

ACADEMIC PROGRAM REVIEW SELF-STUDY REPORT

**Department of Landscape Architecture
College of Build Environments**
University of Washington, Seattle Campus

Official Titles of Degrees Offered:

**Bachelor of Landscape Architecture
Master of Landscape Architecture**

Year of Last Review
AY 2001-02

Jeffrey Hou, PhD, ASLA
Department Chair

March 15, 2012

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PART A. REQUIRED BACKGROUND INFORMATION FOR REVIEW COMMITTEE

Section I: Overview of Organization

1. Mission & Organizational Structure

The Mission of the Department of Landscape Architecture is to offer nationally recognized, professionally accredited undergraduate and graduate degree programs in Landscape Architecture that focus on Urban Ecological Design. We endeavor to train students to become innovative practitioners and leaders in both public service and private practice, and to create positive change in our communities, region, and world. The training that we provide for students builds a design expertise based on both intellectual and experiential understanding of human and natural systems, gained through an iterative and interdisciplinary approach to project-based learning.

The core curricula of our degree programs provide students with strong professional skills in design (based in theory, historical precedent, science, environmental and social context, and creativity), site and landscape planning, construction technologies and processes, and communications (graphic, written, verbal, and digital). The Department proactively engages with other programs within the University, as well as local communities, the larger metropolitan region and the world through research and design. We strive to be increasingly recognized for leadership in innovative teaching, research on emerging social and environmental issues, and community-building service.

Our Vision is to be leaders among the allied design and planning fields to create a future that is sustainable, enhances quality of life, and preserves the environment and ecosystem functions on which we depend. This requires the ability and ambition to re-design our urban environments. Landscape Architecture makes an essential contribution by understanding and addressing the cumulative impacts of people on the landscape and of landscapes on social and natural systems. We aim to address the growing need for landscape architects and the expansion of the profession through enlarging our programs and diversifying our offerings with certificate programs.

To achieve the Vision of the Department, we developed our focus on **Urban Ecological Design**, which integrates site, landscape, and people in a design practice that is functional, artful, and engaging. Urban Ecological Design is an emerging issue locally, nationally, and globally, and while other programs have begun to follow this direction, our articulation of the directions remains distinct from the foci of other Landscape Architecture programs. It fits well with our faculty strengths, as well as the context of our region. It serves what we believe to be the greatest needs within the profession at this time. We have made a long-term commitment to lead an interdisciplinary approach addressing Urban Ecological Design through our research, teaching, and service in four key areas: *ecological infrastructure, culturally-based placemaking, design for ecological literacy, and human and environmental health*. The Department's Strategic Plan provides more detailed descriptions of these focal areas.

Degrees offered – The Department of Landscape Architecture currently offers:

- Accredited **Bachelor of Landscape Architecture** (BLA) degree

- Accredited **Master of Landscape Architecture** (MLA) degree (MLA I: 3-year program for students with non-design background; MLA II: 2-year program for students with BLA, B Arch, or equivalent degrees)
- Minor in Urban Ecological Design (formerly Landscape Studies)

The Department also contributes to the College's PhD program in the Built Environment, the Interdisciplinary PhD Program in Urban Design and Planning, and the College-wide Certificate Programs in Urban Design and Preservation Planning. In addition, the Department has responded to the need within the local and regional community for certificate programs for practicing professionals to maintain cutting-edge skills and for extension programs for continuing education students interested in learning more about Landscape Architecture. A Certificate Program in Therapeutic/Healing Gardens was started in 2006, and a Certificate Program in Urban Green Infrastructure was launched in 2010.

To support interdisciplinary learning, concurrent MLA and Master of Urban Planning degrees are offered in collaboration with the Department of Urban Design Planning, starting in 2010. A proposal for concurrent MLA and Master of Architecture program has only recently been approved by the Graduate School. Currently the department plays a lead role in the development of a proposed Master of Urban Design program at the College level in collaboration with Departments of Architecture and Urban Design and Planning.

Degree enrollment – On average, the BLA and MLA each accepts approximately twelve to fifteen students each year (see Appendix D for detailed figures). For the MLA program in particular, the Graduate Student Statistical Summary from 2001 to 2011 shows enrollment number predominantly between 45 and 50, more female students than male and a steady increase in ethnic minority applications and enrollment in recent years. We are also experiencing an increase in international applications predominantly from Asia. Over the last ten years, admission to the MLA program has become more competitive with % offers of applications decreasing from 40% in 2001-02 to 26 % in 2010-11.

Staffing – The Department offers two professional degree programs of approximately equal size (BLA 45-50 students, MLA 45-50 students). The programs share some studios, construction and lecture courses. All faculty members teach in both programs although the level of participation varies from faculty to faculty and from year to year depending on teaching assignments. As all full time faculty members carry a full teaching load of 5 courses on an annual basis, it is assumed that the percentage of teaching time is equal to the total FTE Faculty. The administrative staff, currently including one program coordinator and one Chair's assistant, also support both programs.

Shared Governance – Shared governance in the department is supported through weekly faculty meetings with participation of all full-time and part-time faculty members along with one or two elected student representatives. Faculty members contribute to departmental governance through serving on various standing committees, including the Curriculum Committee, and other ad-hoc committees that play an important role in examining current practices and formulating new departmental policies and policy changes. Full-time faculty vote on matters of academic policy and curriculum and on faculty appointments and promotions. The two degree programs, BLA and MLA, each has a faculty program coordinator who is in charge of student outreach, admissions, and advising.

Soliciting advice of external constituents – The Department has a Professional Advisory Council (PAC) with approximately 15-17 members from the local professional community. It is a diverse group with some alumni of the Department as well as those who graduated from other programs across the nation. The PAC is an advisory committee that works with the department to provide suggestions to improve the program, assist in fundraising and curriculum development, and strengthen the department's connections to the professional community. The PAC plays an integral role in supporting the department's mission and vision. It was recently reorganized in 2009, resulting in more engaged and active membership. It now has three committees—advocacy and outreach, education and research, and student support. PAC members are playing an increasingly active role in many departmental activities including attending end-of-quarter studio reviews, hosting and participating in the departmental orientation for new students, and supporting the mentorship program. In addition, they are frequently invited to consult on curricular and program development issues. Beyond the PAC, the Department has also found it effective to maintain communications with the professional community through a combination of formal and informal channels. For example, local professionals may sign up online to be part of a volunteer database to serve as student mentors, reviewers, and guest lecturers. Others serve as consultants for particular courses or are involved in research projects with faculty.

2. Budget & Resources

Budget Outline – The Department of Landscape Architecture experienced a significant salary budget increase between the 2005 and 2007 biennia due to the hiring of three tenure-track assistant professors and multiple staff promotions. Until June 2008, the Department witnessed a moderate yet sustained growth in its salary budget due to merit increases for all instructional faculty and staff and promotion and tenure advancement for permanent faculty. Over the last three fiscal years, however, the state salary budget has decreased through multiple budget reductions resulting in the elimination of all state-supported lines for Senior Lecturers, Lecturers, Salaried Teaching Assistants, Hourly student course assistants, a staff Program Assistant, and a reduction in the Chair's Half-line, as well as a freeze on merit-based salary raise. The department experienced a budget reduction in FY10 impacting the 2009-2011 biennium, however, it is not obvious in the figures reflected in this report's Budget Summary Appendix because of the decentralization of benefits, which occurred in October 2010. Department student scholarship endowments have been greatly reduced in the weakened recession of the last four fiscal years. The CBE Dean's Office has provided funds to partially offset the loss and assist the Department's recruitment efforts of graduate students.

Budget Priorities – The recent past and forthcoming budget reductions to the University of Washington have been experienced in every sector. The Department of Landscape Architecture has adopted a fiscally conservative budget framework prioritizing delivery of instruction. While state-lines for Lecturers and Teaching Assistants have been eliminated, the Department maintains those positions through use of tuition returns based on Activity-based Budgeting (ABB), Provost's Relief Funds, and faculty course buyouts for grant research. Permanent reductions in administrative staffing have prompted the development of new office best practices and greater use of technological systems to improve department effectiveness and efficiency. The department has made a number of internal adjustments to adapt to the new system of ABB, which has included an

increase to the number of graduate student enrollments and the addition of a new large lecture-based course for undergraduate pre-majors as well as working to expand current lecture offerings. The Department is also developing a new graduate degree program in collaboration with other CBE departments, which shall offer an additional return of ABB funds in coming years to the College and departments. As the department increases enrollment and evolves its curriculum to respond to ABB and recapture through student tuition a significant loss of state funds, it will support primarily instructional salaries followed by faculty activities leading to tenure and promotion.

Fund-raising/development plan – The Department has been engaged in a continued fundraising effort to provide student scholarships and discretionary funds to support faculty development, which it identified as two top fundraising priorities. Over the past decade, former Chair Iain Robertson lead the establishment of the Richard Haag Scholarship in honor of the department founder and Professor Emeritus Richard Haag. In October 2004, this endowed student support fund was invested at \$50,000 to provide financial support to graduate and undergraduate students in the Department of Landscape Architecture. Under the leadership of former Interim Chair Fritz Wagner, the department started a campaign to raise \$1 million for the department that includes a \$750,000 Endowment for Excellence to support critical faculty research and community-based initiatives and a \$250,000 for student scholarships. Although the goal was not reached during his tenure, the department in collaboration with the College's Advancement Office and PAC continue to work towards increasing our fundraising activities.

With the help of the College's Advancement Office and the PAC, the department is currently recalibrating its fundraising strategy and effort, focusing on rebuilding and expanding the network of alumni, friends and potential donors. In the fall of 2010, the department organized a Gala event to celebrate fifty years of landscape architecture practice and education in the Pacific Northwest on the 50th anniversary of our program. While in 1962 there were a handful of professional landscape architects in the region, today, there are more than one hundred and twenty landscape architecture firms, and the department is enjoying a national reputation for its urban focus and design/build program. Featuring Laurie Olin as the keynote speaker, the event attracted more than four hundred alumni and friends. This past year the landscape architecture program collaborated with the Department of Architecture to raise almost \$20,000 in scholarship funds for students participating in the 2011 Landscape and Architecture in Rome Program. The Professional Advisory Council, with its Connections Committee and Fundraising Committee, has also stepped up its effort to build support from alumni and friends. In fall 2011, it organized an exhibition of professional work from local firms, titled "Out/in/Front." In addition to fundraising, the event provided an opportunity for outreach to the professional and broader community. The exhibition has since been mounted in the AIA Seattle Headquarters and will travel to Washington State University next.

In October 2009, the University and the Class of 1959 agreed to establish The Class of 1959 Endowed Scholarship in Landscape Architecture, and by December 2011 \$100,000 was raised through generous donations by Class of 1959 alumni and friends. The funds will be matched by \$50,000 from the University, as part of an initially allocated matching total of \$75,000. To receive the remaining \$25,000, the department is currently working with PAC to raise an additional \$50,000 in the coming year. Aside from external fundraising, the department has recently been proactive in seeking competitive funds from the University to support existing students and recruit new students. Specifically, the department has received Top Scholars award to recruit top candidates and International Tuition Waivers to support top international students to the program in each of the past three years.

Grant strategies – In recent years, the number of funded research projects and activities in the department has increased significantly along with increased scholarly productivity among the faculty. Currently, significant activities are concentrated in the Green Futures Research and Design Lab (GFL) led by Associate Professor Nancy Rottle with participation of other faculty members and students. Since its founding, GFL has focused on issues of urban green infrastructure, open space strategies, and landscape performance research, generating over \$1 million in grants. Besides activities associated with GFL, our grant strategies are organized mainly around faculty interest and expertise and their professional networks. For example, Associate Professor Lynne Manzo has received several large grants focusing on housing research in collaboration with colleagues in Public Affairs. Assistant Professors Ken Yocom and Ben Spencer received a grant from Roof Consultants Institute Foundation for research on green roof infrastructure. Associate Professor and Chair Jeff Hou has received a grant from Worldwide Universities Network (WUN) to lead an international research group on transcultural placemaking. He and Associate Professor Julie Johnson (together with Laura Lawson, then at the University of Illinois, Urbana Champaign) also received a grant from the Landscape Architecture Foundation for study on community gardens.

