads, parking lots, and building swales.
Measurement - in-class exercises, grading projects, and exams

6. **Learning Outcome** - Calculate horizontal and vertical curves for roadway design.
Measurement - exam and road alignment project
7. **Learning Outcome** - Estimate the amount of storm water runoff on a site and size drainage structures accordingly.
Measurement - in-class exercises and exam
8. **Learning Outcome** - Estimate cut and fill volumes for grading plans.
Measurement - in-class exercises and exam
9. **Learning Outcome** - List the consequences of selecting either surface or subsurface drainage systems.
Measurement - class discussion
10. **Learning Outcome** - Develop grading plans that respond sensitively to the existing landscape as well as considering human use of the landscape.
Measurement - two grading projects

LAND 3410 (3 credits) Plants of the South
(3 credits; 300 min.)

Plant materials of the southern United States with an emphasis upon the ornamental attributes, cultural requirements and tolerances, historical origins, and ecological characteristics of plants used in landscape architecture. The course will cover both native and introduced species.

1. **Learning Outcome** - Students should be able to identify by both the common and botanical names of approximately 200 trees, shrubs, and herbaceous plants.
Measurement - Plant identification will be evaluated through weekly quizzes and midterm and final field identification exams.
2. **Learning Outcome** - Students will assemble a compilation (notebook) of the plants studied during the semester in a format required by the professor at the beginning of the semester. The notebook will include the significant ornamental attributes of each plant, as well as their cultural requirements and native habitat. This notebook will serve as a resource for the students in subsequent LAND courses and in their professional career.
Measurement - Instructor will evaluate the notebooks for completeness and appearance at the end of the semester. Specific questions on the midterm and final written exams will test their accuracy.
3. **Learning Outcome** - Students shall demonstrate an understanding of the ornamental attributes and cultural requirements of the plants presented in and studied in class.
Measurement - Specific questions to address these will be included on the midterm and final written exam questions.
4. **Learning Outcome** - Students should demonstrate a competency in basic horticultural concepts and practices.
Measurement - Specific questions to address these will be included on the midterm and final written exam questions.

BLA SPRING – SEMESTER 4

LAND 3040 Landscape Architecture Design Studio IV – Residential / Community Design **(4 credits; 400 min.)**

The design of housing and mixed-use projects which focus on the issues of community and privacy at a variety of scales from single family dwellings to new towns.

1. **Learning Outcome** - Develop an understanding of the contents and purposes of local subdivision and zoning ordinances and codes.
Measurement - Students will design residential community projects with streets, lots, and roads that meet local codes and ordinances.
2. **Learning Outcome** - Formulation of programs, objectives, and design concepts for residential communities of various scales and densities.
Measurement - Students will develop solutions for projects ranging from less than 1 acre single-family homes to 30 to 60 acre conservation subdivisions to 80+ acre sites for mixed-use live-work communities.
3. **Learning Outcome** - An understanding of the terminology used in and processes involved in land development for residential communities.
Measurement - Students will develop cost estimates for construction as well as a simple financing plan for the project.
4. **Learning Outcome** - Strengthen verbal and graphic communication skills acquired in earlier courses.
Measurement - Students will utilize both hand graphics and electronic media to develop and render their projects; and will defend their concepts and design solutions in presentations to their classmates as well as invited guests.

LAND 3340 Applied Landscape Engineering **(2 credits; 150 min.)**

Applied grading, drainage, and road alignment.

1. **Learning Outcome** - Review of the engineering principles and techniques presented in LAND 3330.
Measurement - Students will utilize their knowledge of topography, land forms, and gradients in formulating inventories of existing sites to determine their suitability for residential developments.
2. **Learning Outcome** - Application of the site engineering principles and techniques presented in LAND 3330 to a site design solution for a residential community development project.
Measurement - Students will produce road layout, alignment, and site grading plans for a road of their own design for a residential community.
3. **Learning Outcome** - A basic understanding of erosion control and soil stabilization for earth-moving operations in the State of Georgia.

Measurement - Students will develop a set of erosion and sedimentation plans and details for their own project that meet the state requirements set forth by the Georgia Environmental Protection Division.

LAND 2310 Introduction to Sustainability
(3 credits; 150 min.)

The range of natural processes and materials relevant to landscape architecture (e.g., climate, geomorphology, geology, hydrology, soils, and vegetation communities.) The relationship between these materials and natural processes. Exercises will include some conceptual manipulation of these materials.

1. **Learning Outcome** - To develop an understanding that science and scientific principles provide a critical underpinning for planning and design decisions.
Measurement – tests, lab exercises, role-playing scenario exercises and reflection
2. **Learning Outcome** To develop an understanding of the consequences and interdependence of human activity and natural systems.
Measurement – tests, lab exercises, role-playing scenario exercises and reflection
3. **Learning Outcome** To develop an understanding of the availability of environmental resources and the need to sustain them in the future.
Measurement – tests, lab exercises, role-playing scenario exercises and reflection
4. **Learning Outcome** To develop an understanding of the environmental policies affecting sustainability of the built environment.
Measurement – tests, lab exercises, role-playing scenario exercises and reflection
5. **Learning Outcome** To develop an ability to anticipate the environmental impact of different land use and landscape design decisions.
Measurement – tests, lab exercises, role-playing scenario exercises and reflection
6. **Learning Outcome** To develop an ability to critically evaluate environmental problems and solutions.
Measurement – tests, lab exercises, role-playing scenario exercises and reflection
7. **Learning Outcome** To develop an appreciation for interdisciplinary collaboration and an ability to integrate information from a variety of sources.
Measurement – tests, lab exercises, role-playing scenario exercises and reflection

BLA FALL – SEMESTER 5

LAND 4050 Landscape Architecture Design Studio V – Region, Site, Place **(4 credits; 400 min.)**

Master planning and site design at a variety of scales with emphasis on the role of regional culture and ecosystems. Though the context for sites may be urban or rural, emphasis will be on inventory, analysis and appropriate sustainable design practices.

- 1. Learning Outcome** - Demonstrate understanding of ecological, cultural, and movement systems connectivity from regional scale down to site scale.
Measurement - Prepare studies at multiple scales to identify relationships between regional & site level systems; graphically depict points of connection between small, medium and large scale systems and structures; document in text and explain in oral presentations how proposed designs respond to ecological, cultural and movement systems.
- 2. Learning Outcome** - Demonstrate the use of a design process to effectively generate a wide field of solutions and refine that field to a single robust solution satisfying design criteria and objectives.
Measurement - Prepare a concise set of design objectives; document site and function research; generate a graphic analysis succinctly identifying critical issues and opportunities; produce a range of conceptual designs that respond to the objectives and analysis; refine the concepts into a single coherent design; identify how the solution satisfies objectives and responds to site analyses.
- 3. Learning Outcome** - Effectively articulate and diagram complex design ideas into simplified forms to analyze proposed designs
Measurement - Prepare ideal functional diagrams, relationship diagrams, matrices for evaluating strength of relationship, and concept diagrams to analyze existing and proposed site conditions
- 4. Learning Outcome** - Grade proposed facilities into a site to satisfy programmatic functional requirements, environmental management goals, and health, safety and welfare standards.
Measurement - Prepare grading plans showing existing and proposed contours, spot elevations, stormwater management facilities, effective slopes and clear determination of grade changes in all pedestrian and vehicular areas.
- 5. Learning Outcome** - Effectively communicate design ideas through verbal and visual communication skills
Measurement - Prepare graphic and written materials to clearly communicate design intent. Present materials in oral presentation and respond to questions and critique.

LAND 4350 (3 credits) Soil and Stormwater Management **(3 credits; 300 min.)**

Site design and construction have direct impacts upon the exposure of soils to erosion and the quantity and quality of stormwater runoff. Proper site design, the sizing and placement of stormwater components and systems, and the design of soil erosion and sediment control practices are addressed. NPDES standards are identified and practices described in the Georgia Stormwater Manual and the Manual for Soil Erosion and Sediment Control in Georgia are applied.