Associate Professor Thaisa Way and Margaret O'Mara of History (College of Arts & Sciences) were awarded the 2010-2012 UW Sawyer's Seminars funded by the Andrew Mellon Foundation. This award also reflects the growing collaborations as the research projects and seminars engaged over 60 University-wide faculty, and funding was expanded to include support from the Simpson Center for the Humanities as well as the respective colleges. In addition to funded research, faculty have been successful in obtaining grants for events and exhibitions. For example, Associate Professor Way was awarded a two year exhibit grant from the Graham Foundation for an exhibition of Rich Haag's work as well as funding from the AIA Seattle to support an exhibit on the future of public space in May 2012.

Professional service also constitutes an important part of funded activities in the department. In particular, Associate Professor Iain Robertson has received grants from the Washington State Department of Transport for the study of roadside planting. Professor Daniel Winterbottom has received numerous grants to support the department's renowned Design/Build program. In terms of instruction, a grant from the Hewlett Foundation supported a Global Classrooms program involving collaboration of BLA students with their counterparts in Japan, led by Jeff Hou. The department has benefitted the past four years from grants from the Scan Design Foundation to support an autumn travel study program and a Master Studio that brings professionals of international acclaim into the classroom.

Section II: Teaching & Learning

1. Student Learning Goals and Outcomes

Student learning goals – Students in the BLA and MLA programs are expected to develop competency and knowledge in the following subject areas as required by the Landscape Architecture Accreditation Board (LAAB):

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

As confirmed by the accreditation process, student work demonstrates the competency required for entry-level positions in the profession of landscape architecture. Additionally, they must demonstrate achievement in critical and creative thinking. Their development of the subject content and skills is evidenced in project definition, problem identification, information collection, analysis, synthesis, conceptualization and implementation. Beyond the LAAB requirement, the department further identifies the following Learning goals for its programs:

- An understanding of urban ecological design in the region and its global context
- The ability to test state-of-the-art knowledge through design inquiry
- Creativity, flexibility, and the capacity to navigate through ambiguous and complex situations
- The ability to collaborate in diverse teams.

While both BLA and MLA programs follow the same accreditation requirements, the programs are designed differently. In comparison, the BLA program is more structured and focusing on skill-building appropriate for undergraduate students, while the MLA program provides opportunity for students to develop their own specializations through elective courses and the individual or group capstone projects. For all students, the regular assessment of learning by the LAAB provides a consistent evaluation tool for the curriculum and program.

Evaluation of student learning – Both the BLA and MLA programs are reviewed on a six-year cycle by the Landscape Architectural Accreditation Board to ensure that the programs are fulfilling professional accreditation standards. Faculty prepare an extensive Self-Evaluation Report

that adheres to the LAAB format. Additionally, student work is displayed the accrediting team's visit. The review team reviews the student work and provides recommendations for the program. (Copies of the most recent reviews for each program are available.)

BLA and MLA – We assess student learning by means of our accreditation reviews (every 6 years) and on a more quarterly basis by means of a variety of methods including presentations, critiques, and formal reviews. The success of our students' presentations to public groups or clients attests to their success in acquiring and applying their skills to complex, real-life projects and to their ability to professionally present their design conclusions to client groups and studio instructors. The task of grading students' performance, however, remains with the instructor. Faculty's assessment of the student work is communicated in critiques, group discussions, and individually as well as in written evaluations as appropriate in addition to the traditional evaluations through end of quarter grades. The high GPA of our students attests to their achievements in our curriculum.

The first-year studios focus on learning the design process through a series of exercises and a cumulative design project. Initially reviews of student work are performed in a relatively informal manner by means of small groups and individual desk crits. As students become familiar with a range of methods for site inventory, information collection and documentation, they work in teams on a selected set of issues, thus learning to share information and to communicate ideas across approaches. The process of design conceptualization and implementation are investigated through the means of multiple iterations and approaches, encouraging students to take risks and try new ideas. One-on-one desk crits are again used as well as informal "pin-ups" often with invited third-year MLA students and outside faculty members providing diverse critiques. At the midterm and end of quarter, formal public reviews are scheduled during which professionals and guest faculty are invited to review the student work. In addition, department faculty members attend studio reviews thus they are able to assess each studio and the students in comparison with the rest of the curriculum. At the end of the first year studios, faculty meet individually with each student to review their progress.

BLA – Students in the BLA program develop a range of critical skills and knowledge during the course of the three-year program, from problem identification and definition, through analysis, conceptualization of solutions and implementation of successful design strategies culminating in the design-build studio. The first year, as noted above, focuses on learning basic professional skills of visual communication, design creativity, and building a foundation of basic knowledge areas in the social, cultural, and ecological dimensions of urban design. Advanced studios typically involve a community-based client, who provides an authentic context for the students' formulation and communication of their work. The final, culminating studio in the BLA program is a design-build capstone studio, whereby students undertake the design and construction process, and so realize the outcomes of their design process and decisions. This studio works with a community client, and thus affords a meaningful and lasting application of students' abilities as they graduate.

Because the BLA program is small (approximately 50 students total), the faculty know all students and follow their progress in studios and classes. This facilitates evaluation of progress. Periodically, faculty discuss the progress of students in the program who are encountering problems. We reach consensus on how to respond and pay closer attention to assessing the progress of these students in following quarter studios. Students demonstrate the development of their skills throughout the sequence of design studios, with an opportunity to apply these skills in an office setting as a practicum experience in their final academic year.

MLA – MLA studios and associated lectures and seminars emphasize incorporation of a range of natural and social science research methods to identify and define problems, collect information, and analyze data as integral parts of the design process. The design process is focused on the synthesis of the research process followed by the conceptualization of a response, emphasizing an urban ecological design framework. A variety of studio programs and seminars offer a diversity of approaches available for students to explore within the framework of urban ecological design.

In the three-year program, after the first year studios that are shared with the BLA program, students in advanced MLA studios typically work on projects with identified clients that apply the landscape planning and design skills to real-life projects and follow the steps of problem definition and identification, data collection, analysis, synthesis, conceptualization, and design development to generate design responses. Students are encouraged to develop a theoretical and critical stance to their design practice. Desk crits, small group reviews, and pin-ups are a regular part of the studios. The mid- and final reviews engage professionals whose specialty is often related to the studio content in addition to the client(s) or potential users of the undertaken project. These provide a critical opportunity for students to practice presenting to both professional and client groups as well as receive feedback from individuals invested in the project. The construction studio at the end of the second year enables students to develop a complete construction document set using skills they have acquired in preceding courses. Significantly in the past five years we have increased the number of interdisciplinary advanced studios thus offering a breadth of professional expertise and critique for the students.

Along with successful completion of required design studios, students undertake a capstone project in their final year of the program. This project may be manifested as either an individual thesis working with a committee of faculty members or a group project under the supervision of one faculty member. For individual thesis, students may choose one of four types, and occasionally as a hybrid of: research thesis, design thesis, design critique thesis, and professional project. In each case, students define and frame their topic, undertake appropriate methods in response to their framing of the topic and type of thesis, and synthesize their findings. Each thesis student works with at least two members of the landscape architecture faculty, one of whom may be an adjunct in the department. The students present the development of their thesis projects to the faculty at least twice, in autumn and winter quarters. These presentations offer an opportunity for students to receive feedback as well as for faculty to assess the proposed project and student learning goals. A fall quarter seminar augments the students' engagement with their individual thesis committee members and provides opportunities for faculty to individually assess student learning. Such rigorous engagement and their development of the thesis assist students in assessing their abilities.

Student satisfaction – For both the BLA and MLA programs, quarterly advising meetings between the BLA and MLA Program Coordinators and the respective student groups provide opportunities for feedbacks from students. Furthermore, students are occasionally polled to solicit feedbacks on specific course sequences and experience. At the end of each year, graduating BLA and MLA students are invited to respond to an exit survey of their experience in the program. Additionally, students are invited to meet with the Chair individually to provide verbal feedback. Through the exit interviews, surveys, and informal feedbacks, students have found their overall educational experience to be positive and remain excited about the current direction of the program and its emphasis on design, systems thinking, visual representation, and international learning. They continue to ask for improvements in the planting design sequence, delivery of

instruction on digital design tools, and balance of workload. MLA students in particular have expressed desire for design/build experiences as well as an increase in seminars and overall curricular flexibility.

Standardized course evaluation is also used extensively and consistent in courses. The *Department Five-Year Course Evaluation Summary 2005-2010* produced by the Office of Educational Assessment shows that the adjusted mean rating for all courses and instructors (4.0) is on par with the university (4.1) as a whole and higher than the College (3.9). The figures are the same for the BLA courses and tenure-track and non-tenure-track faculty compared with other upper-division courses and tenure-track and non-tenure-track faculty at the University and in the College. For the MLA program, the adjusted median rating for courses (3.9) is on par with the College (3.9) but slightly lower than the University as a whole (4.1). These numbers have significantly improved since the last ten-year review.

As the size of our program is small and so is the number of its under-presented students, informal feedback is solicited to gauge their satisfaction of the program. Additionally, the department participated in the recent, National Science Foundation-sponsored “Promoting Equity in Engineering Relationships (PEERs)” climate survey, administered to undergraduate students from selected majors at the University of Washington in November 2010. The purpose of this survey was to gather information about undergraduate students’ experiences in selected departments in order to improve retention rates, particularly for under-represented minority (URM) students, students with disabilities, and women. According to the Summary Report prepared for our department, the study finds:¹

The UW Landscape Architecture major student responses indicated that their satisfaction is approximately average compared to other majors for three out of nine subcategories used in the survey. Satisfaction is lower compared to other majors in no subcategory. Satisfaction is higher compared to other majors in the professor subcategory indicating that students have higher satisfaction with their experiences with their professors; in the teaching assistant subcategory, indicating that students have higher satisfaction with their experiences with their TAs; in the resources subcategory, indicating that students have higher satisfaction with class size, study centers, advisors, and job placement services; in the student interaction subcategory, indicating that students have higher satisfaction with experiences with study groups, group projects, and a feeling of community; in the organizations subcategory, indicating that students are more involved with campus organizations; and in the major subcategory, indicating that students are more satisfied with their choice of major.

Findings of student learning assessment – What are the findings of the assessment of student learning in each program of study?

BLA – The vast majority of students in the BLA program successfully complete their degree in a timely manner, prepared to enter the profession and advance the knowledge and skills they have gained through their studies. As noted above, students demonstrate their learning in varied ways, through class papers and projects, as well as studio presentations to landscape architecture professionals as well as to communities where the studio is working. The sequential development

¹ Lorah, Julie and Priti Mody-Pan. 2011. *Promoting Equity in Engineering Relationships (PEERs) Summary Report*. Prepared for UW Landscape Architecture. Center for Workforce Development, University of Washington, Seattle, Washington.

of skills and knowledge in the BLA program culminates in the capstone Design-Build studio, with the design process leading to construction of a tangible place that is used by a community. Completion of the project demonstrates the students' knowledge and skills acquired through the program.

MLA – The vast majority of students graduate in a timely manner and in good standing thus providing clear evidence of having met the learning objectives of the program. Assessments of student abilities are compiled through a variety of methods including presentations, critiques, and formal reviews as well as traditional evaluations and grades and reflect the high standing of the students academically. In the final year of the MLA students present their capstone project to public and professional audiences and the response has been very positive. The increasing success of students' presentations to public groups and clients attests to their achievements of the knowledge and skills to address complex, real-life projects and to their ability to professionally present their design conclusions. This is confirmed by the most recent LAAB accreditation report.

Program improvements – Over the past few years, findings from student learning assessment, accreditation reviews, and exit surveys have resulted in a number of curriculum changes and program improvements.

BLA and MLA – A *Planting Design Module* has been introduced to each of the first-year design studios to better integrate planting design into studio projects and to strengthen the planting design component of the curriculum. To integrate construction into the studio sequence, *L ARCH 433 Large-scale Construction* has been offered as a studio courses that combine design projects with preparation of construction documentation. The studio is being renamed Design Implementation Studio to reflect the content and nature of the course. In response to student feedback, began offering an in-house soil and hydrology course to introduce materials more directly connected to landscape architecture practice. In response to the proliferation of new applications and skill set needed to successfully enter the profession, the digital design sequence was redesigned to introduce 2D CAD earlier and incorporate 3D modeling into the course content.

With support from the Dean's Office, the department faculty have participated in the Built Environment (BE) Lab, a series of interdisciplinary studio and course sequences aimed to promote collaboration among faculty and students in the College. Associate Professor Jeff Hou co-led the inaugural BE Lab focusing disaster recovery in Sichuan, China, with Dan Abramson of Urban Design and Planning. Subsequent Labs have been led by Ken Yocom, Ben Spencer, and Thaisa Way, focusing respective only vertical farming, post-industrial sites, and climate change, in collaboration with faculty in Architecture and Urban Design and Planning. The department has expanded its international programs to include design/build studios abroad, Exploration Seminars in Asia and Peru, and travel studies in Denmark and Sweden funded by the Scan Design Foundation as well as a joint landscape and architecture in Rome program. In addition to these curriculum improvements, the department has also stepped up its effort to offer lectures and events that enrich student learning. These include the Next Eco-City Symposium, Now Urbanism Series, and lectures by visiting professionals, civic leaders, and scholars.

BLA – As a result of student feedback, *L ARCH 412 Advanced Communication* was moved to the first year in the major in order to create a consecutive and more effective graphic/representation sequence. With the introduction of the planting design modules in the first year, students are now required to take *L ARCH 424 Advanced Planting Design* instead of *L ARCH 322 Introduction to Planting Design*, so that students can be exposed to more advanced level of planting design and implementation.

MLA – To encourage flexibility and diversity of specialization, the MLA capstone requirement was revised and refined over the last ten years. First, four options for a MLA thesis were identified and structure to encourage students to pursue different types of projects. These are research, design, case study, and professional report. More recently, to encourage collaboration among students, a group project option was introduced as an alternative to individual thesis. Under the group project option, a team of students can work with a faculty supervisor to undertake a collective project to fulfill the capstone requirement. In response to student requests for more advanced seminars, the first year lecture courses now include a graduate level discussion section that often includes additional readings. Similarly, to enable students to pursue advanced and specialized studies, the department has made an effort to support offering of advanced graduate seminars. Examples include *Politics of Public Space*, *Spatial Justice*, *Next Eco-City*, *Design Activism*, *Designing Asian Cities*, and *Gender in Landscape Architecture*.

Courses and learning goals for undergraduate non-majors – Despite the professional nature of our programs, several of our courses are open to undergraduate non-majors to introduce the broader student body on campus to the field of landscape architecture. These include Designing the Future (L ARCH 212), Site Design and Planning (L ARCH 341), Human Experience of Place (L ARCH 361), Designing Urban Landscapes (L ARCH 362), Ecological Design and Planning (L ARCH 363), Introduction to Planting Design (L ARCH 322), History of Landscape Architecture (L ARCH 352) and History of Modern Landscape Architecture (L ARCH 353) as well as History of Urban Landscapes (L ARCH 452). The learning goals are based on the specific content of the individual courses, and the student achievement in reaching these goals are also based on the structure and format of those courses. In general, these courses are designed to provide a broad, conceptual understanding of the issues and discourses in the field of landscape architecture and design of urban environments.

2. Instructional Effectiveness

Methods for evaluating quality of Instruction – Standardized course evaluation forms are used for all courses. The reports are reviewed regularly by the department Chair, and the results are discussed at annual and biennial review of faculty. However, the faculty previously found the standard University assessment forms limited in addressing aspects of learning particular to design studio education. With the guidance of Associate Professor Lynne Manzo, we developed and implemented an alternative course evaluation sheet for studios. This form (Form K) was adopted by the University's Office of Educational Assessment in 2003 and continues to be used. Furthermore, the faculty has recently provided protocols for peer teaching review to provide constructive feedbacks on quality of instruction.

Specific instructional changes – Specific instructional changes have been made by instructors in response to evaluation of teaching within the department. For example, in direct response to the student evaluations, graduate sections have been added to courses including L ARCH 361 The Human Experience of Place, L ARCH 362/598 Designing Urban Landscapes, and the history courses. Specifically, the graduate section of the history courses by means of a dedicated syllabus and reading list now fully engages a discussion of the historiographical and theoretical frameworks for the knowledge and narratives engaged in the lectures. In addition, weekly response papers facilitate cumulative learning in the graduate students as well as provide a means to improve their writing skills. The graduate students no longer take the midterm or exam but rather

prepare and present research on appropriately focused projects. These changes have resulted in much improved student evaluations and feedback. At the undergraduate level, also in response to feedback, the survey course's midterm and final for undergraduates have been replaced by ten weekly quizzes encouraging students to cumulatively acquire the knowledge of historical narratives. The response has been very positive with many students commenting that they learned the content material more thoroughly than in those courses with midterms and exams. In addition, developed in consultation with Center for Instructional Development and Research (CIDR), the final research paper was replaced with a series of three shorter papers that build on one another over the course of the quarter. The culminating project is a portfolio of the work including the opportunity to revise any of the three papers in response to the feedback given. These modifications in the undergraduate teaching have resulted in more positive student evaluations and a more thorough means of evaluating student learning. In L ARCH 571 Research Seminar, in response to student feedback, Associate Professor Manzo has adopted a project-based approach to ground theoretical discussion in applied contexts. Over the last couple of years, students have taken on post-occupancy evaluation of existing parks in the city.

3. Teaching and Mentoring Outside the Classroom

Faculty involvement in student learning and development outside classroom --Outside the classroom, faculty members are involved in undergraduate and graduate student learning and development through a wide range of activities. These include independent studies, faculty research projects, study abroad programs, advising meetings during faculty office hours, and community engagement projects. In particular, the Green Futures Lab has employed students to work on various funded research, providing learning opportunities for students. Events such as symposia, lectures, and exhibitions provide additional opportunities for student learning and development. These involve students not only as participants in these events but also as research assistants and/or volunteers in preparing and organizing the events. These include the 5th Conference of the Pacific Rim Community Design Network, Now Urbanism Series, Transcultural Cities Symposium, Next Eco-City Symposium, and New Eyes for Old: Retrospective Exhibition of Richard Haag's Work. In addition, faculty also participate in student-initiated activities such as a recent Pecha Kucha event titled Design Activism. Besides these activities at school, department faculty are involved in wide range of community engagement activities in the region and abroad through organizations such as Architects without Border Seattle Chapter and IDEA Space in Seattle's International District. These provide additional opportunities for student learning and development.

Student recruitment – For undergraduate recruitment, the department hosts a number of information meeting throughout the year for current students who are interested in pursuing landscape architecture as a major. The meetings are advertised through various advisors and listservs on campus as well as the department's Website. In addition, the department also participates in outreach events on campus. For graduate recruitment, the department hosts an open house in the fall and another in the spring for the accepted applicants who are interested in finding out more about the program. The spring event is typically arranged to coincide with the Prospective Student Day hosted by GO-MAP, Graduate Opportunities and Minority Achievement Program of the Graduate School. This provides an opportunity for us to reach out to the under-represented groups. In addition, the extensive community engagement projects and studios that faculty undertake, often with marginalized communities as well as K-12 students, enable the

department to reach out to groups that tend to be under-represented. Furthermore, the department has been active in applying for Top Scholars Award and GO-MAP recruitment fellowship to strengthen student recruitment.

Support for student academic progress – The department works with undergraduate and graduate students to ensure steady academic progress and overall success in the program primarily through advising by the BLA and MLA program coordinators. In addition to individual advising, the program coordinators organize quarterly advising meetings for students in the respective programs. Besides the program coordinators, each faculty member also helps monitor student performance through their assigned courses. Issues and observations are shared regularly at the weekly faculty meeting and especially at the end of each quarter. Outstanding issues are typically followed up by program coordinators, and sometimes together with the department chair. Because the intimate size of our programs, support for students from under-represented groups follows the same process for the rest of the student body and is not formalized.

Preparation to assist students in the next phase of their academic or professional lives – As accredited professional programs, the BLA and MLA programs are designed to prepare students to enter the profession at the entry level. The rigorous training and education ensures that students have the skill set as well as the intellectual horizon to practice as professional designers. Students also have opportunities to get internships at private firms and public agencies such as National Park Service and Seattle City Government. The department frequently receives announcement of internship opportunities from local and national firms. Faculty members also often make referrals and recommendations. With help from our PAC, the department has put together a Practicum Factsheet that enables the firms and agencies to familiarize with departmental requirement for internship and practicum. Over the past few years, the student chapter of WASLA (Washington Chapter of American Society of Landscape Architects) has organized a mentorship program that matches each student with a practicing professional in the Seattle area. The program has been successful in strengthening the connection between students and the professional community. The department has assisted the program by helping to reach out to the professional community and by supporting a reception each year.

The department's PAC has played an important role in recent years to connect students to the local professional community and prepare them for opportunities in the profession. Starting in fall of 2009, PAC hosts a reception at a local firm as a part of the orientation welcoming students to the professional community. In fall 2011, in partnership with the department, the PAC organized an exhibition of work from local professional firms, titled "Out/in/Front: Landscape Leading." The event providing opportunities for students to learn about ongoing projects and practices by professional firms in the region. Students also have the opportunity to participate in the annual portfolio workshop organized by PAC members.

Section III: Scholarly Impact

1. Broad Impact of Faculty Research and Creative Work

Faculty research and creative work in the department have enjoyed a strong impact on the scholarship and practice in the profession of landscape architecture as well as design and planning in general. Specifically, faculty members are respected leaders in the field in the areas of urban ecological design, green infrastructure, community design and public engagement, design/build, design activism, children's learning environment, landscape history, and environmental psychology. Their leadership has contributed in the department's reputation and identity in the field and strengthened the department's mission.

The department is widely known in the field for its strength in community design, public engagement, and design/build. In particular, Professor Daniel Winterbottom is widely known as a pioneer in design/build education. Starting with local projects in Seattle, his design/build studio projects now span Latin America and Eastern Europe, working with children of squatter communities and communities impacted by War. He has won numerous awards including the CELA Outstanding Educator's Award in 2007, ASLA Community Service Award in 2009, and most recently the CELA Award for Excellence in Service-Learning Education (2012). Assistant Professor Ben Spencer has similar expertise in design/build and additional experiences in international development through his role as past President of the Seattle Chapter of Architects without Borders. His project in Peru—Escuela Ecologica—is a winner of the 2012 SEED Award, in recognition of the project's social, environmental, and economic contribution to the local community. Associate Professor and Chair Jeff Hou is also a leader in the area of community design and service-learning. He is the recipient of the 2011 CELA Award for Excellence in Service-learning Education. He is active on the boards of Architects/Designers/Planners for Social Responsibility (ADPSR) and Association for Community Design (ACD), and is a coordinator for the Pacific Rim Community Design Network.

In the area of ecological design and green infrastructure, the work of Green Futures Lab (GFL) under the leadership of Associate Professor Nancy Rottle has contributed to the growing knowledge in the area through its numerous research and public engagement projects. Open Space Seattle 2100 received an ASLA Honor Award for Analysis and Planning in 2007. Both Nancy Rottle and Assistant Professor Ken Yocom have been selected as two out of the ten Research Fellows nationally to lead the Landscape Architecture Foundation's Case Study Investigation initiative. Nancy Rottle received an ASLA National Merit Award in 2004 for the Cedar River Watershed Education Center, and a Fulbright Scholarship in 2009.