1. **Learning Outcome** - Explain the role of site planning and design in the protection of soil and stormwater quality, and identify planning and design principles critical to sustainable and responsible site development.
Measurement - Discuss and critique selected case studies, identifying positive and negative aspects of design and planning decisions; prepare planning/design solutions for hypothetical sites demonstrating application of responsible site development principles to minimize erosion and water quality degradation; written examinations
2. **Learning Outcome** - Describe the role of pertinent Federal, State and Local regulations, ordinances and manuals for stormwater and erosion & sediment control in protecting natural resources and influencing site design and development practices.
Measurement - Participate in Q&A sessions identifying the major guidelines, strengths, weaknesses and limitations of regulations for soil and stormwater management; participate in discussion groups evaluating the role of regulations in light of professional and environmental ethics; examinations.
3. **Learning Outcome** - Model watershed runoff rates and volumes using various methods, and identify the strengths, weaknesses and limitations of each method.
Measurement - Homework and Lab assignments: Apply models on identical watersheds to reveal model properties and the scale of variation in results between models; Infer model appropriateness based on watershed characteristics, available information and intended use of model results; practice delineation of watersheds and identification of watershed characteristics on multiple sites; examinations
4. **Learning Outcome** - Select and apply stormwater best management practices to achieve required site stormwater targets and assess their effectiveness.
Measurement - Homework and Lab assignments: site and design individual BMP's in hypothetical developments and calculate BMP performance; design a treatment train and demonstrate achievement of TSS removal standards; examinations
5. **Learning Outcome** - Select and apply appropriate erosion and sediment control best management practices to minimize erosion and to protect downstream water quality.
Measurement - Homework and Lab assignments: identify and assess site soils for vegetative treatment, infiltration capacity, and susceptibility to erosion; select and place BMP's to control erosion and sediment movement; identify improper design or application of BMP's and propose corrections; examinations

LAND 4360 Applied Landscape Ecology
(3 credits; 300 min.)

The concept and functioning of ecosystems and how this understanding can be applied in environmental design. Review of adverse impacts that can result from failure to apply sound ecological principles. Exercises will include some conceptual manipulation of ecological processes and materials.

1. **Learning Outcome** - Demonstrate an understanding of how principles of landscape ecology can inform the processes of landscape design, planning and management.
Measurement - Prepare an assessment of ecological function in an existing landscape; Prioritize landscape ecological functional and structural components for protection, conservation and remediation. Use the priority criteria to guide a design solution and document the solution in a map. Examinations.

2. **Learning Outcome** - Demonstrate an understanding of the principles of habitat preservation, conservation and restoration and how these can be integrated into landscape design and planning.
Measurement - On selected sites, prepare suitability and vulnerability analyses to determine areas suitable for development and areas critical to sustainable ecological function; prepare graphic and written documents explaining your findings and their implications for design and planning.
3. **Learning Outcome** - Demonstrate an awareness of our potential to restore ecological function, productivity and aesthetic quality to previously-degraded sites.
Measurement - Prepare an assessment of the ecological function of an existing landscape and propose interventions to enhance function and productivity. Describe graphically and in text how the proposed intervention will modify existing site aesthetics. Examinations.
4. **Learning Outcome** - Demonstrate an understanding of the interrelationships of soil, water and air within the environment.
Measurement - Predict the impacts of proposed interventions on the predevelopment hydrologic cycle of a site using appropriate modeling techniques. Articulate how grading and soil modification can significantly alter stormwater and groundwater conditions. Identify vegetation suited for air quality management applications. Examinations.

BLA SPRING – SEMESTER 6

LAND 4060 Landscape Architecture Design Studio VI – Urban Design **(4 credits; 400 min.)**

Urban design and architecture. Projects will be developed through master plan and site specific scales focusing on the relationship between landscape architecture, architecture, and urban design.

1. **Learning Outcome** - Knowledge of urban design components (buildings, transportation, land use, pedestrian accommodation, and environmental processes, and their interconnections in space, in densely constructed and occupied settings), and the application of design process to urban design solutions.
Measurement - Completion of urban development or redevelopment design project, with successful spaces, routes, interconnections, and environmental processes.
2. **Learning Outcome** - Skill in applying graphic, written, and verbal communication in design.
Measurement - Presentation of complete, clear, urban site analysis, urban components and systems, and design processes and products, using combinations of graphic, verbal, and written media.
3. **Learning Outcome** - Skill in applying and documenting materials of landscape architectural construction to urban problem-solving and design.
Measurement - Creation of construction drawings and specifications implementing urban design, which are complete, clear, and unambiguous.
4. **Learning Outcome** - Ability to find and apply information about urban systems, sites, and construction as needed in unique new sites, developing technologies, and emerging urban needs.
Measurement - Discovery, presentation, and use of published, web-based, and observational sources of information in urban sites, systems, and construction.

LAND 4370 Applied Landscape Construction **(2 credits; 150 min.)**

Detailing of architectural and planting elements in the landscape with an emphasis on appropriate detailing for sustainability and longevity in urban contexts

1. **Learning Outcome** - Students will be able to identify the primary building materials and methods used in designing the outdoor urban environment
Measurement – Studio Assignment
2. **Learning Outcome** - Student will be able to complete one case study that demonstrates appropriate scale, craft, aesthetics, environmental impact and user needs.
Measurement – Studio Assignment
3. **Learning Outcome** - Students will demonstrate the ability to analyze and understand urban outdoor spaces. Emphasis is on hardscape construction materials such as paving, walls, stairs, iron, fountains, and lighting.
Measurement – Studio Assignment

4. **Learning Outcome** - Students will demonstrate the ability to communicate design intent in a graphic language appropriate to the building trade.
Measurement – Studio Assignment

LAND 4710 (3 credits) Professional Practice
(3 credits; 150 min.)

The legal environment of business focusing on public and private law. Professional relations during project management, resolution of disputes, the court system, torts, real property/liens, contract law, specification writing, insurance bonds, business organizations, ethics, and professional registration.

1. **Learning Outcome** - Students will interpret and defend ethical issues that underpin the profession of Landscape Architecture.
Measurement - Analyze hypothetical case studies to evaluate actions of other professionals to judge if any, and to what degree, violations occurred in the context of ASLA's professional and environmental ethics. Students will present a justification of these analyses to the class.
2. **Learning Outcome** - Describe and explain the financial and administrative issues involved in the operation of a landscape architecture firm.
Measurement - Students will first develop an executive summary of a business plan that conceptualizes their professional trajectory, and then present this plan to the class. The plan will demonstrate their understanding of how to create an economically sustainable business, which fills a market niche and also provides an opportunity for employee retention, growth and advancement. Afterward, students will develop detailed sections of the business plan based on course readings.
3. **Learning Outcome** - Students will assemble and explain the use of contracts, contract documents, and duties associated with construction administration.
Measurement - Prepare a contract proposal for a hypothetical project, which clearly outlines and defines the role of a landscape architect in the design and construction of a land development project.
4. **Learning Outcome** - Describe the sections of the licensing exam and procedures associated with obtaining and maintaining licensure in southeastern states.
Measurement - Fully recite and describe LARE sections, recall allied organizations and professional associations and continuing education benefits.

BLA SUMMER INTERNSHIP

LAND 4700 (3 credits) Landscape Architecture Internship **(3 credits; 300 min.)**

Professional office experience under the supervision of licensed landscape architect or related practitioner.

1. **Learning Outcome** –Prepare and use a professional portfolio, resume and cover letter to acquire internship employment
Measurement – Review & Comment by faculty/professionals; internship acquisition
2. **Learning Outcome** – Demonstrate at least minimum competency in professional assignments and activities over the internship period
Measurement – Professional evaluation report prepared by supervisor
3. **Learning Outcome** – Assess the quality of the internship experience provided by an employer
Measurement – Survey and written evaluation
4. **Learning Outcome** – Identify important internship experiences related to professional life and activities
Measurement – Photographic documentation and written evaluation

BLA FALL – SEMESTER 7

Learning measures for the fall studios of the final year are currently under development. These studios are referred to as the “Signature” studios and are offered on a rotating basis related to student and faculty interest and demand. These function somewhat like an elective in that students typically have two to four options from which to choose. One of these studios is currently also offered in the Cortona, Italy program as a CED elective studio. Students who have completed this studio abroad select another studio for semester 7.

LAND 4070 Design Studio VII (Garden Design in America) **(4 credits; 400 min.)**

Design traditions that have shaped American gardens over the past 200 years with emphasis on the twentieth century, and plants, uses, design forms, and environmental conditions through which these traditions have been expressed. Designing gardens informed by traditional models.

- Knowledge of current and historical/cultural thinking on planting design
- Show the ability to critically analyze a design (specifically Planting Plans) based on past precedents.
- Demonstrate excellence in preparing soundly conceived, fully developed and professionally drawn planting designs which successfully solve the design problem
- Demonstrate a comprehensive understanding of the planting design process from conceptual ideas to final design drawings.

LAND 4080 Design Studio VII (Healthcare and Therapeutic Garden Design) **(4 credits; 400 min.)**

Physical, psychological, perceptual influences of garden design on health, healing, and wellness with emphasis on design in hospital, health care institutions, treatment centers, and childcare facilities.

- knowledge of current scientific evidence and historical/cultural thinking on the qualities and characteristics of therapeutic landscapes;
- a clear understanding of “evidence based” design;
- methodologies for conducting case studies and post-occupancy evaluations(P.O.E’s) to establish design criteria;
- a foundational understanding of the breadth of garden types and characteristics which are believed to promote restoration, healing, learning, etc;
- a clear understanding of how aesthetic characteristics of a landscape influence garden users.

LAND 4090 Design Studio VII (Architectural Design) **(4 credits; 400 min.)**

Major design determinants in architecture. Inquiry into structural, functional/programmatic, theoretical, and environmental issues will be focused on developing an understanding of the relationship between architecture and landscape.

- Awareness of the various steps that constitute the process of architectural design, from establishing an initial program to producing a viable design, as well as the importance of context for any design to be successful.
- The ability to translate a given program into a tangible design solution that is context-sensitive, and to produce documents that convey design intent concisely and with clarity.
- An understanding of the various factors and elements that influence and shape the built environment, and through it, the experience of the viewer.

LAND 4095 Design Studio VII (Sustainability in Design)
(4 credits; 400 min.)

Students will develop a critical understanding of sustainability in design and will become familiar with various sustainable design practices and issues. Concepts and skills associated with resource self-sufficiency, to include performance of designed sites, impacts on the existing communities, and citizen participation.

- To learn about local conditions and concerns/ideals directly through field research and analysis
- To be able to discuss unique sustainability challenges specific to the local and international sites
- To apply problem-solving design approaches to real world sustainability challenges
- To gain proficiency in graphic and verbal communication through providing professional service to communities

LAND 4380 (3 credits) Landscape Architecture Implementation Documents
(3 credits; 300 min.)

Construction, engineering, and planting documents for implementing landscape architecture projects.

1. **Learning Outcome** - Develop a design program for a specific site based upon analysis of existing opportunities and constraints.

Measurement - Students will demonstrate their understanding of how to achieve a specific design objective by prepare a master plan for the site. The site plan will be evaluated on how thoroughly it organizes all the various elements into a congruent whole which aligns with the design objective. In addition, the site plan will be evaluated according to professional graphic standards.

2. **Learning Outcome** - Demonstrate an understanding of earthwork and storm water management techniques applied to a specific site.

Measurement - Preparing a grading plan showing proposed grade changes and storm water collection systems. Plan will be evaluated based upon how successfully the student efficiently utilizes earthwork to convey their design, while adhering to minimum and maximum grade standards for accessibility, drainage and circulation. Plan will also be evaluated on how successful the student is at preventing excess storm water runoff from leaving the project boundaries.

3. **Learning Outcome** - Demonstrate an understanding of construction survey and layout techniques by preparing a construction layout plan.

Measurement - Construction layout plan. Layout plan will show all dimensions, angles and boundaries needed to successfully establish the location of proposed design elements on the site. Layout plan will also convey this information in a clear and easy to read graphic format.

4. **Learning Outcome** - Demonstrate an understanding of planting design and proper selection of plant materials based upon site conditions, horticultural principles and design objectives.

Measurement - Landscape Plan. Landscape plan will show the proposed location of all plants, their size and quantity in a clear and easy to read graphic format.

5. **Learning Outcome** - (Note: Stole a lot of this from Bruce and modified...): Demonstrate an understanding of basic construction techniques. Demonstrate an ability to find and apply information about new construction technologies based upon the design program and site specific opportunities and constraints.

Measurement - Details. Knowledge will be demonstrated by preparing a set of construction details and a simple construction specification for one of the details created. Detail will graphically convey all of the various information necessary (materials, measurements and installation methods) to build and estimate the cost of construction. Specification. Specification will convey performance specifications for a specific product based upon the application of that product in terms of the overall site master plan.

6. **Learning Outcome** - Demonstrate understanding of volumetric calculations as they relate to determining quantities of materials needed to build a specific design. Research current construction cost information and apply this to the volumetric calculations to determine overall construction costs.

Measurement - Cost estimate spreadsheet. Students shall prepare a cost estimate spreadsheet showing the exact quantities of materials used on site and the estimated installation cost of each of the materials. The cost estimate will be conveyed in a format that is in keeping with the MasterSpec divisions, and also shall convey the overall construction cost for the entire project.

BLA SPRING – SEMESTER 8

LAND 4900 Landscape Architecture Design Studio VIII (Capstone Studio) **(4 credits; 400 min.)**

A comprehensive design or research project in which the student is able to demonstrate the proficiency acquired in the professional program of study.

1. **Learning Outcome** - Independent research skills, data collection, creative conceptual discovery, appropriate design solutions, and supporting construction and grading documents utilizing standard professional conventions typical of the design process.
Measurement - via the production of written statements, data collection, verbal presentations, and various drawings for in-class and long-term project completion
2. **Learning Outcome** - A series of soft professional skills such as organization, time management, prioritization and leadership
Measurement - through the timely completion of various standard procedures typical to the design process in Landscape Architecture
3. **Learning Outcome** - The ability to apply skills and knowledge, current technologies and communication skills developed through their educational career toward the development of a successful design project similar to the process in professional offices
Measurement - through sequential and systematic project development

IV.A. Exit Survey

Graduate Student Exit Questionnaire

Graduate_Progra	donnag@uga.edu	Name_Submissio	donnag@uga.edu	Yes	Mine
http://www.ced.					

Graduate Program Exit Questionnaire

Dear graduate:
Congratulations on receiving your graduate degree from the College of Environment and Design at the University of Georgia! We hope your graduate experience at UGA was a rewarding one. To help us serve those who will follow you, we are asking that you complete the following brief survey. *All information will be kept confidential.*

PERSONAL INFORMATION:

First Name:	<input type="text"/>		
Middle Name:	<input type="text"/>		
Maiden:	<input type="text"/>		
Last Name:	<input type="text"/>		
Address:	<input type="text"/>		
Home Phone:	<input type="text"/>		
Email Address:	<input type="text"/>		
Marital Status:	<input type="text"/>		
Spouse's Name:	<input type="text"/>		
Children: Names	Gender	Age	
	<input type="text"/>	<input type="text"/>	
	<input type="text"/>	<input type="text"/>	
	<input type="text"/>	<input type="text"/>	
	<input type="text"/>	<input type="text"/>	
	<input type="text"/>	<input type="text"/>	

ACADEMIC INFORMATION:

Degree:	<input type="radio"/> MLA	<input type="radio"/> MHP	<input type="radio"/> MHP CERTIFICATE
Thesis Topic:	<input type="text"/>		

Thesis Title:

Major Professor:

ABOUT THE DEGREE PROGRAM:

Rank value of courses you took to satisfy degree requirement

Required courses in degree major:

Most useful required courses in major:

Other courses in degree major:

Most useful degree courses:

Required courses from other departments:

Most useful required courses from other departments:

Other courses from other departments:

Most useful courses from other departments:

What recommendations can you give for improving the degree program in the following areas?

Coursework	<input type="text"/>
Practical Experience	<input type="text"/>
Research Facilities	<input type="text"/>
Faculty Involvement	<input type="text"/>
Quality of Instruction	<input type="text"/>
Thesis Process	<input type="text"/>
Physical Plant	<input type="text"/>
Job Placement Assistance	<input type="text"/>

Field Trips	<input type="text"/>
Technology (IT) Services	<input type="text"/>
Lectures by Visiting Professionals	<input type="text"/>

Name two of the most valuable learning experiences you have taken (or expect to take) from the program into your professional career.

PROFESSIONAL INFORMATION:

Current Employer:	<input type="text"/>
Address:	<input type="text"/>
Job Title:	<input type="text"/>
E-mail:	<input type="text"/>
Phone #(s):	<input type="text"/>
Fax:	<input type="text"/>
Duties:	<input type="text"/>
Current Research Interests:	<input type="text"/>

What kind of information would you like to see appear in the College newsletter?

Please fill in all categories listed below that might interest you:

- Honors/awards bestowed upon current faculty & students
- Periodic updates on CED research projects
- Notes about alumni professional achievements
- Personal alumni briefs (changes in jobs, marital status, etc.)
- Calendar of College-sponsored events
- Calendar of outside conferences of interest to historic preservationists & environmental designers
- College administrative and faculty changes
- College equipment and building expansion
- Viewpoint: editorials by faculty, students, alumni
- Announcements of new College grants
- Recent publications by current faculty & students
- Recent publications by alumni
- More photographs
- Cartoons, trivia, puzzles, etc.
- Other information you would like to see (please list below):

Indicate here if you would like to be on the alumni e-mail list:


Send

Reset

BLA Recent Graduate Survey

STUDENT ID & PROGRAM CLASSIFICATION

Q1



**College of
Environment + Design**
UNIVERSITY OF GEORGIA

Bachelor of Landscape Architecture Recent Graduate Survey

Q2

We appreciate your complete and honest responses to the following 22 topical questions. Comment fields are included, and we hope you will provide specific information and recommendations to us about these topics. No personal information will be associated, captured, or reported. The survey is anonymous by design with the intent that we may gain valuable information about how to improve the BLA at UGA. After completing the survey, if you would like to discuss any of these topics further, please contact the BLA Coordinator (Ron Sawhill) directly. He will be pleased to speak with you about the BLA and how to make it the #1 program in the nation.

Thank you!