In addition to ecological design focus and community design, individual faculty members are leaders in their respective fields. Associate Professor Julie Johnson is co-chair of the Children's Outdoor Environments PPN of ASLA and a leader in the design of children's outdoor learning environments. She authored *Design For Learning: Values, Qualities, and Processes of Enriching School Landscapes*, a publication of ASLA's Landscape Architecture Technical Information Series (LATIS). Associate Professor Lynne Manzo is a leader in the field of environmental psychology and design research. She has been active on the board of Environmental Design Research Association (EDRA) and co-chairs the organizing committee for the 2012 conference in Seattle. Professor Anne Vernez Moudon is an internationally recognized scholar in urban morphology. Her recent work has focused on physical activity, health, and built environment. Associate Professor Iain Robertson is a respected leader in design discussion in the Pacific Northwest. He is a frequent contributor to local newspapers and media, and has been active on the board of Seattle Parks Foundation. He has also

served on the Seattle Design Commission. David Streatfield who retired in 2007 is a renowned landscape architecture historian. Associate Professor Thaisa Way is also a leading historian in landscape architecture. She served as the President of the Landscape History Chapter of the Society of Architectural Historians and has been appointed a Senior Fellow at Harvard University's Dumbarton Oaks Research Library.

The impact of faculty research and creative work is demonstrated through publications of books, book chapters, and journal articles. Over the past decade, the department faculty have produced a number of books that have been well received in the field. Thaisa Way's *Unbounded Practice: Women and Landscape Architecture in the early Twentieth Century* (University of Virginia Press 2009) received the J.B. Jackson Book Prize from the Landscape Studies Foundation in 2010. Jeff Hou and Julie Johnson's *Greening Cities, Growing Communities: Learning from Seattle's Urban Community Gardens* (University of Washington Press 2009) (co-authored by Laura Lawson) received the Great Places Book Award from EDRA in 2010. Other notable books produced by the faculty since 2001 include *Ecology and Design: Frameworks for Learning* (Island Press 2001) edited by Bart Johnson and Kristina Hill, *Negotiating Environmental Dilemmas: Ethical Decision Making* (Lexington Press 2008) by Lynne Manzo and Bob Mugeraur, *Insurgent Public Space: Guerrilla Urbanism and the Remaking of Contemporary Cities* (Routledge 2010) edited by Jeff Hou, *Basics Landscape Architecture: Ecological Design* (AVA Publishing 2011) by Nancy Rottle and Ken Yocom, and *Community Livability: Issues and Approaches to Sustaining the Well-being of People and Communities* (Routledge 2012), edited by Fritz Wagner and Roger Caves.

Beside solo and co-authored books, the faculty are also contributors to several notable books in the field including *Manufacturing Sites* (2001), *Site Matters* (2004), *Participatory Action Research Approaches and Methods: Connecting People, Participation and Place* (2007), *Design Studio Pedagogy: Horizon for the Future* (2007), *Expanding Architecture: Design as Activism* (2008), *Companion to Urban Design* (2011), *Service-Learning in Design and Planning: Educating at the Boundaries* (2011), *The Paradox of Urban Space: Inequality and Transformation in Marginalized Communities* (2011) and *Women and Landscape Architecture* (2012). Articles by faculty members have been published in academic and professional journals including *Children, Youth and Environment*, *Environment and Planning B*, *Journal of Architectural and Planning Research*, *Journal of Architectural Education*, *Journal of Environmental Psychology*, *Journal of Planning Education and Research*, *Journal of Planning Literature*, *Journal of Preservation Planning and Education*, *Landscape and Urban Planning*, *Landscape Architecture Magazine*, *Landscape Research*, *Landscape Review*, *Open House International*, *Pacific Horticulture*, *Places Journal*, and *Planning for Higher Education*..

The department's part-time faculty are also respected leaders in the profession both locally and nationally. Julie Parrett serves on the Seattle Design Commission and was the project manager at Charles Anderson Landscape Architects for the award-winning Olympic Sculptural Park. Nate Cormier, senior landscape architect at SvR Design, serves on the board of the Landscape Architecture Foundation. Brice Maryman has been active in a number of civic organizations and initiatives in Seattle, including the Parks for All movement. Nhon Truong is a leading artist and designer in Seattle and was featured in *Seattle 100: Portrait of a City* by Chase Jarvis.

2. Student Achievements

Undergraduate and graduate students in the department have received a number of notable local, national and international awards and scholarships. The design/build studio in particular has received numerous awards, including the American Horticultural Therapy

Association's Therapeutic Garden Design Award (2003) for the "Cancer Lifeline design/build project," ASLA Student Awards for Community Service for "Safe Passage Entry Garden, Guatemala" (2007) and "International Design/Build Croatia" (2011), Great Places Design Award (2009) for Gardens of Hope project, Guatemala. Most recently, the Escuela Ecologica project in Peru was one of six national and international winners of the SEED Award. Healing Gardens in Rijeka, Croatia, led by Daniel Winterbottom, received an honorable mention. Students Leanne Andrew and Daniel Shaw represented the Peru studio to receive the award at the Structure for Inclusion conference in Austin, Texas on March 24, 2012.

Many individual students have also received national and international awards and scholarship, including ASLA General Design Honor Award for Shoji Kaneko (MLA 2005) in 2005, an Outstanding Student Award from the American Institute of Certified Planners for Rachel Miller (Concurrent MLA and MUP 2010), the Waterfront Center Student Honor Award to Leslie Batten (MLA 2011) in 2011, the Dangermond Fellowship for Sarah Preisler (MLA 2007) in 2005, and the 2011 Landscape Form Scholarship for Fong Wu (BLA 2012). Students also have success in winning local and international competitions, including the Northwest Flower and Garden Show in 2001 and the Pacific Flora International Youth Garden Competition (Best Design Award). A joint Landscape Architecture and Urban Planning studio won the National American Planning Association's highest award in 2005. More recently, Kristi Park (MLA 2011) won the Holding Pattern competition organized by the Seattle Design Commission to design a temporary installation for one of the city's many vacant construction sites. Bo-ting Zhang (MLA 2011) was part of a UW student team that won first place in the 2011 NAIOP (National Association of Industrial and Office Properties) Real Estate Challenge. The team took home the prestigious Bob Filley Cup as well as the People's Choice award.

Undergraduate and graduate students have also participated in a number of national and international exhibitions and conferences. The "Garden of Hope" design/build project was featured at the Green Community Exhibition at the National Building Museum in Washington, DC from October 23 to November 29, 2009. Work of Community Design Studio "Migration and Dynamism" was selected for the Parallel Cases Exhibition, a part of the 4th International Architectural Biennale Rotterdam from September 2009 to January 2010. Five UW MLA thesis projects were selected for display at the 6th European Biennale of Landscape Architecture in Barcelona. Students have also presented posters and papers at EDRA and CELA conferences.

3. Impact of Program Graduates

A number of our undergraduate and graduate students have pursued teaching careers and hold positions at universities around the country. They include:

- **Rachel Berney** (BLA 1995) received her PhD in Environmental Planning from University of California, Berkeley, and is Assistant Professor and Director of the Landscape Architecture Program at University of Southern California.
- **Greg Butler** (BLA 2001) teaches at Edmonds Community College where he leads a course on landscape renovation.
- **Stephanie Hurley** (MLA 2004) received her Doctor of Design from Harvard University and is Assistant Professor at University of Vermont.
- **John Koepke** (MLA 1990) is professor and department head in landscape architecture at University of Minnesota.

- **Melissa Martin** (MLA 2007) received her PhD in Plant Ecology from University of Basel, Switzerland and is a postdoctoral fellow at WSL Institute for Snow and Avalanche Research.
- **Christy O'Hara** (MLA 2001) is Assistant Professor at Cal Poly San Luis Obispo.
- **Thomas Oles** (MLA 2003) received his PhD in Urban Studies from MIT has taught at University of Oregon. He is currently Lecturer of Landscape Architecture at Academy of Architecture in Amsterdam, Netherlands.
- **Nhon Truong** (BLA 1999) is a regular lecturer in our program.
- **Ken Yocom** (MLA 2002) received his PhD in Built Environments from UW in 2006 and is currently Assistant Professor in our program.

Many of our graduates are leaders in the design community in Seattle and beyond. **Barbara Deutsche** (MLA 1997) is Executive Director of the Landscape Architecture Foundation. **Jennifer Guthrie** (BLA 1993) and **Shannon Nichol** (BLA 1997) joined Kathryn Gustafson and formed GGN. With a number of highly successful projects including the Lurie Garden in Chicago, the firm received the National Design Award from the Cooper-Hewitt National Design Museum in 2011. Jennifer also serves on the Board of the Landscape Architecture Foundation. **Barbara Swift** (BLA 1976) is Principal of Swift Company. **Jim Brennan** (BLA 1983) is Principal at JA Brennan Associates. **Kenichi Nakano** (BLA 1969) is Principal Of Nakano Associates and a Fellow of ASLA. **Len Zickler** (BLA 1977) is a principal at AHBL and became a Fellow of ASLA in 2008. **Michael Shiosaki** (BLA 87) is Director of Planning at Seattle Department of Parks and Recreation. **David St. John** (MLA 1996) is a Government Relations Administrator for the King County Department of Natural Resources. **Marcie Bidwell** (MLA 2004) is Executive Director of Mountain Studies Institute, based in Colorado. Recent graduates have also made their mark. **Kristi Park** (MLA 2011) is winner of the Street Works competition in Sydney, Australia. Lifelines, a project by **Jenny Kempson** (MLA 2011) and **Sarah Ferreter** (MLA 2009) was selected by 4Culture and Seattle Parks for 2-week temporary art/landscape installation in the Occidental Park.

4. Influence from the Field on Research, Scholarship, or Creative Activities in the Unit

The scholarly and creative activities in the department coincide with and in many ways lead a number of national and international trends in the profession. First, the department's focus on urban ecological design reflects a renewed interest in the public and on the part of the profession on cities and urbanism as well as sustainability and green design. By addressing ecological infrastructure, culturally based placemaking, design for ecological literacy, and human and environmental health, our urban ecological design focus also reflects a more inclusive and interdisciplinary approach in design and planning that is socially, environmentally and ecologically responsive. The department's strength and focus on community design, public engagement, and service-learning echo a growing interest in "public interest design," design activism, and greater social and ethical emphasis in design and planning. In addition, the department's design/build program is a pioneer in the field and coincides with greater interest in service-learning and international work. In the past two years an increasing interest in issues of urbanism across the University has provided the opportunity for our faculty to foster an increasingly interdisciplinary discussion of the role of design and planning in the future of our cities and urban landscapes. With these program foci and strengths, the department has benefited from increasing grant opportunities and increasing interest among applicants.

5. Collaborative and interdisciplinary efforts

Increasingly, interdisciplinary collaboration is valued as necessary to address the increasingly complex problems and challenges in contemporary cities. As such, the department has been an active player in a number of initiatives within the College and across the campus. Specifically, as aforementioned, faculty have led many of the interdisciplinary Built Environments Lab (BE Lab) with support from the College. The sequences of courses have provided opportunities for interdisciplinary collaboration between students and faculty in the College on projects that address urgent challenges such as disaster recovery, design for contaminated sites, food production, and climate change. The Scan Design Master Studio is another example that is based upon interdisciplinary collaboration. Funded by the Scan Design Foundation, the program involves faculty and students from Architecture and Landscape Architecture and additional students from Urban Design and Planning. Within the College, the department faculty contribute to the two interdisciplinary PhD programs—Built Environment and Interdisciplinary PhD in Urban Design and Planning. They also contribute to the two interdisciplinary certificate programs—Urban Design and Preservation Planning.