Q3 *

Overall, the college's faculty were accessible to me.

STRONGLY AGREE

AGREE

NEITHER AGREE NOR DISAGREE

DISAGREE

STRONGLY DISAGREE

Q4

□ *

COMMENTS:

Q5

*

Overall, the College's faculty were knowledgeable about their subject areas.

- STRONGLY AGREE
- ~~AGREE~~
- NEITHER AGREE OR DISAGREE
- ~~DISAGREE~~
- STRONGLY DISAGREE

Q6

□ *

COMMENTS:

Q7

*

Overall, the College's faculty and assigned workload for the BLA program were demanding and rigorous.

- STRONGLY AGREE
- ~~AGREE~~
- NEITHER AGREE OR DISAGREE
- ~~DISAGREE~~
- STRONGLY DISAGREE

Q8

□ *

COMMENTS:

Q9

*

Overall, the BLA improved my appreciation for, and understanding of, natural systems and the environment.

- STRONGLY AGREE
- ~~AGREE~~
- NEITHER AGREE OR DISAGREE
- ~~DISAGREE~~
- STRONGLY DISAGREE

Q10

□ *

COMMENTS:

Q11

*

Overall, the BLA instilled in me a sense of stewardship of the land and landscapes.

- STRONGLY AGREE
- ~~AGREE~~
- NEITHER AGREE OR DISAGREE
- ~~DISAGREE~~
- STRONGLY DISAGREE

Q12

□ *

COMMENTS:

Q13

*

Overall, the BLA improved my understanding of aesthetics, design, and planning processes.

- STRONGLY AGREE
- ~~AGREE~~
- NEITHER AGREE OR DISAGREE
- ~~DISAGREE~~
- STRONGLY DISAGREE

Q14

□ *

COMMENTS:

Q15

*

Overall, the BLA provided me with an ~~adequat~~ background in critical thinking skills, materials knowledge, technology proficiency, graphic representation, engineering, and construction.

- STRONGLY AGREE
- ~~AGREE~~
- NEITHER AGREE OR DISAGREE
- ~~DISAGREE~~
- STRONGLY DISAGREE

Q16

*

COMMENTS:

Q17

*

Overall, the BLA provided me with the necessary skills to work in a professional office including time management, professionalism, and high standards of work.

- STRONGLY AGREE
- ~~AGREE~~
- NEITHER AGREE OR DISAGREE
- ~~DISAGREE~~
- STRONGLY DISAGREE

Q18

*

COMMENTS:

Q19

*

What would you characterize as **assets** of the BLA program? *(Please do not refer to specific courses here, as those questions follow).*

Q20

*

What would you characterize as **deficiencies** of the BLA program? *(Please do not refer to specific courses here, as those questions follow).*

Q21

*

Which courses do you believe were the **most beneficial** BLA courses, and why?

Q22

*

Which courses do you believe were the **least beneficial** BLA courses, and why?

Q23

*

Were any courses/topics redundant or repetitive? Please provide details and course names/numbers.

Q24

*

What topics or skills do you believe further training would have helped better prepare you for your current professional work?

Q25

*

Why did you choose the BLA major?

Q26

*

Looking back on your time in the BLA, is there anything you wish you could have done differently? (*course sequencing, special programs, internship, etc., etc.*)

Q27

*

What is your current professional status?

- Pursuing an advanced degree
- Employed in private practice
- Employed in government practice
- Employed in design/build
- Employed in another field outside landscape architecture
- Other, Please Specify

Q28

□ *

▼ [Display this question](#)

What is your current professional status? Other, Please Specify Is Selected

Other: Please specify:

Q29

*

What was your GPA at graduation?

- 4.0 - 3.5
- 3.49 - 3.0
- 2.99-2.5
- <2.5

Q30

*

How many majors did you have during your college career?

- 1
- 2
- 3
- 4+

Q31

*

Did you obtain any scholarships while in the BLA program (CED or external)?

- YES
- NO

Q32

*

Did you receive financial aid while in the BLA program?

- YES
- NO

Q33 ★

Were you employed while in the BLA program?

YES, FULL-TIME

YES, PART-TIME

NO

[Import from library](#) [+ Add new question](#)

[Add Block](#)

REVIEW AND DOWNLOAD NOTICE

Q34 □

PLEASE REVIEW YOUR ENTRIES AND REVISE IF NEEDED BY USING THE BACK BUTTON NOW

Once you are satisfied with your entries please click NEXT to record and submit your responses.

[Import from library](#) [+ Add new question](#)

[Add Block](#)

End of Survey

Thank you for your time and input!

Good luck in your future endeavors, and be sure to stay in touch with us. We look forward to seeing you when you get to visit campus.

Sets an expectation of high quality work	5	4	3	2	1
Provides materials and references for further exploration	5	4	3	2	1
Requires a rigorous workload	5	4	3	2	1

Additional comments on the **Instructor's teaching:**

III. THE COURSE:

	(Very much.....Not at all)				
Assignments and activities are useful for helping me learn.	5	4	3	2	1
On average, how many hours per week do you devote to this course outside of class?					
	0-1 hours	2-3 hours	4-5 hours	6-7 hours	8 hours or more
Is this course required for your degree?	required			not required	
This course is placed in the appropriate sequence of the curriculum.	Yes			No	
How much do you feel that you learned in the course?	5	4	3	2	1

Additional comments on the **Course:**

IV. THE FACILITIES:

1. Please comment on the College facilities including classrooms, computer labs, plotters, etc.

STUDENT EVALUATION FORM FOR STUDIO COURSES

I. THE STUDENT:

1. Identify your year level in the appropriate program.
(recorded for administrative purposes only)

Graduate	1st	2nd	3rd		
OR					
Undergraduate	1st	2nd	3rd	4th	5th

2. Circle your estimated grade in class to date. A B C D F not informed

3. Have you fulfilled your responsibilities in coming to class on-time and prepared?
Yes
No

II. THE PROFESSOR:

Subject Matter

(Very much.....Not at all)

Is organized and prepared	5	4	3	2	1
Demonstrates knowledge, skill and proficiency	5	4	3	2	1
Is able to effectively present and explain material	5	4	3	2	1

Communication

States course objectives and communicates the relevance	5	4	3	2	1
Addresses questions and facilitates discussion	5	4	3	2	1
Is available to assist me on assignments	5	4	3	2	1

Evaluation of Student Work

Sets performance expectations appropriate to course objectives	5	4	3	2	1
Gives helpful critiques and other personalized feedback	5	4	3	2	1
Returns graded work within a reasonable time frame	5	4	3	2	1

Intellectual Challenge

Challenges me to think and learn	5	4	3	2	1
Sets an expectation of high quality work	5	4	3	2	1
Prepares me for more complex problems in the future	5	4	3	2	1

Requires a rigorous workload	5	4	3	2	1
------------------------------	---	---	---	---	---

Additional comments on the **Instructor's teaching:**

III. THE COURSE:

			(Very much.....Not at all)		
Assignments and activities are useful for helping me learn.	5	4	3	2	1

On average, how many hours per week do you devote to this course outside of class?

0-1 hours	2-3 hours	4-5 hours	6-7 hours	8 hours or more
-----------	-----------	-----------	-----------	-----------------

Is this course required for your degree?	required	not required
--	----------	--------------

This course is placed in the appropriate sequence of the curriculum.	Yes	No
--	-----	----

How much do you feel that you learned in the course?	5	4	3	2	1
--	---	---	---	---	---

Additional comments on the **Course:**

IV. THE FACILITIES:

1. Please comment on the College facilities including classrooms, computer labs, plotters, etc.

VI.A. Service Learning Project Briefs



Photo Credit: Eric MacDonald



TANYARD CREEK CHEW CREW ATHENS, GA

DATES: SPRING 2012 - PRESENT

The Tanyard Creek Chew Crew is a student-led effort to test the potential of prescribed goat grazing as a sustainable alternative to conventional methods of invasive plant management, and to advance the University of Georgia's goal of creating a sustainable learning environment.



Photo Credit: David Bristow



Photo Credit: Zach Richardson

Beginning in Spring 2012, the project improved the ecological function and aesthetic quality of a section of Tanyard Creek, a degraded urban stream corridor within the university campus. The Chew Crew also generated public interest in stream restoration, promoted scholarly interest in the value of ruminants as agents for invasive plant removal, and engaged the university community in the process of improving the stream's condition. In developing and implementing the project, students demonstrated commitment to core values and principles of landscape architecture, such as the stewardship of ecological resources, celebration of local nature and culture, and the creation of landscapes that inspire learning, community, and pride of place.

While students in the College of Environment and Design provided essential vision and leadership for the project, the Tanyard Creek Chew Crew also benefitted from the contributions of students in other disciplines. Because many of the project's goals centered on raising public awareness about the possible future restoration of urban streams, students in fields such as English, journalism, and photography played key roles in its success.

THIS OUTREACH PROJECT WAS CONDUCTED BY

students and faculty of the University of Georgia College of Environment + Design,
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PARTNERS: UGA OFFICE OF SUSTAINABILITY + UGA FACILITIES MANAGEMENT



TANYARD CREEK CHEW CREW ATHENS, GA



Photo Credit: Jordan Tibbs

Local children enjoy goat-themed crafts at KidFest



Photo Credit: Eric MacDonald

Earth Day awareness event at the Tate Student Center.



Photo Credit: Dana DeCroncy

The Goat Shed, constructed from recycled and salvaged materials.

The concept for the Tanyard Creek Chew Crew emerged from the “extra-curricular” goat grazing experiments of Zach Richardson, a student in the university’s Bachelor Landscape Architecture program.

Tanyard Creek is a small stream that flows through densely developed neighborhoods and the university campus. In many locations, the stream is piped beneath buildings and expanses of asphalt. Elsewhere, it is hidden from view by an impenetrable mass of exotic invasive plants. Consequently, few people considered the creek to be a community asset. Seeking to transform this situation, Richardson proposed that the university initiate a targeted grazing pilot-project that

would use goats to manage invasive plant species, raise awareness about the value of urban streams, and engage the university community in ecological restoration.

With financial support from the Office of Sustainability’s student grants program, Richardson assembled a team of faculty members, students, professionals, and community members to design and implement the project. This work entailed securing the involvement of university architects, landscape architects, plan-

ners, and grounds maintenance staff; collaborating with lawyers in the university’s Office of Legal Affairs to ensure that the project occurred within proper legal parameters; and cooperating with university faculty in fields such as ecology, agricultural and biological engineering, and veterinary science to ensure that the project would not impair water quality, or jeopardize the health of the goat herd. A local goat farmer also provided essential guidance. Throughout the project, Richardson served as the project leader.



UPDATES ARE AVAILABLE HERE: www.facebook.com/tanyardcreekchewcrew
MORE INFORMATION: Jennifer Lewis, Public Service Projects Coordinator, jmlewis@uga.edu, 706-369-5885.
PARTNERS: UGA OFFICE OF SUSTAINABILITY + UGA FACILITIES MANAGEMENT



CREATIVE ENTERPRISES, Inc. Lawrenceville, GA

DATES: 2011 - PRESENT

Creative Enterprises, Inc. is a non-profit that focuses on employment assistance for people with disabilities.



The organization also provides a number of services to its clients, including classes in basic skills like money management and cooking. Job training opportunities are also onsite, including a thrift store, animal shelter, greenhouse, and workshop. These activities were housed in a number of disconnected buildings.

The organization contacted CED looking for design help for its growing facility, which includes several adjacent buildings and properties. Assistant Professor Katherine Melcher took the project on in her “Community and Place” graduate studio, providing a master plan to Creative Enterprises in 2011, and following up with ideas for site improvements in 2013.

Before developing their design recommendations, Melcher's students met with Creative Enterprise's clients to learn about their unique needs and perspective. The clients that Creative Enterprises serves represent a range of abilities, as well as mobilities. Accommodating this spectrum of users is a difficult design challenge. To gain a better understanding of the clients' needs, pairs — comprised of one graduate student and one client — toured the State Botanical Gardens of Georgia, providing a chance for one on one interaction. The class also conducted a design workshop with the organization's clients and staff between designer and client. These experiences gave the students personal insights into the unique needs of those who would use and inhabit the spaces students designed.

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PARTNER: CREATIVE ENTERPRISES, INC.



CREATIVE ENTERPRISES, Inc. Lawrenceville, GA

Creative Enterprises Inc.

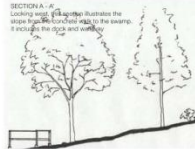
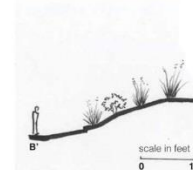
EROSION CONTROL + CONNECTING WALKWAYS

Mitigate bank erosion through concrete pavers, coir matting, and plant material. Increase accessibility in swamp area by constructing a raised deck walkway.

ESTIMATE OF PROJECT COSTS: Not available.
(materials only, labor and tools not included)

LEVEL OF EXPERTISE: Professional

SECTION B - B'
Looking west, this section illustrates the slope above the parking lot. Note the plantings placed at the top of the hill and spaced along the slope.



SECTION C - C'
This section illustrates the slope from the greenhouse to the dock. It cuts the walkway to show its slope.



In addition to the interactions and interviews with Creative Enterprises' clients and staff, the students studied the design of number of similar facilities, and researched healing gardens and accessibility standards to determine appropriate design strategies for disabled users. The final master plan incorporated this knowledge and addressed a number of onsite issues, including circulation between buildings, lack of outdoor activity

space, and quality of the outdoor environment. The 2013 studio proposed several site amenities to flesh out this master plan, with a focus on creating simple and legible concepts that could be easily built by volunteers or staff members using readily available materials. These recommendations included raised planters and garden structures, seating and exercise spaces, and environmentally friendly site features to address stormwater and erosion onsite.

SHADE AND SEATING STRUCTURES

The project team used 3D models to provide a visual representation of the proposed shade and seating structures. The models show the structures in context with the site and the surrounding buildings.

ESTIMATE OF PROJECT COSTS: Project \$15,000
Materials \$10,000
Labor \$5,000

LEVEL OF EXPERTISE: Intermediate - Professional



THRIFT STORE GARDEN AND RAIN CATCHMENT

Proposed garden and rain catchment system provide both usability and convenience for the program. The system includes raised garden beds, rain catchment, and a water storage tank.

ESTIMATE OF PROJECT COSTS: Project \$10,000
Materials \$7,000
Labor \$3,000

LEVEL OF EXPERTISE: Intermediate - Professional



CEI PROJECT SUMMARIES

PROJECT PHASING:
PHASE 01: DEMOLITION, GRADING & PAVING
PHASE 02: FOUNDATION & CONCRETE
PHASE 03: ROOFING, BRICK & GLASS EXTERIOR
PHASE 04: INTERIOR FINISHES
PHASE 05: MECHANICAL & ELECTRICAL

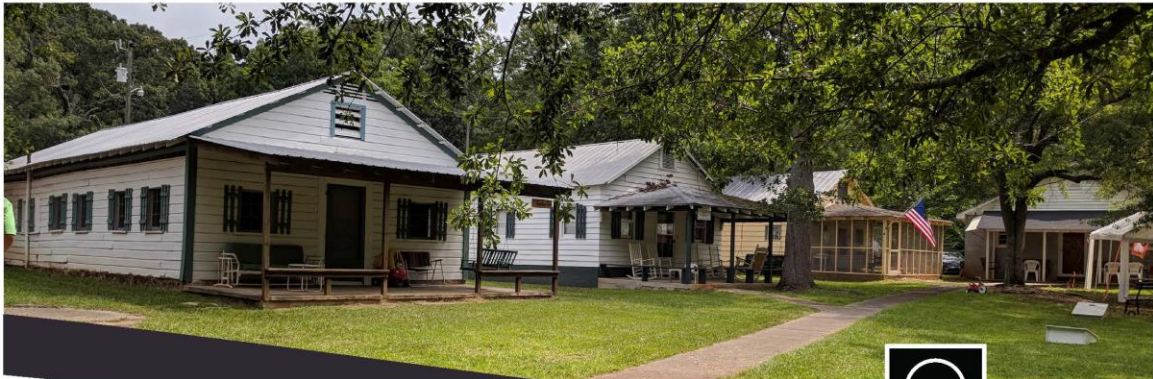


Since the project began, a number of improvements have been built by students, volunteers, and the organization. A new sidewalk now connects two of the buildings, passing by a recently constructed amphitheatre in a small valley recently cleared of invasives. New benches line the walkway. Other improvements to the site include a bocce ball court, and an attractive trellis made of reclaimed materials that screens a service area. Behind one of the buildings, an outdoor art wall has been created, showcasing the work of the program's clients.



UPDATES ARE AVAILABLE HERE: <http://tinyurl.com/CEDOutreach>
MORE INFORMATION: Jennifer Lewis, Public Service Projects Coordinator, jmlewis@uga.edu, 706-369-5885.

PARTNER: CREATIVE ENTERPRISES, INC.



GEORGIA

As a significant cultural site interested in sustainable growth, Salem Camp Ground benefited from a two-phase approach, including research and documentation of the cultural landscape's developmental history, and appropriate design concepts for its physical expansion.

Salem Camp Ground

Cultural Landscape Documentation & Charrette

DATES: MARCH 29-31, 2019

Established in 1828, Salem Camp Ground may be the oldest continuously operating religious camp meeting ground in the United States. The 63-acre site in Newton County, Georgia, consists of a central open-air tabernacle surrounded by a tight semi-circle of early-to-mid-19th century family cabins known as "tents." There is also a c. 1940 wood-frame hotel with 28 rooms, lobby and dining room. The camp ground was added to the National Register of Historic Places in 1998, and the tabernacle is documented in the Historic American Building Survey in the Library of Congress.