Aside from collaborative studio and courses within existing programs, the department has undertaken initiatives to create concurrent degree programs that provide opportunities for students to pursue hybrid degrees. The Concurrent MLA and MUP program was approved by the Graduate School and launched officially in 2010. A Concurrent MLA and M Arch program has recently been approved by the Graduate School. Most recently, the department has worked with Departments of Urban Design and Planning and Architecture to launch a new Master of Urban Design program that takes advantage of existing expertise in each of the departments to form a new interdisciplinary degree program. The program will consist of two tracks – Integrated Design and Global Urbanism. Aside from the departmental initiatives, the College’s Curriculum Committee is examining possibilities for greater collaboration and integration across the college. The department is actively leading and participating in discussions to advance greater collaboration and interdisciplinary research and teaching in the College.

In addition to instructional collaboration, faculty members have also pursued interdisciplinary and collaborative research both across the units within UW and with peers in other institutions. For example, Thaisa Way has led a group of 35 faculty members in different units across the campus to successfully receive a grant from the Andrew Mellon Foundation to host the John E. Sawyer Seminar at UW under the theme of “Now Urbanism: City-making in the 21st Century.” The two-year Seminar series involved monthly colloquia and lectures by invited guests. The funds also supported a post-doctoral student in offering an interdisciplinary graduate seminar. Dr. Way was recently appointed as an adjunct faculty in the History department of the College of Arts & Sciences reflecting her ongoing collaborative work. Through UW’s membership in the Worldwide Universities Network, Jeff Hou received a research grant to form an interdisciplinary research team with peers in Asia, Australia, Europe, and North America to study the phenomenon of migration and cross-cultural understanding through placemaking. Additionally, Iain Robertson and Julie Johnson have been working with a colleague and students in Education on studio pedagogy. Ben Spencer has been working with colleagues across campus to research the health impacts of climate change, and has actively engaged with faculty in Global Health and Forest Resources on a project in Peru. Lynne Manzo has developed a long-term working relationship with faculty in Public Policy. The positive impacts of these efforts include greater funding and

opportunities for teaching and research, expanded opportunities and intellectual horizon for students, and a higher level of scholarly discovery.

6. Support for Junior Faculty

The department together with the College offers junior faculty a variety of support to maximize their success. In addition to informal mentoring by senior faculty, each junior faculty is given constructive feedback on their progress toward tenure and promotion through annual review by senior faculty. When funding is available, the department also provides travel support to enable junior faculty to attend conferences to present paper and network with peers in the field. In recent hires, the Dean's office has offered start-up packages that also includes discretionary funds can be used for travel, supplies/materials and RA support. The junior faculty members are also given reduced teaching load so that they can concentrate on research and/or creative work. Over the years, several senior and junior faculty have also chosen to collaborate on research projects. Such projects provided additional opportunities for mentoring as well as collaboration. The department is currently developing a peer teaching review procedure. This is expected to also help junior faculty in receiving constructive feedbacks on ways to improve their teaching skills.

Since the last review, the department has completed Guidelines for Tenure and Promotion that guide all faculty in their tenure and promotional process. The document makes clear the criteria and expectations for promotion and tenure. During the current review period, all junior faculty since then have been successfully promoted to the rank of Associate Professor with tenure. One received early promotion. One Associate Professor was promoted to the rank of Full Professor.

7. Faculty Diversity

The department follows the university's policy of equal opportunity regardless of race, color, creed, religion, national origin, sex, sexual orientation, age, marital status, disability, or status as a disabled veteran or Vietnam era veteran, in its recruitment of faculty.² In addition, the department has adopted a Diversity Plan for the Recruitment and Retention of a Diverse Student Body and Faculty. The document identifies actions including publishing our diversity mission statement on the departmental website, participating in Diversity Climate Assessment, tracking student and faculty representation over the last 10 years to identify trends and compare the department to the college and university, to include faculty, staff, and students to meet least annually to review progress, evaluating hiring of lecturers and affiliate faculty to strengthen diversity of teaching body, considering diversity of professional body engaged in studio reviews, lectures, and professional connection activities, and promoting public awareness of landscape architecture as a profession that serves diverse communities.

Currently the gender ratio of the full-time department faculty is close to equal (4 female and 5 male). In terms of ethnic diversity, the department has one Asian American faculty who currently serves as the department Chair. Since the last review, the department has recruited three new faculty members—one female and two males. Among the department's three regular part-time lecturers, there are two females and one male, one of whom is an Asian American. However, the recent budget cuts have resulted in the loss all of the department's funds for auxiliary instructors and have thereby limited its ability to recruit and retain diverse faculty members.

² For details of the policy, see http://www.washington.edu/students/gencat/front/equal_opp_pol.html.

Section IV: Future Directions

1. Where is the unit headed?

The following outlines the current directions of the department:

- **Innovations in urban ecological design** – Building on the directions outlined in the Strategic Plan, the department strives to become a leading program nationally in the field of urban ecological design. The growing work of the Green Futures Lab demonstrates significant promises in this direction. The work of individual faculty on place-based research, design pedagogy, children’s learning environment, post-industrial landscapes, human and environmental health, etc., have also strengthened and benefited from our core focus and inclusive view of urban ecological design. Building on our accomplishments, the department aims to further develop the agenda through research and partnerships.
- **Innovations in design/build and community service learning** – In addition to Urban Ecological Design, the department has developed a strong reputation in the areas of design/build and community service learning. Specifically, the program and projects have assisted under-served populations locally and globally. The experiences in this area has prepared the department to further develop its knowledge and expertise and attract students who are interested in exploring alternative practices of landscape architecture with strong public interest and social justice goals.
- **Professional and civic engagement in the region and beyond** – The department faculty and students have continued to participate actively in various boards and organizations such as the Seattle Parks Foundation, Architects without Borders Seattle Chapter, and the Design Oversight Subcommittee for the Central Waterfront Planning. With faculty’s active involvement in local planning and design discussion and through actual projects taken on by faculty and students, we expect to see the department playing a stronger role in the region and local communities. [MORE]
- **Cross-disciplinary collaboration** – The department and faculty have been engaged in an increasing number of cross-disciplinary, collaboration projects in recent years. In addition, the department has played a leadership role in the College’s recent and current interdisciplinary initiatives, including new concurrent degree programs (MLA/MUP and MLA/M ARCH), a proposed interdisciplinary MUD program, and the BE Labs as well as the Sawyer Seminar. To address the increasingly complex environmental and social problems, we expect such collaboration to continue to grow in the future in both areas of research and curricular development.
- **National reputation** – The current reputation of the program is demonstrated by the national ranking published in *DesignIntelligence*. Our BLA program was ranked third nationally in the Dean’s list in 2009, cited for its “design-build program, strong urban focus, and excellent faculty.” In 2010, it was ranked fourth in the same list, cited for its urban ecological emphasis, substantive community engagement, and Green Futures Lab. In 2011, it held the fourth place in the list of most admired programs by landscape architecture educators, cited for its For its design-build studios, community engagement, and public practice connections. Also in 2011, the MLA was listed in the Top 15 Industry list for the first time. We expect the department’s reputation to continue to grow.

- **Program competitiveness and growth** – The department continues to attract increasing applications specifically for the MLA program. The number of applications has doubled from the level at the last review in 2001. In recent years, the number of international students has dramatically increased and, for the first time, surpassed domestic applications this year. With increase in MLA applications and the attractiveness of University of Washington and Seattle particularly for students from growing regions in Asia, the program has strong potential for growth in enrollment and program size.

2. What opportunities does the unit wish to pursue and what goals does it wish to reach?

Opportunities:

- **Expected growth in the profession** – The Bureau of Labor Statistics reports that employment in landscape architecture is expected to grow much faster than the average for all occupations. Specifically, employment of landscape architects is expected to increase by 20 percent during the 2008–18 decade. It further states, “Employment will grow as the planning and development of new construction, together with the continued redevelopment of existing buildings, creates more opportunities for landscape architects. With land costs rising and the public desiring more beautiful spaces, the importance of good site planning and landscape design is growing.”³ The expected growth in the profession provides opportunities for the department to attract students and potentially grow in size.
- **Regional advantage** – Seattle, along with the Pacific Northwest region, has a strong reputation nationally and internationally for its innovative policies and projects in sustainable design and development. Faculty, students, and graduates have been actively involved in initiatives in the region. Through our location and connections to the local agencies and professional community, the department is well positioned to attract talented students regionally, nationally and internationally and continue to engage in the development of innovative projects and policies and advancement of knowledge and practice.
- **Professional and public discourse** – In recent years, there has been growing interest in issues of urban sustainability in the profession and the public. Within the profession of landscape architecture, there has also been an increasing interest in urban ecological design, particularly green infrastructure, ecosystem services, and health. In its Strategic Plan adopted in 2001, the department has made Urban Ecological Design as the focus of the program and various initiatives. With urban sustainability as a focus of professional and public discourse, there are opportunities for the department to play a stronger leadership role and train students who can become leaders in the profession.
- **Studio pedagogy** – Increasingly, the studio model of education has been recognized for its unique capacity for student collaboration and hands-on, interactive, and integrated learning. The department faculty have collaborated with a doctoral student and a faculty member in Education in evaluating studio learning using one of the first-year studios as the setting. With design studios at the core of its curriculum, the department is well positioned to explore the studio model as an innovative approach for higher education

³ Bureau of Labor Statistics. 2009. Occupational Outlook Handbook, 2010-2011 Edition. On the Internet at <http://www.bls.gov/oco/ocos039.htm#outlook>.

- **Collaboration** – Across the University and the profession, there is now a greater recognition for the importance of collaboration, particularly across different disciplines. As a profession that works at multiple scales and with an active and multidisciplinary faculty, the department is well positioned and has already been engaged in an increasing number of collaborative initiatives. We expect such opportunities to grow in the future, particularly in the area of human and environmental health.
- **International networks and connections** – The department faculty are well connected internationally, specifically in Asia, Australia, Latin America and Europe, a critically important asset for us to engage effectively in projects focusing on global and transnational issues. Our connections also enable us to attract students internationally and build a diverse student body that in turn enriches students' learning experience.

Goals (see Appendix e. Department Strategic Plan for more details):

- **Enhance Department focus** – Develop, refine, and maintain the Department focus on Urban Ecological Design in our teaching, research, and service to strengthen our program offerings, increase visibility, and provide assistance in obtaining resources to support our Vision
- **Human Resources** – Recruit, mentor and retain high quality faculty to maintain a balance of expertise in the areas of our departmental focus. Expand, support and retain high-quality staff who facilitate the implementation of our mission and vision.
- **Admissions** – Attract and admit the highest quality students who more fully represent the diversity of our world and who share the Department's vision and focus. Increase financial resources to recruit top candidates.
- **Curricula** – Enhance the quality of the Department's course offerings by ensuring that teaching, research, and service advance our Mission and Vision. Explore offering new programs or courses to augment the current curricula and facilitate further collaborations with the College, University, and/or professional community. Introduce greater efficiency and flexibility.
- **Technology** – Make leading technology available to Students, Faculty and Staff, and use it efficiently and effectively to perform all administrative operations, teaching, research, and service activities. Teach and use leading technology to represent 3-dimensional forms, collaborate with other disciplines, and engage members of the public in design.
- **Marketing** – Build awareness and understanding of the profession of landscape architecture and of the department as leaders in the field by advancing emerging issues in urban ecological design. Further promote the department by communicating the contributions of our research, teaching and service to multiple audiences including the academic, professional and local communities.
- **Fundraising** – Identify opportunities for fundraising and secure resources to support the development of the department. Resources should include those that support faculty recruitment, research and career development; advance innovative teaching and community outreach; attract and support excellent students; and support the dissemination of faculty and student achievements. Develop funding proposals that enrich the Department's focus on urban ecological design.
- **Research** – Engage in more funded research projects that advance the knowledge in the profession and position the department at the cutting edge of the field. The projects can also in turn provide employment opportunities for the students that enrich their learning experience.

- **Service and Engagement** – Reach out to underserved communities locally and globally through service-learning projects and studios that expand the practice of landscape architecture and in turn enrich students' learning experience.

3. How does the unit intend to seize these opportunities and reach these goals?

The department intends to seize the abovementioned opportunities through an integration of the following approaches: *increasing program visibility, integration of teaching, research and services, leveraging resources for student support and faculty development, and engaging in collaborative initiatives to build knowledge and enhance educational opportunities*. Increasing program visibility is important for the department to attract and recruit talented students who are fundamental to the quality and competitiveness of the program nationally and internationally. Our visibility is in turn building on the quality of our program and performance of our students and faculty. Over the past decade, students and faculty have engaged in a number of innovative initiatives that received multiple regional and national awards. In recent years, the department has also organized a series of events including lecture series and symposia that invited speakers from around the world. These events in turn drew attention and helped recruited prospective students. For example, the Next Eco-Cities was attended by participants from Oregon, California, and Idaho. It has also received attention and recognition from our peers around the country. The Sawyer Seminar brought speakers from across the nation. In addition to recruitment and peer recognition, increased visibility can also potentially attract donors and supporters for the program.

Our program quality and visibility ultimately depend on the performance of students and faculty. Over the past decade, the performance of students and faculty is closely tied to the integration of teaching, research and service activities in the department. For example, our design/build program, service-learning activities, and urban ecological focus permeate faculty and student activities. As a small unit, such integration is critical also to our future in the context of declining resources. Furthermore, to support student and faculty performances in the context of rising tuition and declining resources, the department needs to become more active in leveraging funds and resources for student support and faculty development. Since 2009, the department has successfully leveraged funds for student recruitment. In terms of faculty development support, the department has reduced teaching load for most full-time faculty from five courses per year to four courses per year from 2009 to 2011 so that they can devote adequate time for research and services. With the current budget cut, the regular teaching load will be returning five per year in AY2012-13 (the junior faculty will continue to teach only four courses per year). To maintain adequate support for students and faculty, the department is currently working with PAC and the College Advancement Office in developing fundraising strategies and initiatives and exploring ways for contribute to instructional and departmental services. Furthermore, in light of Activity-based Budgeting, the department needs to recalibrate faculty effort and instructional productivity. We will be working closely with the College administration on appropriate strategies for increasing productivity and maintaining academic excellence.

In light of the increasing complexity of the social and environmental challenges in contemporary urban settings, cross-disciplinary collaborations are critical for the department to stay on the cutting edge of innovation and exploration. Over the past few years, partnerships have been developed with Global Health, Forest Science, College of Arts & Sciences, Public Affairs, etc., that lead to funded projects and collaborative initiatives. We plan to continue supporting such activities that in turn generate both faculty research and student learning.

4. Describe the unit's current benefit and impact regionally, statewide, nationally, and internationally. Given the unit's envisioned future, describe how reaching this future will augment that benefit and impact.

The department, including its students, graduates, and faculty has been an active contributor to innovations in Urban Ecological Design, supporting underserved communities, the advancement of scholarly and professional knowledge in landscape architecture, regionally, nationally and internationally. Our design/build program, led by Professor Daniel Winterbottom is recognized as a model for the rest of the field. The number of projects both locally and abroad as well as the numerous awards and recognitions demonstrate the impact of the program (for a complete of projects, see http://larch.be.washington.edu/features/design_build/db_goals.php). Starting with the Open Space Seattle 2100 initiative, the Green Futures Lab has served as an effective vehicle for funded research projects and services to the region in the area of urban green infrastructure, specifically the design and planning of streets, trails, parks, open spaces, drainages and shorelines. In addition, it has worked with communities and municipalities to envision their sustainable futures, exploring solutions that incorporate low-impact development strategies, community space, habitat restoration, low-carbon energy and pedestrian and bicycle mobility (for a complete list of projects, see <http://greenfutures.washington.edu/>).

Design activism constitutes another area of important work in the department. For the department, 'Design Activism' encompasses a wide range of socially and environmentally responsible actions in design and planning. From community building in inner cities in the United States to the tsunami relief efforts in South Asia and recovery effort in post-Katrina New Orleans, students and faculty have worked with local communities toward positive social and environmental change (see <http://larch.be.washington.edu/features/activism/designactivism.php> for a list of projects). Work by other faculty has also benefited and produce positive impact regionally, statewide, and nationally. These include housing and social justice research, children and civic landscapes, industry-modified sites, landscape management, and place meaning, attachment, and identity. For a complete list of recent research initiatives, please see <http://larch.be.washington.edu/features/designresearch.php>. Within the University, the department has played an important role in a number of initiatives, including the 2010-12 UW John E. Sawyer Seminar on Now Urbanism. The project involves collaboration of over thirty faculty members across different disciplines, ranging from anthropology to global health and engaged over 1500 members of the public in the yearlong series of public lectures

The field of landscape architecture is rapidly expanding and evolving to address the increasingly complex environmental and social issues of our time. New solutions and alternative approaches are constantly needed to confront new challenges. Therefore, investment in advancing knowledge, integrating teaching, research, and service, and strengthening the capacity of the department is fundamental to its continued ability to benefit and produce positive impact regionally, statewide and nationally.

PART B. UNIT-DEFINED QUESTIONS

1. As a department with two professional degree programs, how does the department engage and contribute to the local professional community (firms, practitioners, public agencies, etc.) and beyond? How does the department collaborate with the professional community to advance the body of knowledge and approaches to the field?

The department engages and contributes to the local professional community in a number of ways. First, local professionals are regular participants in studio reviews and participate as guest lecturers, particularly in the Professional Practice course, and sometimes as part-time instructors in regular courses. The department maintains a list with over seventy professionals who signed up to participate in these opportunities through an online survey that can be accessed on the department's Homepage. In addition, professionals are also invited to participate in a Mentorship Program organized by the UW Student Chapter of Washington American Society of Landscape Architects (WASLA). Currently, 39 professionals participate in this program. Many of them are graduates from our program. The department also works with WASLA in its annual award program in which a professional team selected by WASLA reviews student work and select winners to receive WASLA awards. On regular basis, the department also helps advertise internship opportunities to students that provide them with practical experiences. Most recently, the department created an online, searchable internship and scholarship database that help students look for opportunities for internship and financial support. Students who have worked as interns frequently obtain full-time jobs at the firm when they graduate.

The participation of the professionals through these opportunities is critical to our program, specifically in providing students with more diverse perspectives and practical knowledge and connecting them to the local professional community. To better engage the professional community, the department has formed a Professional Advisory Council (PAC) since the last review. The PAC is a volunteer organization that serves as a liaison between the department and the professional community, and supports the department's teaching, outreach, fundraising and mentorship efforts, enriching the educational experience for all students and providing a resource for the faculty.⁴ Currently, the PAC consists of 17 members with demonstrated leadership in the landscape architecture community of Seattle. They include owners and staff of private firms (in both landscape architecture and allied professions), public agencies (or non-profit organizations), a representative from WASLA, and one recent graduate of the program. Members of PAC participate in one or more of three committees – Advocacy and Outreach Committee, Fundraising Committee, and Education Committee. Regular activities include an annual reception and orientation activities for new students and an annual exhibition of professional work. Currently, PAC is organizing a fundraising drive to raise \$50,000 to add the Class of 1959 endowment for student scholarship. This coming spring, PAC is planning to sponsor a public lecture as part of its fundraising campaign.

With the passage of the Landscape Architecture Practice Act in the State of Washington in 2009, landscape architects registered and licensed in Washington State must complete 24 professional development hours (PDHs) within the 2-year license period since 2010. To respond to the need of the profession and strengthening our connection to the professional community, the department has applied and become an approved provider under Landscape Architecture

⁴ Department of Landscape Architecture Professional Advisory Council Statement of Organization, adopted September 14, 2011.

Continued Education System (LA/CES). Currently, the department offers Professional Development Hours for professionals attending its regular public lectures and symposia. It is also planning to offer Professional Development Workshops on specific areas of faculty research for professionals who wish to expand their knowledge in the field.

In terms of collaboration to advance knowledge in the profession, during this review period, department faculty have built on their professional networks to undertake several research and outreach initiatives. Specifically, Associate Professor Nancy Rottle collaborated with a coalition of nearly fifty national and local organizations and firms to launch the Open Space Space 2100 initiative in 2006 to develop a comprehensive open space network vision for Seattle's next 100 years that will complement the city's predicted growth and density, and to build the broad constituency and strategies required to implement this vision (for a complete list of organizations and details of the project, see <http://open2100.org/>). More recently, Nancy Rottle and Ken Yocom were selected as Research Fellows by the Landscape Architecture Foundation for the Case Study Investigation (CSI) program, a unique research collaboration that matches LAF-funded student-faculty research teams with leading practitioners to document the benefits of exemplary high-performing landscape projects. The team has been collaborating with local firms to collect and analyze data on the performance of the built projects.

In addition to these direct collaborations, the department's outreach and service-learning activities have created not only learning opportunities for students but also work opportunities for local firms. For example, many of the studio projects have build the social, intellectual, and institutional foundation that leverage funding and led to actual projects that benefited local firms. For example, our studio projects in the International District have led to the implementation of the Green Street project on Maynard Avenue (2010) and renovation of the International Children's Park (2012), both designed by local firms.

2. How does the program engage and contribute to the University's core visions, values, and the current focus on Sustainability, Healthy Lives, Global Citizens, and Innovation?

The department's program focus on Urban Ecological Design addresses directly the University's core visions, specifically sustainability of our planet and creating healthier lives. Our focus of Urban Ecological Design is defined in four areas—*ecological infrastructure*, *culturally based placemaking*, *design for ecological literacy*, and *human and environmental health*. Through *Ecological Infrastructure*, we focus on applying landscape ecology and conservation biology to the strategic design of urban infrastructure. *Culturally-based Placemaking* recognizes the importance of including the voices of individuals and communities in design decisions to represent the full diversity of our communities. It is an intrinsically democratic approach to design that recognizes the value of all forms of diversity. *Design for Ecological Literacy* encompasses connections with the environment, and which includes knowledge of natural and cultural systems, competency to proactively preserve, reveal and regenerate those systems, and stewardship values. Finally, with the *Human and Environmental Health* focus, the program investigates, practices and values effective strategies for preserving and advancing the health and well being of humans and ecosystems at all scales - local, regional and global. The Urban Ecological Design focus permeates through the department's teaching, research and service activities, from the design of the curriculum to a focused approach with our research and outreach activities.

In the area of global citizenship, specifically in helping students understand the growing complexity of our world, the program's extensive activities and expertise in community service-

learning, international design/build, and study abroad programs provide a model for other units on campus. During the currently, the program has greatly expanded the range of its international programs and service-learning activities. The design/build program in particular has expanded to work in overseas locations including Bosnia, Croatia, Guatemala, in addition to a growing list of local projects in Seattle. Through these projects, students and faculty have worked with underserved communities including low-income housing residents, hospital clients, immigrant and refugee residents, squatter communities and war victims. They have not only provided assistance in these communities but also learned about the context of their struggles and the broader social, environmental, and political issues. In addition to the expanded Design/Build program, other study abroad programs have included the Scan Design Travel Study (a 2-week trip in Denmark followed by an Autumn studio funded by the Scan Design Foundation), Nexopolis program that supports exchanges of graduate students and faculty among consortium partners in the US, Mexico and Canada, Asian Urbanism Exploration Seminar, administered through UW's International Program and Exchange (IPE), and field studios in China, Peru, and Taiwan, working with earthquake-damaged villages, urban squatter settlements, rural communities, and urban neighborhood impacted by redevelopment.

Locally, a major focus of the department's community service-learning activities has been on the International District, a community with predominantly low-income and elderly immigrants from Asia. Since 2002, students in the BLA and MLA program have worked with various community-based organizations to design for streetscape and open space improvement and help build capacity in the neighborhood. Through studio projects, students have interacted with high school youths, pre-school children, senior and adult residents in the district. These projects have leveraged funding support for further design and planning and actual implementation, such as the Maynard Avenue Green Street and renovation of the International Children's Park. In addition, one studio has assisted in the selection of a new park site in Little Saigon, to be soon acquired by Seattle Department of Parks and Recreation. Because of these growing activities, the department was the first unit on campus to be selected in the "Community-University Partnerships Case Studies Series," published by UW's Educational Partnerships and Learning Technologies.