Salem Camp Ground's Board of Directors approached the College of Environment and Design (CED) seeking solutions to sustain spiritual and financial support of the property by expanding the number of families that can camp during the annual camp meeting, and providing rental opportunities for groups seeking options for reunions and retreats. Their



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**PARTNERS: BOARD OF DIRECTORS - SALEM CAMP GROUND, CULTURAL LANDSCAPE LAB,
 CENTER FOR COMMUNITY DESIGN AND PRESERVATION**

Salem Camp Ground

Cultural Landscape Documentation & Charrette



College of
Environment + Design
UNIVERSITY OF GEORGIA

challenge is adding additional family cabins in a manner that reflects rather than detracts from the historic nature of the site, and adheres to building code requirements.

As a significant cultural site interested in sustainable growth, Salem Camp Ground benefitted from a two-phase approach, including research and documentation of the cultural landscape's developmental history, and appropriate design concepts for its physical expansion.

In 2018 Fall semester, CED students in professor Cari Goetcheus' Cultural Landscape Documentation Course (HIPR 4330S/6330S) undertook historic research, documenting existing conditions, identified character-defining features, and crafted design guidelines for buildings and landscapes. Six master plan design scenarios were presented to the Board of Directors that varied in the intensity of development. These scenarios ranged from maximizing the development area, to conservatively adding additional tents, to protecting the woodlands from any new development.

Building upon the research of the Cultural Landscape Documentation class, CED Outreach Director Jennifer Lewis led a design charrette to synthesize the board members' feedback from the six design scenarios into one master plan for future development. The final plan includes infill designs for new family tents that respect the historic nature of the site. Unique yurt and RV lodging for visitors seeking group accommodation, a rehabilitation of the historic spring, and an interpretive trail that builds upon theologically-rooted environmentalism.

As the world around Salem Camp Ground develops, its members have been forced to exist between the tension of progression at the risk of losing their culture, and being lost amongst the outward sprawl of Atlanta and development if they don't change with the times. The history of this place and its surrounding area lays the foundation for how the land was, is, and could be used.



Charrette Team



Students in Goetcheus' class used Microsoft HoloLens™ goggles and software to digitally visualize forms and space.



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GEORGIA

CED has joined a UGA research team to add expertise in land design and construction, walkability, and community engagement in order to help five Georgia counties experiencing high rates of obesity.

Improving Rural Health Through Design Athens, GA

DATES: 2019- ONGOING

Researchers have identified significant linkages between public health and the design of the built environment, including impacts on physical activity, walkability, social and mental health. With the 20th highest adult and the 18th highest child obesity rates in the nation, rural Georgia needs design interventions that are sustainable, community supported and cost-effective. While better health outcomes through design is frequently touted for urban areas, research neglects design and planning for rural communities.

The UGA College of Environment and Design (CED) has been a leader in improving quality of life issues for rural communities statewide for over 50 years. Therefore, CED was well poised to join a community-engaged research team led by University of Georgia colleagues at the College of Public Health, the College of Agriculture and Environmental Science, and Cooperative Extension in an initiative called Healthier Together.

The Healthier Together program is established in five rural Georgia counties that experience high rates of obesity. CED colleagues Donnie Longenecker, David Spooner, and Jennifer Lewis joined the research team project in 2019 to add expertise in land design and construction, walkability, and community engagement. Longenecker's senior service-learning landscape architecture studio (LAND 4050) is a key player in researching and developing conceptual design solutions for expressed community needs. For the counties in the Healthier Together program, this includes increasing access to healthy foods through community gardens at key locations and increasing opportunities for exercise through sidewalk connections and multimodal paths to daily destinations.



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Improving Rural Health Through Design



Hannah Southall, a Program Coordinator for the College of Public Health, notes that “systemic change has been a big focus of our project. The Healthier Together Project is moving away from educational programming and towards modifying the built environment to improve community health and wellbeing.”

In Professor Longnecker’s Fall 2019 studio, students analyzed the county using GIS software to create an extensive site analysis. After meeting with stakeholders in the cities of Crawfordville and Sharon, students were able to focus on the key areas for improvements within the community. After visiting the community’s assets the students were able to develop a visioning document that activates healthy design solutions. The illustrated concepts were well received by the citizens, and several ideas, including a recreational walking trail, have been adopted into the county’s Comprehensive Plan.

The following semester, Professor Longnecker’s same students applied their design process towards increasing access to healthy food and physical activity within Dooly County. With five municipalities to address – Vienna, Unadilla, Dooling, Pinehurst and Lily – the landscape architecture students focused on conducting walk audits, led by Cooperative Extension Specialist Grace Holmes. A historic campground served as home base during the 2-day visit to Dooly County, a visit that turned out to be the last in-person engagement work the studio was able to conduct, as the Covid-19 Pandemic became reality 2 weeks later and work was put on hold for the Summer.

This past Fall, a new cohort of landscape architecture students picked up the analysis and used virtual reconnaissance to design roadway improvements using Complete Streets principles. A “complete street” is a street that provides safe, convenient, and comfortable travel for users of all ages and abilities, regardless of their mode of transportation. This means roads designed for cars but also for folks riding bikes, walking, pushing a stroller or using a wheelchair. By applying the principles of Complete Streets to Dooly County, students provided options to make walking and biking safe and enjoyable in the community.

This spring, Professor Longnecker’s studio has begun working in Fort Gaines in Clay County. Last week, Healthier Together Extension representatives and CED students held a virtual meeting with Clay County community members to gain insights into changes they would like to see in Fort Gaines related to healthier lifestyles. Based on citizen input and virtual site analysis, the students will focus on community park improvements as well as bike and pedestrian connections to frequented destinations such as the historic Frontier Village, Lake Eufaula, local schools, public housing, and the Dollar General.

The collaboration between the Healthier Together Program partners and the College of Environment and Design provides a unique opportunity for students to gain real-world experience engaging with clients, designing for a community, and gaining feedback through in-person site visits and now, virtual platforms.



CED students visited Dooly County High School to talk with local students about improvements they would like to see in their community.

The Healthier Together Project is moving away from educational programming and towards modifying the built environment to improve community health and wellbeing .”

- Hannah Southall



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GEORGIA

The trip encouraged students to reflect on their place in the environment by exploring outside on the walking tour and thinking critically about places they “live in”.

- Teacher, Clarke County School District

EXPERIENCE UGA FIELD TRIPS

DATES: 2018 - ONGOING

The College of Environment and Design (CED) hosts field trips for local tenth-graders to showcase landscape architecture and environmental design through the “Experience UGA” program - a partnership between the Clarke County School District (CCSD) and the UGA Office of Service Learning which aims to bring every PreK-12 student to UGA's campus every year for a curricular-based field trip. Our trips are championed by the Georgia Student Landscape Architecture Association (GSLA), the CED Public Service and Outreach office and the BLA program.

A core tenant of design-thinking was used to develop the field trips: first, empathize with the user. In other words, think like a tenth grader! They are most interested in being with friends and being outside; they enjoy a little competition; have a new sense of independence in driving; and would like to hear from college students, not grown-ups. They appreciate learning how an interest in art and creative expression could be a career.



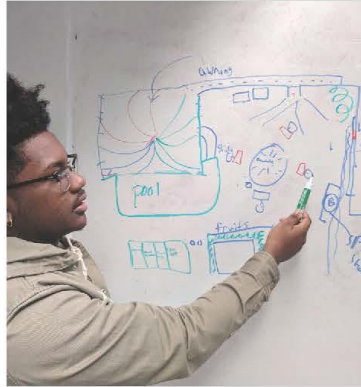
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**PARTNERS: UGA OFFICE OF SERVICE-LEARNING, CLARKE COUNTY SCHOOL DISTRICT,
 CEDAR SHOALS HIGH SCHOOL. CLARKE CENTRAL HIGH SCHOOL**

EXPERIENCE UGA FIELD TRIPS



Tenth graders from Cedar Shoals High School participate in a team design challenge to build the tallest balloon structure.



High school students use the hand graphics techniques learned from CED students to redesign a courtyard at their high school.



CED students give a tour of north campus, including the Founders Memorial Garden, to showcase campus design and plant communities.

Using these guiding principles, three modules were developed that highlighted the best aspects of landscape architecture studies – studio life and creative problem-solving in a team, hand graphics and improving outdoor spaces, and plant communities and campus design.

The high schoolers also toured the Jackson Street Building studios and saw projects in progress, learned about the LEED features of the building, and participated in a team challenge to build the tallest, free-standing balloon tower!

In the fourth floor study room of the Main Library, they used the

whiteboard-lined walls to practice creating plan view hand graphics and redesigned a neglected part of their high school's campus.