In terms of innovations, the department faculty have been engaged in a number of research projects that expand the knowledge of the profession and understanding of issues and solutions critical to the sustainability of cities and regions. To build capacity for sustained research activities, the Green Futures Design and Research Laboratory (GFL) was founded during the current review period to engage in funded research activities. The GFL develops innovative approaches to the ecological planning and design of public space through interdisciplinary research, design and education. Through the Lab, faculty and students advance solutions related to urban green infrastructure -- streets, trails, parks, open spaces, drainages and shorelines - systems that together comprise interconnected networks of the public realm. As an outreach unit, the GFL works with communities to envision their sustainable futures, exploring solutions that incorporate low-impact development strategies, community space, habitat restoration, low-carbon energy and pedestrian and bicycle mobility.

In addition to the above, the department's efforts in cross-disciplinary collaboration, urban ecological design focus, community service-learning, and public engagement also support the values of the University—Academic Community, Celebrating Place, Spirit of Innovation, World Citizens, and Being Public. By supporting the University's visions and values, the department is central to the identity and mission of the University.

3. What pedagogical innovations is the department engaged in that might inform other disciplines? Particularly, what are the specific values of studio instructions? How does the department engage with units outside of the College of Built Environments?

The department is a recognized leader nationally and internationally in the area of design/build and community-university partnership through service learning, as previously mentioned. While most of the work and inherent methods are specific to the discipline of landscape architecture and allied disciplines such as architecture, the studio model and pedagogy with its focus on collaborative exploration and collective problem solving can inform other disciplines that are primarily based on classroom instructions and individual learning. Even within the discipline of design and planning, our studio pedagogy with an emphasis on collaborative learning and group activities is significantly different from the competitive model found in many other design schools. Our studio model that approaches the design process as an inter-subjective, negotiated, and collaborative one that recognize diverse voices and perspectives is particularly appropriate in addressing the increasingly complex social and environmental issues facing cities and regions today.

Besides the studio model, the department has actively participated in the BE Labs, a College Initiative to foster interdisciplinary collaboration across different departments. Specifically, Associate Professor and Chair Jeff Hou co-led the very first program together with Dan Abramson of Urban Design and Planning with a focus on post-disaster recovery in a remote region in China, impacted by the 2008 Wenchuan Earthquake. This was followed by different programs led by Ken Yocom, Ben Spencer, and Thaisa Way in collaboration with faculty in Architecture and Urban Design and Planning. The department faculty has played a leadership role in this College-wide initiative. Each of these programs engaged a current challenge in the built environment and developed a cross-disciplinary pedagogy and approach to address the challenge. The results of the programs are being documented in a book to be published by the College.

In addition to collaboration within the College, the department has undertaken a number of initiatives that engage with units outside the CBE. Specifically, Assistant Professor Ben Spencer participates in an interdisciplinary initiative titled 'Climate Change and Global Health: Adaptive Solutions for Human Health and the Environment.' He is currently a Fellow of the Initiative. The initiative focuses on building viable and functional teams of faculty and strong partnership with organizations focused on delivering adaptation solutions, launching a research program to integrate climate change and global health, and initiating educational/training/mentoring programs in climate change and global health. Associate Professor Thaisa Way, together with Margaret O'Mara of History led the development of the Now Urbanism initiative and succeeded in receiving a grant from the Andrew Mellon Foundation to host the UW 2010-11 John E. Sawyer Seminar, a series of lecture and events focusing on the Remaking of cities in the 21st Century. The initiative included a core group of more than thirty faculty members across the campus, including several other department and CBE faculty.

Besides faculty-led initiatives, many of our faculty also serve in units outside CBE. For example, Jeff Hou is an affiliated faculty in the China Studies program of the East Asia Center at the Jackson School; Iain Robertson regularly assists the Arboretum; Ben Spencer is an adjunct faculty in the Department of Global Health; Thaisa Way is an adjunct faculty in the Department of History; and Ken Yocom serves on the Advisory Board for the Program on the Environment (POE). Besides faculty involvement, students also regularly seek out courses in programs such as Environmental and Forest Sciences, Restoration Ecology, and Geography. These ties are important for the department to pursue opportunities for collaborative research and teaching.

4. As a professional program, how well are teaching, research, and broad community outreach integrated within the department/program?

The integration of teaching, research, and community outreach is central to the mission of the department and its day-to-day operation as an academic unit. As a small unit, the integration of teaching, research, and community outreach enables the department to maximize the benefit of faculty efforts, student learning, and public services.

The integration is facilitated through a number of approaches. First, our design studios provide an excellent setting for such integration to occur. Particularly, almost all of our advanced studios in the second and third years of the BLA and MLA studios are client-based, in which students and faculty work with community organizations or government agencies. In the current review period, studios have worked with community development organizations, non-profit developers, hospitals, local schools, Seattle City Council, neighborhood councils, transportation agencies, etc., on projects ranging from the design of school ground to transit stations. These projects typically involve simultaneous opportunities for teaching, research, and community outreach. For example, in the Rainier Beach neighborhood in Seattle, a BLA studio developed inventory and analysis of the neighborhood conditions and proposed alternatives for neighborhood planning and design as the area anticipates new development from the location of a Light Rail station. The successful community process led to the identification of the neighborhood by the City of Seattle to launch a neighborhood planning process in the following year.

Secondly, faculty members often engage students and outside professionals in their funded research projects. For example, the recent Case Study Initiative project funded by the Landscape Architecture Foundation is partly conducted through a seminar course, offering students with an opportunity to participate in a nation-wide research initiative. The project is conducted in collaboration with outside professional firms, offering them an opportunity to collectively advance knowledge in the field. Similarly, the Now Urbanism initiative, funded by the Andrew Mellon Foundation, consists of multiple components that integrate teaching, cross-disciplinary exploration, and public outreach. The project brought together faculty members interested in urbanism and urbanization across the campus, who helped organize a monthly colloquium and public lecture series with outside speakers (see the complete list of speakers at <http://www.nowurbanism.org/>). The grant also funded a post-doctoral instructor who offers a weekly seminar that provided graduate students with opportunities to meet with the speakers and engage in further discussion on a wide range of topic including 'network urbanism' and 'immigrants in the city.' Projects like the Now Urbanism engages multiple audiences including students, faculty, and the public.

Besides funded projects, department courses also engage students in research activities with broad public benefits. For example, in recent years the Research Seminar in Landscape Architecture taught by Associate Professor Lynne Manzo has involved students to conduct Post-Occupancy Evaluation of selected parks and open space in Seattle. Students carried out rigorous research on the sites and produced reports that were shared with the Seattle Parks Foundation. Similarly, students in other courses such as Sustainability and Urban Landscapes have been instrumental in contributing to studies on the public realm in Seattle that have been disseminated online as well as in printed format.

APPENDIX A. ORGANIZATION CHART

The following list depicts the department's organizational structure, including titles of those in leadership positions and the name of research unit.

Department Administration

| | |
|------------------------|-----------------------|
| Department Chair | <i>Jeffrey Hou</i> |
| Assistant to the Chair | <i>Kelley Pagano</i> |
| Program Coordinator | <i>JoAnne Edwards</i> |

Program Advisors

| | |
|-----------------------------------|----------------------|
| Graduate Program Coordinator | <i>Thaisa Way</i> |
| Undergraduate Program Coordinator | <i>Julie Johnson</i> |

College and University Services

| | |
|---|---|
| Faculty Senate Representative | <i>Lynne Manzo</i> |
| University Landscape Advisory Committee | <i>Jeffrey Hou (Chair), Nancy Rottle, Thaisa Way, Daniel Winterbottom</i> |
| College Council Chair | <i>Nancy Rottle</i> |
| College Curriculum Committee | <i>Thaisa Way</i> |
| College Computing/Shop Committee | <i>Ben Spencer</i> |

Departmental Committees

| | |
|--------------------------|---|
| Curriculum Committee | <i>Julie Johnson, Thaisa Way, Ken Yocom</i> |
| MLA Admissions Committee | <i>Thaisa Way, Daniel Winterbottom</i> |
| BLA Admissions Committee | <i>Julie Johnson, Iain Robertson</i> |

Research Unit

| | |
|-------------------|-------------------------------|
| Green Futures Lab | <i>Nancy Rottle, Director</i> |
|-------------------|-------------------------------|

Outreach

| | |
|------------------------------|---------------------|
| WALSA & Professional Liaison | <i>Nancy Rottle</i> |
|------------------------------|---------------------|

APPENDIX B. BUDGET SUMMARY

| State Supported Budgets | 2005-2007 | 2007-2009 | 2009-2011 | 2011-2013 |
|---------------------------|------------------|------------------|------------------|------------------|
| Landscape Arch Salaries | 1,395,940 | 1,692,471 | 1,840,432 | 1,972,770 |
| Landscape Arch Operations | 66,448 | 68,637 | 45,999 | 45,860 |
| TOTALS | 1,462,388 | 1,738,448 | 1,886,431 | 2,018,630 |

| Research Cost Recovery | 2005-2007 | 2007-2009 | 2009-2011 |
|------------------------|-----------------|----------------|--------------|
| Landscape Arch RCR | (29,867) | (2,038) | 121 |
| Winterbottom RCR | - | (901) | 1368 |
| Rottle RCR | - | 181 | 2289 |
| Robertson RCR | - | 508 | 560 |
| Johnson RCR | - | 11 | 13 |
| Manzo RCR | - | 790 | 790 |
| TOTALS | (29,867) | (1,449) | 5,141 |

| Revenue Budgets <i>(Totals are Cumulative Net)</i> | 2005-2007 | 2007-2009 | 2009-2011 |
|---|---------------|---------------|----------------|
| Landscape Extension | 64,436 | 71,960 | 86,490 |
| Green Futures Lab | 0 | 24,030 | 3,055 |
| Landscape Misc. | 2,262 | 4 | 2,872 |
| L Arch Courses | - | - | 8,235 |
| TOTALS | 66,698 | 95,994 | 100,652 |

| Gifts for Instruction, Events, and Operations | Revenue | Expenditures | Balance |
|--|---------|--------------|---------|
| Various (2005-2011) | 279,943 | 203,465 | 76,478 |

| Student Scholarships | 2005-2007 | 2007-2009 | 2009-2011 | 2011-2012 |
|-------------------------|-----------|-----------|-----------|-----------|
| For Continuing Students | 64,250 | 94,750 | 66,425 | 40,125 |
| For Recruitment* | 0 | 0 | 10,000 | 10,000 |

* The department has the recruitment funds from the College to leverage additional support such as Top Scholars award.

APPENDIX C. INFORMATION ABOUT FACULTY: AY2010-2011

Permanent Faculty FTE: 9.00

Emeritus Faculty FTE: .60

Senior Lecturers Part-time FTE: .50

Lecturers Part-time FTE: 1.00

Research Associate Professors FTE: .05

Adjunct Faculty Appointments: 17

Affiliate Faculty Appointments: 4

| Name | Rank | Appointment Type | FTE | Academic Affiliations |
|------------------------|------------------------------|------------------|------|---|
| Daniel Friedman (Dean) | Tenured Joint Professor | Permanent | 0.00 | Joint Professor-ARCH Adjunct-UDP |
| Anne Vernez-Moudon | Tenured Joint Professor | Permanent | 0.00 | Professor-UDP Joint Professor-ARCH Adjunct-Epidemiology Adjunct-Civil Engineering |
| Jeff Hou (Chair) | Tenured Assoc. Professor | Permanent | 1.00 | Adjunct-ARCH/UDP Affiliate-PhD Program in Built Environment Affiliate-PhD Program in UDP Program faculty-China Studies |
| Julie Johnson | Tenured Assoc. Professor | Permanent | 1.00 | Adjunct-ARCH |
| Lynne Manzo | Tenured Assoc. Professor | Permanent | 1.00 | Affiliate-PhD Program in Built Environment Affiliate-PhD Program in UDP |
| Iain Robertson | Tenured Assoc. Professor | Permanent | 1.00 | Adjunct-Forest Resources |
| Nancy Rottle | Tenured Assoc. Professor | Permanent | 1.00 | Adjunct- UDP Adjunct Architecture |
| Thaisa Way | Tenured Assoc. Professor | Permanent | 1.00 | Adjunct-ARCH/History Affiliate-PhD Program in Built Environment |
| Daniel Winterbottom | Tenured Assoc. Professor | Permanent | 1.00 | Adjunct-ARCH |
| Ben Spencer | Tenure-track Asst. Professor | Permanent | 1.00 | Adjunct-Global Health |

| Name | Rank | Appointment Type | FTE | Academic Affiliations |
|----------------------|------------------------------|-------------------------|------------|---|
| Ken Yocom | Tenure-track Asst. Professor | Permanent | 1.00 | Affiliate-PhD Program in Built Environment Affiliate-PhD Program in UDP |
| David Streatfield | Professor Emeritus | 5-Year rehire | 0.60 | |
| Richard Horner | Research Assoc. Professor | Annual contract | 0.05 | |
| Luanne Smith | Senior Lecturer Part-time | Annual contract | 0.50 | |
| Michelle Arab | Lecturer Part-time | Temporary | 0.50 | |
| Julie Parrett | Lecturer Part-time | Temporary | 0.50 | |
| Alex Anderson | Adjunct Assoc. Professor | Permanent | 0.00 | ARCH-Associate Chair |
| Joel Loveland | Adjunct Professor | Permanent | 0.00 | ARCH |
| Jeffrey Ochsner | Adjunct Professor | Permanent | 0.00 | ARCH/ CBE-Associate Dean |
| Ken Oshima | Adjunct Assoc. Professor | Permanent | 0.00 | ARCH |
| Kathryn Merlino | Adjunct Asst. Professor | Permanent | 0.00 | ARCH |
| Robert Pena | Adjunct Assoc. Professor | Permanent | 0.00 | ARCH |
| Vikramaditya Prakash | Adjunct Professor | Permanent | 0.00 | ARCH |
| Gundula Proksch | Adjunct Asst. Professor | Permanent | 0.00 | ARCH |
| Sharon Sutton | Adjunct Professor | Permanent | 0.00 | ARCH |
| Gordon Bradley | Adjunct Professor | Permanent | 0.00 | Forest Resources |
| Kern Ewing | Adjunct Professor | Permanent | 0.00 | Forest Resources |
| Sarah Reichard | Adjunct Professor | Permanent | 0.00 | Forest Resources |
| Daniel Abramson | Adjunct Assoc. Professor | Permanent | 0.00 | UDP-Assoc. Chair |
| Marina Alberti | Adjunct Professor | Permanent | 0.00 | UDP |
| Manish Chalana | Adjunct Asst. Professor | Permanent | 0.00 | UDP |

| Name | Rank | Appointment Type | FTE | Affiliations |
|---------------------|-------------------------------|-------------------------|------------|-----------------------------|
| Robert Mugerauer | Adjunct Professor | Permanent | 0.00 | UDP |
| Fritz Wagner | Adjunct Research Professor | Permanent | 0.00 | UDP |
| Linda Chalker-Scott | Affiliate Associate Professor | Courtesy | 0.00 | Washington State University |
| James Diers | Affiliate Asst. Professor | Courtesy | 0.00 | Neighbor Power |
| Raymond Gastil | Affiliate Asst. Professor | Courtesy | 0.00 | Gastilworks Planning |
| Grant Jones | Affiliate Asst. Professor | Courtesy | 0.00 | Jones and Jones |

Faculty biographies and CVs are found at: <http://larch.be.washington.edu/people/department.php>

APPENDIX D. EXISTING PROGRAM REVIEW: HEC BOARD SUMMARY

Name of unit: Department of Landscape Architecture

Name of school/college: College of Built Environments

Degree title(s): Bachelor of Landscape Architecture, Master of Landscape Architecture

Year of last review: AY 2001-2002

Current date: March 15, 2012

A. Documentation of continuing need, including reference to the statewide and regional needs assessment.

Landscape Architecture is a growing profession nationally. The Bureau of Labor Statistics reports that employment in landscape architecture is expected to grow much faster than the average for all occupations. Specifically, employment of landscape architects is expected to increase by 20 percent during the 2008–18 decade. It further states, “Employment will grow as the planning and development of new construction, together with the continued redevelopment of existing buildings, creates more opportunities for landscape architects. With land costs rising and the public desiring more beautiful spaces, the importance of good site planning and landscape design is growing.” In recent years, there has been growing interest in issues of urban sustainability in the profession and the public. The profession of landscape architecture, with its focus on improving the health of the human and ecological environment, has received increasing recognition in its specific contributions to addressing grand environmental and social challenges of our time, including climate change and urbanization that affect our cities, state, and nation.

Our BLA and MLA programs train individuals who work in private design and planning firms, local and state agencies such as many municipal parks departments, Washington State Department of Transportation, Federal agencies such as National Parks Service and Forest Service, as well as increasing number of non-profit organizations that serve community and public interest. The work of landscape architects is critical to the State of Washington, socially, economically and environmentally. Landscape architects design and create public spaces that enhance the quality of life for the state’s residents. Landscape architects in the State of Washington not only work locally but also nationally and internationally and are an important part of the State’s economy. The many state and city parks and natural sceneries that are critical to recreation and the State’s tourism industry depend on the service of landscape architects. Increasingly, the work of landscape architects is contributing to the building of ecological infrastructure that is critical to the environmental sustainability of the State.

The department is one of only two academic units in the State of Washington with accredited landscape architecture programs. The department has enjoyed high national reputation as demonstrated by the national ranking published in *DesignIntelligence*. Specifically, our BLA program was ranked third nationally in the Dean’s list in 2009, cited for its “design-build program, strong urban focus, and excellent faculty.” In 2010, it was ranked fourth in the same list, cited for its urban ecological emphasis, substantive community engagement, and Green Futures Lab. In 2011, it held the fourth place in the list of most admired programs by landscape architecture educators, cited for its design-build studios, community engagement, and public practice connections. Also in 2011, the MLA was listed in the Top 15 Industry list for the first time. We expect the department’s reputation to continue to grow.

The reputation of our programs and the attractiveness of our location in the Pacific Northwest have enabled us to draw increasing applications specifically for the MLA program. The number of applications has doubled from the level at the last review in 2001. In recent years, the number of international applicants has dramatically increased particularly those from growing regions in Asia, such as China. With the strong employment projection and high number of applications, the program has strong potential for growth in enrollment and program size.

B. Assessment information related to expected student learning outcomes and the achievement of the program's objectives.

Students in the BLA and MLA programs are expected to develop competency and knowledge in the following subject areas as required by the Landscape Architecture Accreditation Board (LAAB):

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

In addition, student work must demonstrate the competency required for entry-level positions in the profession of landscape architecture. Also, students must demonstrate achievement in 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. Beyond the LAAB requirement, the department further identifies the following Learning goals for the BLA program:

- An understanding of urban ecological design in the region and its global context
- The ability to test state-of-the-art knowledge through design inquiry
- Creativity, flexibility, and the capacity to navigate through ambiguous and complex situations
- The ability to collaborate in diverse teams.

While both BLA and MLA programs follow the same accreditation requirements, the programs are designed differently. In comparison, the BLA program is more structured and focusing on skill-building appropriate for undergraduate students, including the design/build capstone

studio, while the MLA program provides opportunity for students to develop their own specializations through elective courses and the individual or group capstone projects.

The vast majority of students in the BLA program successfully complete their degree in a timely manner, prepared to enter the profession and advance the knowledge and skills they have gained through their studies. Both the BLA and MLA programs are reviewed on a six-year cycle by the Landscape Architectural Accreditation Board to ensure that the programs are fulfilling professional accreditation standards. Faculty prepare an extensive Self-Evaluation Report that adheres to the LAAB format. Additionally, student work is displayed the accrediting team's visit. Both MLA and BLA programs are fully-accredited professional programs. As noted above, students demonstrate their learning in varied ways, through class papers and projects, as well as studio presentations to landscape architecture professionals as well as often to members of the communities where the studio is working. The sequential development of skills and knowledge in the BLA program culminates in the capstone Design-Build studio, with the design process leading to construction of a tangible place that is used by a community. This literally brings the students' learning to life.

Assessments of student abilities are compiled through a variety of methods including presentations, critiques, and formal reviews. Students have been found to perform well in giving presentation, progressively learning over the course of the program to better organize and clearly articulate their objectives and argument. In the final year of the MLA students present their capstone project to a public audience and the response has been very positive. Individual critique of student work presents another form of assessment. Faculty generally report that students respond well to these discussions and the work at the end of each quarter represents significant progress toward the learning objectives. Finally formal reviews are conducted with review members drawn from the professional and public arenas. Students are received well and have in the past five years been described as greatly improving in their presentation skills. The success of our students' presentations to public groups or clients attests to their success in acquiring and applying their skills to complex, real-life projects and to their ability to professionally present their design conclusions to client groups and studio instructors.

C. Plans to improve the quality and productivity of the program.

The department intends to its quality and productivity through an integration of the following approaches: *increasing program visibility, integration of teaching, research and services, leveraging resources for student support and faculty development, and engaging in collaborative initiatives to build knowledge and enhance educational opportunities*. Increasing program visibility is important for the department to attract and recruit talented students who are fundamental to the quality and competitiveness of the program nationally and internationally. Our visibility is in turn building on the quality of our program and performance of our students and faculty. In addition to recruitment and peer recognition, increased visibility can also potentially attract donors and supporters for the program.

Our program quality and visibility ultimately depend on the performance of students and faculty. Over the past decade, the performance of students and faculty is closely tied to the integration of teaching, research and service activities in the department. For example, our design/build program, service-learning activities, and urban ecological focus permeate through all aspect of the faculty and student activities. As a small unit, such integration is critical also to our future in the context of declining resources.

To support student and faculty performances in the context of rising tuition and declining resources, the department intends to become more active in leveraging funds and resources for student support and faculty development. To maintain adequate support for students and faculty, the department is currently working with PAC and the College Advancement Office in developing fundraising strategies and initiatives and exploring ways for professionals to contributing to instructions and departmental services. Furthermore, in light of Activity-based Budgeting, the department needs to recalibrate the faculty effort and instructional productivity. We will be working closely with the College administration on appropriate strategies for increasing productivity and maintaining academic excellence.

Given the department's limited resources and the increasing complexity of the social and environmental challenges in today's urban settings, cross-disciplinary collaboration is key for the department students and faculty to be engaged in important initiatives on campus and in the local communities and beyond. Such types of collaboration are also critical for the department to stay on the cutting edge of innovation and exploration in the profession. Over the past few years, partnerships have been developed with Global Health, Forest Science, Public Affairs, etc., that lead to funded projects and collaborative initiatives. We plan to continue supporting and seeking out such activities that in turn generate activities for student learning.

Number of instructional faculty, students enrolled, and degrees granted over last three years
(Autumn-Summer)

| | 2008-2009 | 2009-2010 | 2010-2011 |
|----------------------------------|------------------|------------------|------------------|
| FTE instructional faculty | 11.5 | 13 | 13 |
| FTE graduate teaching assistants | 4 quarters | 4 quarters | 3 quarters |
| BLA | | | |
| Headcount of enrolled students | 47 | 46 | 48 |
| Number of degrees granted | 18 | 14 | 12 |
| MLA | | | |
| Headcount of enrolled students | 49 | 44 | 46 |
| Number of degrees granted | 17 | 13 | 15 |
| MLA/MUP | | | |
| Headcount of enrolled students | 0 | 3 | 3 |
| Number of degrees granted | 0 | 0 | 1 |
| | | | |

NOTE: "Headcount of enrolled students" (undergraduate) = number of declared majors as of 10th day of Autumn Quarter.