CED students led walking tours and participated in skits on UGA's north campus to teach fun facts about plant species, campus quad design, architectural history and UGA campus traditions.

Teachers said that their students enjoyed “the hands-on activities, the casual and relaxed space they got to eat lunch in [JSB crit room], being together with their friends, the expertise and engaging-ness of the CED student hosts, and the

exposure to a field that combines so many elements of creativity and art with science and environmental considerations.” Another said, “I enjoyed watching my students work together to create the balloon structure [and] see students get along with students who they normally don't talk with at school.”

The CED field trips are successful because they showcase a field of study that many people are not exposed to. Student-led, interactive and outdoors; the visit lets high schoolers participate in their friend groups while making connections to their tenth-grade “My Place In The World” curriculum.

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CEDAR SHOALS HIGH SCHOOL. CLARKE CENTRAL HIGH SCHOOL**



GEORGIA

“This project was enlightening and inspirational to see the positive and life-changing impact that I can make through the field of landscape architecture.”

— Diamond Owens, Capstone Studio Student

HOMERVILLAGE COMMUNITY HOMERVILLE, GA

DATES: SUMMER 2021

The College of Environment and Design’s Capstone Studio serves as a culmination of studies for Bachelor of Landscape architecture students. For the Summer 2021 course, Professor Donnie Longenecker partnered his students with Angela Ammons, current Chief Executive Officer of Clinch Memorial Hospital, to develop a workforce housing community in Homerville, Georgia, in response to chronic homelessness.

Angela Ammons, who has personally experienced homelessness, visualized a community that would provide “re-starter” housing and access to local economic opportunities for those facing the challenges of being or becoming homeless. The goal of this re-starter community is to establish and sustain a healthy living for community members through housing, community engagement, and employment opportunities, such as with the Clinch Memorial Hospital and local manufacturer, Lee Container.



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CLINCH MEMORIAL HOSPITAL, LEE CONTAINER**

HOMERVILLAGE COMMUNITY HOMERVILLE, GA



Students presenting design ideas to client in Jackson Street Building critique space.



Bird's-eye view of tiny homes surrounding shared community space and amenities.



The pond is a source of recreation for residents to relax and engage with nature.

To approach this project effectively, the students first analyzed a variety of precedent studies with similar conditions and goals of combating homelessness. From this research, students were able to develop a comprehensive design program that would successfully serve the residents of the re-start community, "Homervillage".

After completing a site analysis of the preferred development location, students were able to determine the opportunities and limitations of the site, leading to the most ideal land for development. Each of the 28 Capstone students presented their design concept to Ms. Ammons, leaving her in awe of the many thoughtful ideas for Homervillage.

While Ammons and her team from Clinch Memorial Hospital reviewed the concepts and decided on their preferred design ideas, the students took this time to develop unique logos for the community and construction documents for entryway signage.

The students worked together to generate one final master plan. The final design included 30 tiny homes and shared amenities that would aid the residents of Homervillage. The class capped the presentation with a 3D model – a fully animated, virtual reality fly-through of the entire community! Additionally, the students prepared financial options for Homervillage, informing the client on several grant programs, loans, and other financial opportunities that could help bring this community to fruition.

This Summer Capstone Studio presented students with an issue that is experienced on a larger scale outside of Homerville and Clinch County. Students were able to apply their skills and knowledge of landscape architecture beyond the classroom setting to a real-life project and global issue that could change the lives of many.

Students rigorously researched and analyzed to become more familiar with homelessness and to determine the best approach to help mitigate its effects. As a result, students delivered a thoughtful presentation and plan to the community and learned about various aspects of landscape architecture through service-learning, problem-solving, and teamwork.

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CLINCH MEMORIAL HOSPITAL, LEE CONTAINER**



GEORGIA

Students were challenged to not only think about the elements of design but to also meet the clients specific needs.

CLINKENBEARD HEALING GARDENS Franklin Springs, GA

DATE: 2021

The College of Environment and Design partnered with The Ark Family Preservation Center to create a series of gardens that promote healing for families broken by destructive forces such as drugs and alcohol. The Clinkenbeard Healing Gardens, named after the grandmother of the center's founder, Dr. Oxley, are envisioned to be a space where parents and children can reconnect with each other through play and nature.

Professor Shelley Cannady's "LAND 6020: Site Applications" course was eager to partner on such a meaningful project. The Master of Landscape Architecture course explores the role of the planted garden in both social and environmental contexts. Students were encouraged to develop skills in site analysis, client communication, and design presentation. For many of the students, this was their first opportunity to work with a community client on a project. Students were challenged to not only think about the elements of design but to also meet the client's specific needs.



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**PARTNERS: UNIVERSITY OF GEORGIA COLLEGE OF ENVIRONMENT + DESIGN,
THE ARK FAMILY PRESERVATION CENTER**

CLINKENBEARD HEALING GARDENS

Franklin Springs, GA

Four groups were assembled, and students were given a month to visit the Ark, perform site analysis, build a base map, and use research to inform their final landscape design. The final selected landscape design used motifs from the biblical story of Noah's Ark, a central tenant of The Ark's mission statement. The Clinkenbeard Healing Gardens will surround the newly proposed Ark Facility. The design features loose parts playgrounds, animal sculptures, and places for families to partake in quality time. Taking inspiration from Grandma Clinkenbeard, the garden expresses her quote "Each day, I do what my hand finds to do" by providing interactive vegetable beds, flowers for cutting into bouquets, and the Great Oak where clients can tie ribbon to remember their time at the Ark. These gardens, when completed, will not only provide space for families to overcome adversity, but will also reinforce the idea of a new beginning and hope for the future.

When asked about the experience Ellie Hair, one of the student designers said, "I really enjoyed working on this project because we had to research creative child's play areas as well as therapeutic garden design and incorporate those fundamental findings into the final design. I am proud of the design my team produced because it allows for the growth and development of children and adults alike and provides safe spaces for families to reconnect." When asked, many of the other students said they felt the same way. For them, it was impactful to work with a meaningful organization and to create something that will have a lasting impact on future families.

The design graphics and ideas are currently being used by Dr. Oxley for fundraising and guidance as they move into the next stages of property development. Professor Cannady and her students wish Dr. Oxley and the Ark Family Preservation Center luck as they move onto the next stages of their project.

To learn more about The Ark Family Preservation Center and the Clinkenbeard Healing Gardens visit: <https://thearkfamily.org/capital-campaign-giving/>



Professor Cannady and students performing a site visit and analysis.

"I am proud of the design my team produced because it allows for the growth and development of children and adults alike and provides safe spaces for families to reconnect" – Ellie Hair, Master of

Landscape Architecture Student



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**PARTNERS: UNIVERSITY OF GEORGIA COLLEGE OF ENVIRONMENT + DESIGN,
 THE ARK FAMILY PRESERVATION CENTER**



GEORGIA

Tybee Island is known for its coastal history, tranquil scenery, and remarkable ecology. Located approximately 20 miles east of Savannah, this 3.21 square mile barrier island is a vacation destination facing an uncertain future.

TYBEE ISLAND COASTAL RESILIENCY

DATES: 2014-ONGOING

College of Environment and Design faculty and students are working to increase coastal resiliency on Tybee Island, a barrier island 20 miles east of Savannah. Tybee Island faces an uncertain future as it adapts to climate change, ecological depletion, increased tourism and overdevelopment. With an award-winning Sea Level Rise Adaptation Plan in place – developed by UGA's Marine Extension and Georgia Sea Grant (MAREX), the UGA Carl Vinson Institute of Government and CED – the island's leaders and residents are committed to science- and data-informed growth strategies.

In Fall 2016, Alison Smith's undergraduate Region/Site/Place studio created a general master plan and site-scale design that sought to balance conservation, recreation, and development on Tybee Island. The project was informed by a sea level rise adaptation plan, existing conditions inventory, and GIS analysis. Later on, Doug Pardue's undergraduate Urban Design studio used this analysis to apply a sea



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**PARTNERS: CITY OF TYBEE ISLAND, UGA MARINE EXTENSION AND SEA GRANT, UGA CARL VINSON
INSTITUTE OF GOVERNMENT, BURTON 4-H CENTER**

TYBEE ISLAND COASTAL RESILIENCY



level rise strategy known as “adapt, retreat, protect” across the island region. “Adapted” areas emphasize human intervention to adjust to the changing ecological processes while “retreated” areas call for the reduction of human development at these high risk locations. “Protected” areas require long-term human involvement and regulation to withstand inevitable environmental casualties. This method addresses the shifting terrains caused by sea level rise and storm surge while simultaneously taking into consideration critical infrastructure in anticipation of climate change. The studio focused heavily on the triple bottom line (ecological, economic, and social impact) to inform their designs, as well as potential outcomes if another large-scale hurricane swept across the island.

Professors Rosanna Rivero and Jon Calabria have engaged with Tybee Island through their Public Service and Outreach faculty fellowships. Professor Rivero worked with UGA’s Marine Extension office (MAREX) and the Carl Vinson Institute of Government on the aforementioned Adaptation Plan to develop guidelines and performance measures for community resilience and planning for natural hazards. Students in Professor Calabria’s Ecology class have travelled to the Burton 4-H Center on Tybee Island to learn about coastal ecology from MAREX and help construct a living shoreline. Students worked with several 4-H clubs and others in the community to construct specialized bags with oyster shells for placement on the creek bank behind the center. This method facilitates new oyster growth and likely reduces bacteria that threaten water quality whilst stabilizing the eroding creek bank better than a concrete structure could.

The students are providing an important service to the community and, at the same time, developing an understanding of coastal resiliency tactics and reflecting on their own personal interests in the environment and public policy. In these ways, service-learning intentionally combines service with learning, a combination that is transforming both communities and students.



Landscape Architecture students bag oyster shells for the living shoreline stabilization project at the Burton 4-H center on Tybee.

We hope to provide useful design proposals for an archetypical coastal town that will inform future policy, programming, and site planning.



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PARTNERS: CITY OF TYBEE ISLAND, UGA MARINE EXTENSION AND SEA GRANT, UGA CARL VINSON INSTITUTE OF GOVERNMENT, BURTON 4-H CENTER

VI.B. Alumni Survey

Thank you for taking the time to complete this survey. The reviewer will hold all information that you provide in the strictest confidence. All questions are completely voluntary. The information will be used

to assess program performance and to improve the program for current and future students. Please select the answer that most closely reflects the way that you feel about UGA's MLA Program. You will be provided space to comment more freely after specific questions and at the end of the survey.

PROGRAM SATISFACTION

How satisfied were you with the curriculum and sequencing of courses?

- Very Satisfied
- Somewhat Satisfied
- Somewhat Dissatisfied
- Very Dissatisfied

How satisfied were you with elective course options?

- Very Satisfied
- Somewhat Satisfied
- Somewhat Dissatisfied
- Very Dissatisfied

Briefly explain your answers to the two questions above:

How satisfied are you with the quality of instruction you received in UGA's MLA Program?

- Very Satisfied
- Somewhat Satisfied
- Somewhat Dissatisfied
- Very Dissatisfied

How satisfied were you with the content and availability of computer classes?

- Very Satisfied
- Somewhat Satisfied
- Somewhat Dissatisfied
- Very Dissatisfied

Briefly explain your answer to the question above:

How satisfied were you with the computer resources available to you through UGA's MLA Program?

- Very Satisfied
- Somewhat Satisfied
- Somewhat Dissatisfied
- Very Dissatisfied

How satisfied were you with the facilities available to you through UGA's MLA Program?

- Very Satisfied
- Somewhat Satisfied
- Somewhat Dissatisfied
- Very Dissatisfied

Briefly explain your answers to the two questions above:

How satisfied were you with the performance expectations for students in the program?

- Very Satisfied
- Somewhat Satisfied
- Somewhat Dissatisfied
- Very Dissatisfied

How satisfied were you with your opportunities for discussion of ideas, theories, and concepts?

- Very Satisfied
- Somewhat Satisfied
- Somewhat Dissatisfied
- Very Dissatisfied

How satisfied were you with the level of criticism and other feedback you received?

- Very Satisfied
- Somewhat Satisfied
- Somewhat Dissatisfied
- Very Dissatisfied

Briefly explain your answers to the three questions above:

How satisfied were you with the opportunities to complete projects that were linked to real site applications?

- Very Satisfied
- Somewhat Satisfied
- Somewhat Dissatisfied
- Very Dissatisfied

How satisfied were you with the Thesis Research Methods course in preparing you for the writing of your thesis?

- Very Satisfied
- Somewhat Satisfied
- Somewhat Dissatisfied
- Very Dissatisfied

How satisfied were you with thesis procedure and defense?

- Very Satisfied
- Somewhat Satisfied
- Somewhat Dissatisfied
- Very Dissatisfied

Briefly explain your answers to the two questions above:

How satisfied were you with the caliber of other students in the program?

- Very Satisfied
- Somewhat Satisfied
- Somewhat Dissatisfied
- Very Dissatisfied

How satisfied were you with the opportunities for interdisciplinary relationships across the university?

- Very Satisfied
- Somewhat Satisfied
- Somewhat Dissatisfied
- Very Dissatisfied

Overall, how satisfied were you with your educational experience in the MLA Program?

- Very Satisfied
- Somewhat Satisfied
- Somewhat Dissatisfied
- Very Dissatisfied

Briefly explain your answers to the three questions above:

OPINION

The expertise of instructors addressed a broad cross-section of the profession.

- Agree
- Somewhat Agree
- Somewhat Disagree
- Disagree

Students experienced a broad variety of studio project types.

- Agree
- Somewhat Agree
- Somewhat Disagree
- Disagree

Ideas, theories, and concepts presented in lectures were applied to studio projects.

- Agree
- Somewhat Agree
- Somewhat Disagree
- Disagree

I formed lasting bonds with faculty and other students while enrolled in the MLA program.

- Agree
- Somewhat Agree
- Somewhat Disagree
- Disagree

I would recommend UGA's MLA Program to prospective students.

- Agree
- Somewhat Agree
- Somewhat Disagree
- Disagree

Classroom interaction with other students was valuable in helping me learn to think critically.

- Agree
- Somewhat Agree
- Somewhat Disagree
- Disagree

My assistantship was a worthwhile experience. (Answer only if applicable)

- Agree
- Somewhat Agree
- Somewhat Disagree
- Disagree

The variety of guest lecturers and visiting professionals was valuable to my learning experience.

- Agree
- Somewhat Agree
- Somewhat Disagree
- Disagree

My education in the MLA Program prepared me for the workplace.

- Agree
- Somewhat Agree
- Somewhat Disagree
- Disagree

Briefly explain your answer to the question above:

STRENGTHS & WEAKNESSES

What do you feel were the greatest strengths of the MLA Program?

What do you feel were the greatest weaknesses of the MLA Program?

Please comment further on any issue that you feel is relevant to evaluate the MLA Program. If you are responding to a specific question asked in this survey, please indicate the question to which you are referring.

PERSONAL INFORMATION

Name _____

Degree Sought

- 1st Professional (3 year)
- 2nd Professional (2 year)
- 2nd Professional (1 year)

Term and Year Graduated _____

Are you currently engaged in the practice of Landscape Architecture?

- Yes
- No

Are you a licensed Landscape Architect?

- Yes
- No

If you answered yes to the question above, in which state(s) are you licensed?

Please indicate your present occupation:

- Advanced study and research (please specify area of study or research) _____
- Teaching
- Private practice
- Public practice
- Landscape horticulture/design build
- Volunteer service (please specify) _____
- Other (please specify) _____
- Unknown

If you have received, or are currently working on, any additional advanced degrees since leaving UGA, please fill in the information below.

Type of Degree _____
Institution Attended _____
Year of Graduation _____

Please indicate your gross annual salary range (optional)

- \$30,000 - \$40,000
- \$41,000 - \$50,000
- \$51,000 - \$60,000
- \$61,000 - \$70,000
- \$71,000 - \$80,000
- \$81,000 plus

Please provide the name and address of your current employer

Employer _____
Street _____
City, State Zip _____
Phone _____
Fax _____

Please provide your current email address _____

VI.C. Design Intelligence Rankings

Design Intelligence Rankings:

Academic Year	MLA	BLA
2015-2016	#10	#4
2016-2017	#9	#5
2017-2018	#13	#7
2018-2019	#8	#4
2019-2020	#10	#4
2020-2021	No rankings this year due to Covid-19; DI announced changes to the annual survey	

In the category of "Most Hired From," UGA BLA/MLA was ranked #1 in 2018-2019, the first year of ranking this category. In 2019-2020 UGA ranked #5.

VI.D. Pertinent Websites

College of Environment & Design

<http://www.ced.uga.edu/>

University Libraries

<http://www.libs.uga.edu/>

Graduate School

<http://grad.uga.edu/>

Strategic Planning

http://oap.uga.edu/strategic_planning/

UGA Mission

<http://www.uga.edu/profile/mission/>

Academic Affairs Policy Manual

<http://provost.uga.edu/index.php/policies-procedures/academic/academic-affairs/>

Bursar's Office

<http://www.bursar.uga.edu/>

Office of the Registrar

<http://www.reg.uga.edu/>

Course Bulletin Information

<http://bulletin.uga.edu/CoursesHome.aspx>

Human Resources Office

<http://www.hr.uga.edu/>

UGA Student Handbook

<http://dos.uga.edu/handbook.html>

Information for Faculty & Staff

<http://www.uga.edu/information/faculty-staff/>

Office of International Education

http://international.uga.edu/education_abroad/